



Corpus Christi School Werribee

2020

Annual Report to the School Community



Registered School Number: 1898

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Contact Details

| | |
|--------------------|--|
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| E NUMBER | E1342 |

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 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 2020 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.

04/05/2021

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

Our School Vision

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.

We are the body of Christ and we each have a part to play

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 421 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

- Further explored and used effective RE assessment tools
- Consistent prayer practices such as whole school meditation was continued
- Strengthened Faith Life Inquiry process
- Staff faith formation, knowledge and understanding developed through Professional Development opportunities such as the engagement of Richard Leonard for a school closure day
- Included student voice in the planning of RE and engagement in discussion about faith in their context
- Enhanced our knowledge of Horizons Of Hope document and the Identity and Growth resource Explicit links were made to Horizons of Hope in Planning and PLTs.
- Developed staff knowledge and understanding of Social Justice and Catholic Social teaching

VALUE ADDED

Value Added

Religious Education was taught remotely during lock-down

- Planning RE team planning occurred via zooms/remotely
- Utilising RE (online) resources was increased
- RE learning sessions were readily available through Google Classroom and desktop
- Online liturgies and prayer services enabled more parents/families to 'attend' and learn songs and prayers
- More connection and participation with families in their homes
- Positive feedback from families about liturgies/prayer times and RE sessions
- Online live liturgy celebrations enabled families and friends to connect

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

Achievements Learning and Teaching 2020

- Facilitated planning during remote learning
- Supporting teams in their planning and use of technology for planning lessons
- Use of zoom as a teaching tool and as a connection to families
- Use of Google Classroom to support student learning and wellbeing and connection to their teacher
- Staff continually innovating different ways to support learning for students based on suggestions and feedback from families
- New ways of teaching: video production with audio/ small groups, whole class
- Production and creation of specific lessons aimed at students' levels of learning and capacity to work online
- Capacity of teachers to work together in teams/ embracing new ways of learning and teaching
- Sustained professional development using Zoom
- Lyn Anderson PL : An Orthographic Inquiry
- More independence shown by some students
- Parents developed a greater understanding of how their kids learn

STUDENT LEARNING OUTCOMES

The COVID 19 lockdown during 2020 provided a huge challenge to all teachers at Corpus Christi when assessing and reporting on their student's progress. NAPLAN was cancelled and PAT testing for Literacy and Numeracy was unable to be completed.

During this time Corpus Christi staff used the Google Classroom platform to provide work, timetables, information for students and parents, instructional videos and for the submission of student's completed work.

Not all students submitted all work provided and the work that was submitted was at times highly supported by parents and carers therefore not always providing reliable samples of independent student work.

Teachers needed other ways to assess student progress with the validity of the work being less questionable.

Teachers at Corpus Christi were able to assess student progress using:

- Photographic, video or audio evidence of the task being completed
- A discussion with the student about their understanding of the assessment task via live platforms
- Simulated, live online assessment using ZOOM
- Personalised feedback via email, Google Classroom or telephone
- Anecdotal notes from a zoom session
- Tasks set for assessment purposes such as a pre and post
- Teacher designed task for a specific purpose based on students responses to previous tasks
- Students in live zoom workshop situations where they can either answer / pose questions, read /count aloud,hold up completed work which can be screen-shot
- Completed tasks on given platform
- Phone calls / individual zoom sessions to check for understanding with those who need an alternate learning plan
- Photos of work uploaded or emailed and saved in a named student folder/ teacher records
- Feedback on work submitted
- LSO notes
- Student's reflection on their learning task
- Photos of work uploaded or emailed and saved in a named student folder/ teacher records

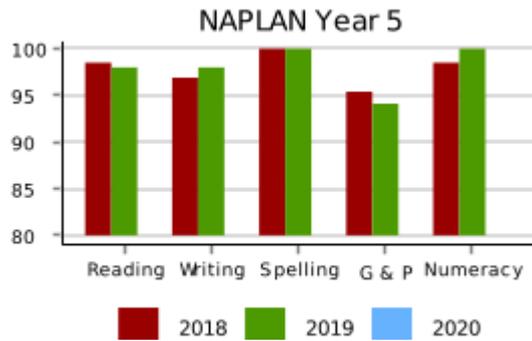
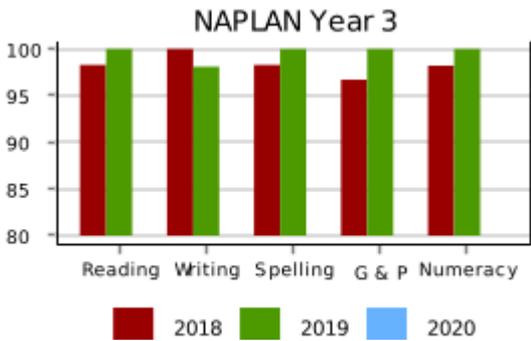
All work submitted to teachers during 2020 was recorded on a Google sheet which provided a reliable record of the student's successes and challenges. A folder for each student was created to store submitted work for later reference when reporting on progress, on a shared Google Drive specific to this purpose.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-------|-------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| YR 03 Grammar & Punctuation | 96.7 | 100.0 | 3.3 | | |
| YR 03 Numeracy | 98.2 | 100.0 | 1.8 | | |
| YR 03 Reading | 98.3 | 100.0 | 1.7 | | |
| YR 03 Spelling | 98.3 | 100.0 | 1.7 | | |
| YR 03 Writing | 100.0 | 98.1 | -1.9 | | |
| YR 05 Grammar & Punctuation | 95.4 | 94.1 | -1.3 | | |
| YR 05 Numeracy | 98.5 | 100.0 | 1.5 | | |
| YR 05 Reading | 98.5 | 98.0 | -0.5 | | |
| YR 05 Spelling | 100.0 | 100.0 | 0.0 | | |
| YR 05 Writing | 96.9 | 98.0 | 1.1 | | |

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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

Connections with families made and sustained via remote learning

PL about various areas of Wellbeing available - via opt in PL list

Sharing resources with families e.g. Covid stories, readings and articles, webinars

Teacher/family communication/wellbeing check-ins during remote learning via phone/zoom/Google Classroom etc

Weekly Wellbeing meetings with Principal team, Wellbeing and Learning Diversity Leaders (during remote learning period)

Creation of google folder - to share child safe policies and updates to school board and parish priest

Respectful Relationships partner school - staff PL and introduction of Respectful Relationships activities (Resilience, Rights and Respectful Relationships) onsite and via remote learning.

Greater student voice, choice, responsibility and independence through Remote Learning

Reviewed and updated all school Wellbeing and Behaviour policies

VALUE ADDED

National Day of Action Against Bullying and Violence

Harmony Day acknowledgement & activities

Day for Daniel - whole school participation in activities promoting personal safety (online)

Gardening Club & Indoor Play offered during playtimes (during lock-down for onsite children and during Terms 1 & 4)

Foundation-Year 5 Buddy program (modified in Term 4)

During remote learning, some teachers trialled "games afternoons" and fun activities for extra connection/ social time online

"Apart but Together" - invitation for staff, students and families to participate in whole school community building video

Senior Camp and modified Middle camp were able to occur (re-scheduled and modified in Term 4)

"Step-Up" program to help all students with F-6 transition (modified - due to COVID restrictions)

School counsellor available to students one day a week - particularly important during lockdown

Small group social skills groups facilitated by wellbeing leader

STUDENT SATISFACTION

Greater independence in work and arriving at school

Development of stamina has been very positive

Enjoyed the content, particularly digital technology and the variety of presentations in remote learning

Social side has had a positive impact since returning, leading to cooperation and discussion, as well as clarification of thoughts and understandings

Remote Learning highlighted the need to further develop eSafety programs F-6

Students were able to showcase and share personal skills and talents throughout remote learning (eg music, dance, technology, pets, hobbies) via remote learning which led to stronger relationships and knowledge of students and them of their teachers.

Students indicated they liked working at their own pace, having a choice of activities and developing their own schedules during remote learning.

STUDENT ATTENDANCE

Student Attendance 2020

The roll is recorded each morning between 8:45-8:50am. The admin staff contact the families of any student recorded as absent. Students who are late are to enter via the school office to receive a late pass and be recorded as present on the system. An SMS is sent to the parents of absent students and families are requested to contact the school to provide a reason for their child's absence.

During the period of remote learning, attendance was recorded for students onsite and referenced against the daily register. For students working from home, attendance was recorded by classroom teachers via Google Classrooms. Students were recorded as present on a daily basis based upon their completion of school work, attendance in Zoom sessions and emails sent to teachers from the students and/or their parents.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 96.1% |
| Y02 | 96.0% |
| Y03 | 97.8% |
| Y04 | 96.6% |
| Y05 | 96.8% |
| Y06 | 95.9% |
| Overall average attendance | 96.5% |

Child Safe Standards

Goals & Intended Outcomes

Corpus Christi is 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 phase of the Child Safe Standards was successful in creating a Child Safe culture and awareness throughout our school community.

Staff, students and school community have been involved and informed along the way and this will be a continued focus into the future as we continue to refine, review and improve Child Safe practices in our School.

Achievements

Formation of school Child Safe Team which includes the Principal, DPs and Student Wellbeing Leader

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, bi-annually

Whole school participation in Day for Daniel safety awareness activities

Ongoing staff professional learning on our role in identifying and responding to suspicions of abuse, as well as increasing staff capacity to empower students, particularly through teaching student voice and personal safety

Inclusion of Child Safety questions and reflections in staff Annual Review Meetings (ARMs)

Promotion of Child Safety in the school community, through signage, newsletters, events, school website, policies

Inclusion of Child Safe information for parents on school website

Development of student-friendly Child Safe Policy

Introduction of Respectful relationships program to wellbeing curriculum

Annual whole-staff review of the school's Risk Assessment Matrix and weekly staff meeting agenda item to raise concerns, questions or discuss Child Safe policy and procedures.

It is 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

- Completed VRQA and Child Safe documentation
- Strengthened L&T team by introducing additional role to new DP
- Management and implementation of structures to enable successful transition to Remote Learning. Ongoing adjustments and monitoring.
- Continual information sharing and updates for students and families and staff e.g. regular staff briefings via zoom etc
- Wellbeing focus for families, children and staff. Consideration given to individual needs of staff, parents and children
- Implementation of Covid Safe practices
- Updated DT policies for remote learning e.g. Zooms
- Opportunities for PL - personalised to need (Staff Meeting time)
- Ongoing feedback sought through surveys from staff, parents and students
- Implementation of PTCLCs via zoom
- General responding to needs on a daily basis and communicating these needs to staff and families
- Opportunities given to sustain faith practices and celebrations through whole school prayer and liturgy (via zoom)
- Ongoing monitoring and reflection

| EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING |
|---|
| <i>Description of Professional Learning undertaken in 2020</i> |
| <i>Professional Learning 2020</i> |
| An Orthographic Inquiry facilitated by Lyn Anderson (all staff) |
| Respectful Relationships x 7 staff |

- Graduate Studies in Religious Education x 4 staff
- Child Safety and Reportable Conduct (all staff)
- Anaphylaxis Management (all staff)
- Wellbeing Webinars -facilitated by Maggie Farrar (all staff)
- Warden Training (all staff) - Dynamiq Management
- Principal Network
- Deputy Principal Network
- Wellbeing Network
- Mandatory Reporting
- E-learning x 5 staff
- Women in Advanced Leadership
- Diabetes Training
- Exploring Mathematical Pedagogy x 5 staff
- Phonics in Context
- Engaging in Sacraments

| | |
|---|--------|
| Number of teachers who participated in PL in 2020 | 44 |
| Average expenditure per teacher for PL | \$1490 |

TEACHER SATISFACTION

Through surveys/ staff meetings/ PLTs and Unit Conversations, staff were invited to provide input and feedback regarding Remote Learning practices and successes.

Some successes identified included:

- Connection with Families
- Student Voice
- Feedback
- Independence of students
- Staff Voice

Teams worked collaboratively to support each other through remote learning.

Sense of community and connection was built through weekly online staff zoom meetings.

Zoom enabled more staff and leaders to attend meetings and planning sessions.

Staff felt that communication was increased during remote learning. The implementation of Zoom, Google Classrooms and Google Hangouts allowed teachers to connect with families on a daily basis.

Staff indicated that the use of technology strengthened the communication between home and school. The online liturgies and video lessons also allowed parents to be connected to their children's learning.

Staff voice was extremely strong throughout remote learning. Teams met regularly to plan learning, make modifications, plan for and create instructional videos.

Staff were constantly updated with COVID guidelines and were consulted throughout this process. They were involved in the creation of checklists to record attendance, the Zoom booking sheet, and were listened to when seeking clarity around particular issues.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 84.3% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 90.5% |
|----------------------|-------|

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) | 3.0 |
| Teaching Staff (Headcount) | 35.0 |
| Teaching Staff (FTE) | 30.5 |
| Non-Teaching Staff (Headcount) | 12.0 |
| Non-Teaching Staff (FTE) | 10.4 |
| Indigenous Teaching Staff (Headcount) | 1.0 |

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

Feedback Forms sent to families re: Remote Learning (CEM form and CC Form)

Parents felt that communication between home and school was adequate throughout remote learning. Communication was via multiple means such as: online, school app, Remind app, fortnightly phone calls, emails and Zoom sessions. Benefits were evident for staff and parents

Community Engagement Video: "CC Apart but Together" was produced and made available to CEM.

Unit based videos for learning were created - communicating learning to parents & students. Parents appreciated the online videos that teachers posted demonstrating and explaining the learning process.

Father's Day Liturgy / Guest Speaker - Ashley Harris - Focus: "Transforming one's mindset when faced with adversity".

Family invitation to Happy Family Webinar - Dr Justin Coulson

Whole school celebration of Harmony Day, beginning of year mass & liturgies

Increased participation of students in zoom PTCLCs & positive feedback from staff and families

Engagement in Learning - parents, students, teachers - greater partnership through Remote Learning. Many parents expressed that remote learning allowed them more opportunity to be involved in their children's learning as they were witnessing firsthand the learning tasks. Some parents indicated that they were now more aware of knowing where their child is at and observed some of the difficulties that their children had in accessing the learning.

Child safe - creation of google folder to communicate Child Safe policies to school board & parish priest

Up-skilling of parents, students and staff on technology being used at school

PARENT SATISFACTION

Parents were invited to participate in surveys to share feedback on Remote Learning - what was successful, and what they would like to see continued at school post-remote learning.

Strengths identified included:

- Communication
- Being involved in the learning
- Real-time feedback and flexibility of learning
- Use of technology for learning
- Enhanced relationships and partnership between home and school

Some quotes from parents include:

"I've been able to see what areas (my children) are excelling in, what they love to learn about and areas that need more support."

"I felt very supported by our teacher at school."

"Participating in my daughter's education and seeing the building blocks of her education... has been wonderful."

"I appreciate how hard this must have been for teachers and really appreciate the effort they put into making it work."

"I never doubted the importance of the relationship between school and family but during this difficult time it certainly made the difference to have all the support from our school community."

Parents also indicated the importance of having a positive relationship between home and school. They felt extremely supported throughout remote learning and many expressed an increasing respect for the teachers.

The majority of parents were impressed with the balance of online learning tasks and other activities during Remote Learning. Learning was adjusted to allow for students to access at their level with a variety of modes of delivery available; online, booklets, videos etc.,. Parents indicated that receiving regular and timely feedback from the teachers was a strength throughout remote learning.

Future Directions

Strengthen high quality learning and teaching pedagogy and teacher knowledge of contemporary Learning and teaching to enhance student engagement

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

Implementation of Coaching / instructional leadership processes