



Corpus Christi School Werribee

2022 Annual Report to the School Community



Corpus Christi Primary School – Service, Community, Courage and Learning

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

19/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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. We promote our focus on creating 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 431 students in 18 learning community groupings. The school population is made up of many students who are second, third and fourth generation Australian, predominantly from Italian backgrounds. However, Corpus Christi has experienced changes during the past years as we have welcomed families from Sudan, Burma, Philippines, Indonesia, Ethiopia, Thailand, Ireland, Zimbabwe, Sri Lanka, Japan, Croatia 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 well-being is necessary to achieve success. All programs aim to create a strong culture of well-being 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 also have 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 Australian 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.

School Advisory Council Report

2022 School Advisory Council – End of Year Chairman’s Message

On behalf of the SAC, I’d like to pass on our sincerest thanks and gratitude to all Corpus Christi staff, from the Teachers and Administration personnel all the way through to the Cleaning and maintenance staff. The level of commitment that they have all shown in delivering high quality learning outcomes as well as helping to ensure that our children have a safe environment in which to operate speaks volumes to the quality of character that we have been able to attract and nurture at Corpus Christi.

As I sit back and reflect on the 2022 school year and my first year as part of the School Advisory Council, the one central theme that runs through all that I’ve witnessed is the realisation that the teachers and staff at Corpus Christi do a power of work to provide our children with a quality education with a focus on well-being. With the challenge of the coronavirus starting to dissipate, the crew at CC were able to swing back into top gear to deliver the types of learning and activities that we all appreciate. It was gratifying to see a resumption to “normal”, with assemblies, sports days and themed activities, through to Camps and Religious ceremonies. It is these moments that provide wonderful memories for our children and help build stronger social awareness and connections.

I’m having trouble reconciling that the year is nearly over. It seems like only yesterday that we all sat down for the first time this year to start examining the issues laid before us. It’s been a privilege to be part of a group that has provided support to the School Administration team around policies/topics such as:

- Student Voice/Student Agency
- Child Safety Standards including Cyber security
- School Community Sphere/Family School Partnerships
- Parent engagement and feedback

There is still more work to do, especially in areas regarding student well-being such as in the areas of First Nations and gender fluidity policies and the broader issues surrounding Parish/Community links. However, I believe the team at Corpus Christi is well-positioned to tackle these challenging issues with the same enthusiasm, empathy and compassion that they have brought to the other policy areas and I look forward to assisting them in their endeavours.

Regarding the general operations of the school, I’d like to take this opportunity to thank the Parents and Friends group for their tremendous efforts in their fund-raising initiatives. It helped contribute to the completion of the new covering we have over the basketball court which provides the school with so much more flexibility in managing group gatherings. With so many other capital works requirements in the pipeline, their continued support will be much appreciated.

And lastly, but by no means least, I’d like to extend my gratitude and appreciation to each of you, the SAC family, for making the experience of participating in this group a pleasure, providing the right balance of concern mixed with humour but always full of love for the one thing that we’re all here for – our children. I look forward to again being part of this family and your continued support in 2023.

Pray the Lord keep all the Corpus Christi community safe over the Christmas period and may he bless and inspire us to continue our mission together.

Sincerely,

Dino Donati.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

- To develop student and staff faith formation
- To use effective RE assessment tools
- To document and embed a whole school evidence based instructional model with a shared understanding of effective practice for all

Intended Outcomes

That teachers design and assess learning which supports student growth in Religious Education

That staff faith formation and development will be enhanced in order to be confident Religious Education educators

That student voice in the planning of RE and engagement in discussion about faith in their context will be enhanced

Achievements

- RE Team members attended Professional Learning on Competencies in Theologising - Learning from this PL was directly applied with teams when working on assessment tasks
- Three staff members attended the NCEC Conference “The Future is Listening”
- Staff faith formation, knowledge and understanding was a focus at our Staff Conference. This was facilitated by Fr Joel Peart and the title of the session was: “Faith and Hope - How do we as Catholic educators foster Faith and Hope in our students?”
- Further explored and used effective RE assessment tools
- Continued consistent prayer practices such as whole school meditation
- Strengthened Faith Life Inquiry process
- Included student voice in the planning of RE and engagement in discussion about faith in their context
- Continued to enhance our knowledge of the Horizons of Hope document and the Identity and Growth resource. Explicit links were made to Horizons of Hope in Planning and PLCs.
- Continued to develop staff knowledge and understanding of Social Justice and Catholic Social teaching

VALUE ADDED

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 and Teaching

Goals & Intended Outcomes

Goal

- To document and embed a whole school evidence based instructional model with a shared understanding of effective practice for all

Intended Outcome

That teachers can articulate a shared understanding of the instructional model at Corpus Christi

Achievements

- Implemented a School Wide Instructional Model
- Introduced data driven guided instruction focus groups
- Constructed an F-6 assessment schedule
- Implemented a synthetic phonics approach in Foundation
- Introduced a wide variety of assessment tools eg: LLARS, VCOP, WTW,
- Refined previously used assessment tools eg: F&P, Essential Assessment, PAT R & M

STUDENT LEARNING OUTCOMES

From 2021 to 2022 our overall scores compared with the National means, have seen an increase in the Year 3 Grammar and punctuation and the Year 5 Writing results. The Year 3 Writing score and the Year 5 numeracy scores were maintained at 100%.

However, as a school our overall mean scores have slightly dropped compared to State mean scores from 2021 to 2022. This resulted in our school mean sitting below the state mean in all areas. This is an understandable result due to the introduction of significant new frameworks and policies implemented in 2022. As a school staff in 2022 we built up a consistent understanding of these frameworks and policies, and now aim to embed them into our professional practice. The frameworks and policies encompass the following list of programs and strategies:

- Implementation of S.W.I.M (School Wide Instruction Model) across the school for consistency including visible, LI (Learning Intention) and SC (Success Criteria), building consistent pedagogical practices using HITS (High Impact Teaching Strategies) and regularly run targeted groups
- Guided Instruction - (reading, writing, maths & spelling: 1-6) implemented across the whole school F-6
- GRIN (Getting Ready In Numeracy) - 4 Groups (Number: 1-6) based on Essential Assessment Data indicating 6 months behind in specific Maths focus areas
- Writing Professional Learning is being implemented across the whole school through planning cycles

- Implementation of a revised data collection schedule across the school that provides timely diagnostic and summative data including:

VCOP (Vocabulary, Connectives Openers and Punctuation),

Fountas & Pinnell, Essential Assessment,

LFIN (Learning Framework in Number),

Words Their Way,

EOI (English Online Interview)

MOI (Mathematics Online Interview) and

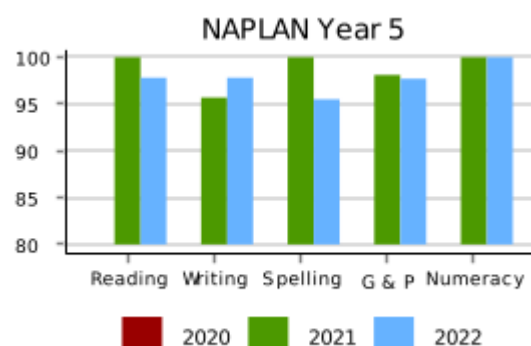
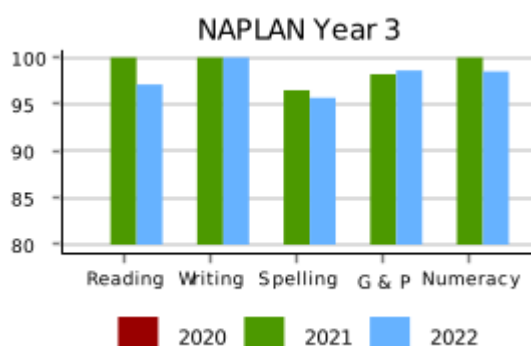
LLARS (Little Learners Assessment of Reading Skills) assessments used diagnostically to determine individual students points of need

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.2	-	98.6	0.4
YR 03 Numeracy	-	100.0	-	98.5	-1.5
YR 03 Reading	-	100.0	-	97.1	-2.9
YR 03 Spelling	-	96.5	-	95.7	-0.8
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	98.1	-	97.7	-0.4
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	97.8	-2.2
YR 05 Spelling	-	100.0	-	95.5	-4.5
YR 05 Writing	-	95.7	-	97.8	2.1

* 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

Goal

- To increase student agency and authentic voice in order to empower all learners

Intended Outcomes

That students engage as active decision makers in many aspects of school life that affect their learning and faith formation

That student engagement and motivation is improved

Achievements

In 2022, Corpus Christi achieved the following:

- A team of 5 staff participated in a four-day Student Voice Professional Development Program. It focused on developing students as self-directed learners through enhancing authentic agency and authentic voice. The team led a staff professional learning in this area at staff meetings and at the 2022 staff conference in August.
- Wellbeing planning within all teams was facilitated by a member of the Wellbeing Team.
- Regular information was provided to parents and families throughout the year from a range of Mental Health, eSmart and Parenting resources.
- Classroom teachers continued to use Restorative Practices to support classroom behaviour
- Continued explicit teaching of the Rights, Resilience and Respectful Relationships program across all levels of the school
- Students continued to lead whole school meditation, assemblies and liturgies

VALUE ADDED

Additional Wellbeing supports/Value Added:

- Library and Garden club offered during playtimes to support students by providing alternative activities for students who may prefer quiet or small group activities.
- Lego Club supported the social/emotional development of students
- The Foundation/Grade 5 Buddy Program continued to be strengthened to support Foundation transition to School.
- Days to promote personal safety: National Day of Action Against Bullying and Violence and Day for Daniel
- Harmony Day acknowledgement and activities around our cultural diversity.
- Shining Christ's Light Awards and Great Mate Awards - acknowledged in the newsletter

- Step Up Day to support the transition of children in the school

Therapy Dog at Corpus Christi

This year we took up an opportunity to incorporate a Therapy Dog into our learning communities here at Corpus Christi. We informed families of some of the research into the benefits of Animal Assistance Education (AAE) especially in the area of Wellbeing. We introduced Murphy, our Therapy dog, to families via a Slide presentation.

Murphy attends school one day per week, however this is sometimes extended according to the needs of our children.

STUDENT SATISFACTION

Student Data

Student MACSSIS survey data for 'engagement in school' was very high within the grade 4 cohort in 2022.

One challenge as a school will be to see this level of engagement is maintained for these children as they move into Years 5 & 6.

STUDENT ATTENDANCE

Attendance Data

The roll is recorded each morning between 8:45-8:50am. Parents/Carers are required to notify the school in advance of any absence, if possible. Where a student is absent and the school has not been informed, an unexplained absence will be recorded and an SMS sent to parents/carers, after all rolls have been submitted and processed by the Office.

Parents/Carers of absent students are required to provide a written note, detailing the reason/s for absence on their child's return to school. Students who are late are to enter via the school office to receive a late pass and be recorded as present on the system.

Staff members are to bring to the attention of the Principal/Deputy Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.8%
Y02	87.5%
Y03	87.8%
Y04	86.3%
Y05	87.6%
Y06	87.2%
Overall average attendance	87.0%

Child Safe Standards

Goals & Intended Outcomes

As Catholic educators and a Catholic organisation, we have a moral, mission-driven and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted to our care.

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 continually improve practices 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.

In July 2021, the Victorian Government announced new Child Safe Standards (CSS) to further strengthen child safe environments and protect children from abuse. The new CSS come into effect on Friday 1 July 2022.

The new Child Safe Standards work by further embedding a culture of child safety by clearly outlining the minimum standards for keeping children safe.

The new Child Safe Standards build on the current Standards, with changes and new requirements for organisations, including for schools to:

- involve families and communities in efforts to keep children and young people safe
- provide cultural safety for Aboriginal children and young people

This means that the environment is made safe - free from assault, challenge or denial of Aboriginal identity and experience. Schools must meet this requirement regardless of whether or not Aboriginal children and young people are currently enrolled or using their services.

- better manage the risk of child abuse in online environments
- ensure governance, systems and processes to keep children and young people safe are developed, documented, implemented and embedded

The Victorian Minister for Education approved Ministerial Order 1359 in February 2022.

It provides the framework for child safety in schools and replaces Ministerial Order 870 on 1 July 2022.

Ministerial Order 1359 sets out the specific actions that all Victorian schools need to take to meet the new Child Safe Standards from 1 July 2022.

Corpus Christi School is well-placed to build on our existing child safety strategies, policies and practices to strengthen the school's culture of child safety and protect children from abuse.

Achievements

- Formation of school Child Safe Team which includes the Principal, DPs and Student Wellbeing Leader
- Development of 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
Introduction of Volunteer and Employee Code of Conduct
- Refined employment & HR procedures Introduction of Reportable Conduct Scheme
- Braveheart's 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
- Development of student-friendly Child Safe Policy
- Implementation of Respectful Relationships Program within 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

Goals & Intended Outcomes

Goals

- To document and embed a whole school evidence based instructional model with a shared understanding of effective practice for all
- To build professional practice through cycles of inquiry - to foster a positive whole school culture of continual reflection, development and refinement of practice.

Intended Outcomes

That a consistent approach is evident across Foundation to Grade 6 in relation to the Learning & Teaching Instructional Model.

That a cycle of inquiry, which includes goal setting, implementing, reflecting / researching and planning be evident in all staff members professional development processes

Achievements

We began the 2022 school year believing it would be a very different year to the years we had in 2020 and 2021 and fortunately it has been – but not without its challenges.

It was wonderful to have been able to be at school without the interruptions of lockdowns and pivoting between remote and onsite learning!!

This year however, we have experienced a national teacher shortage which has affected Corpus Christi as it has affected all schools in our region.

We have needed to cover grades multiple times throughout the year with leaders, specialists and support staff who needed to teach in a classroom and not run their planned program as we couldn't access CRTs. As a school we worked hard to maintain classroom curriculum delivery and specialist and intervention programs as much as possible to maintain routine, stability and ongoing sequential learning for the children as a priority.

We continue to experience challenges in employing staff and fill vacancies. However, we are aware that the Department of Education and MACS are in the process of trying to address this serious issue into the future.

At this point I take the opportunity to acknowledge and sincerely thank our staff at Corpus Christi for the amazing dedication and support they demonstrated this year in meeting the challenges we faced. Given the events of the past few years, their flexibility, understanding and the support given to all children throughout this year has been absolutely admirable and greatly appreciated.

Achievements

- Developed our school 2022 Annual Action Plan in line with our new SIP 2022 - 2025
- Implementation of a School Wide Instructional Model - in line with our School Improvement Plan - Priority 1
- Ongoing feedback sought through surveys from parents, students and staff

- A deliberate focus placed on the Wellbeing of families, staff and students given the past few years of disruption. Consideration given to individual needs
- Leadership team engaged with Kerin Thorneloe throughout the year to “Build Leadership Capability”
- Ensured opportunities were given to sustain faith practices and celebrations through whole school prayer and liturgy
- Ongoing monitoring, reflection and review regarding all processes, procedures and practices in line with our governance change to MACS including policy implications and implementation
- Review of structures, and practices in line with the new 2022 Enterprise Agreement
- Provision of significant, appropriate and relevant PL to support the implementation of the key priorities within our School Improvement Plan 2022-2025

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Professional Learning Opportunities 2022

- Grammar in Context / Improving Writing PL
- Staff capability in following, conducting and assessing student learning
- High Impact Teaching Strategies: Setting WALT statements and building success criteria
- Ongoing process of implementing evidence-based approaches into whole school instructional model
- Leadership team - Data Analysis for Continued School Improvement PL
- Moderation of student learning in all curriculum areas
- Attendance at Network Days for Numeracy, Wellbeing, Learning Diversity, Deputy Principals, Digital Technology, Principals
- Power of Voice: Student voice and agency PL - Empowering all learners - 5 Staff
- Graduate Studies in Religious Education x 2 Child Safety and Reportable Conduct (all staff) Anaphylaxis Management (all staff)
- Warden Training (all staff) - Dynamiq
- Mandatory Reporting (all staff)
- Diabetes Training - 5 staff
- Competencies in Theologising – 5 Staff
- NCEC Conference “The Future is Listening” – 3 Staff

Number of teachers who participated in PL in 2022	49
Average expenditure per teacher for PL	\$620

TEACHER SATISFACTION

MACSSIS Staff Data 2022

2022 was a huge year of change and learning for staff at Corpus Christi. Given the changes and impetus embarked on this year, in relation to new staff and leadership team members as well as the implementation of a School Wide Instructional Model, staff MACSSIS results were very positive.

At Corpus Christi 7 out of 14 areas surveyed were above MACS average. 2022 MACSSIS data also showed that Collaboration in Teams and Professional Learning is a strength at Corpus Christi and results have increased since 2021. This demonstrates our collective efforts to create a collaborative culture in order to enhance learning and teaching is making positive gains at our school.

However, staff data is clearly indicating that FEEDBACK needs to be a focus area at Corpus Christi in relation to their professional development.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	13.5%
Graduate	2.7%
Graduate Certificate	5.4%
Bachelor Degree	56.8%
Advanced Diploma	10.8%
No Qualifications Listed	21.6%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	33.7
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	13.5
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Goals

- To increase opportunities for engagement in learning by families
- To support student learning and wellbeing through the development of strong family and community partnerships.

Intended Outcomes

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

School Procedures and Processes

We began the year needing to adhere to a myriad of restrictions that continued to be in place and effect our practices and procedures involving external providers, excursions and families being able to safely attend events at school.

This changed over the course of the year, to when it was possible to be able to have families part of events and supporting activities at school once again. The Art Show was a true testament to the wonderful community we have here at Corpus Christi with a huge number of families in attendance. Our Book Character Parade, School Masses, Foundation families attending 'Pinocchio's Birthday celebrations' and the School Disco are a few events that have been extremely successful during the year.

Feedback from families was sought in relation to areas of need regarding their children's mental health and wellbeing. Families identified a range of challenges they are facing and areas they would like further information about and/or support with.

The collated responses will provide direction for the school in relation to the work we undertake in responding to some of these concerns. This could be addressed through programs conducted at school and professional learning opportunities that may be offered in 2023 to support families.

In addition, we are excited that we are in the process of organising for family members to be able to resume being a part of our parent helper programs such as helping in the classrooms, listening to children read etc. in 2023. A 'Learning Helper Induction Training Program' has been developed and will be conducted in Term 1, 2023.

PARENT SATISFACTION

2022 MACSSIS Parent data strongly showed that 'Engagement in 1) Learning, 2) Community Building, 3) Faith Development, & 4) Wellbeing of children and families were areas of need for families particularly coming out of COVID restrictions.

Engagement of families in the learning of their children increased towards the end of 2022 as this is seen as a priority in the education of our children. This will continue into 2023 as a major focus.

Future Directions

Future Directions

- Embed, consolidate and refine our Whole School Instructional Model
- Develop capability of every staff member with feedback being a significant part of the process
- Implement structures such as walk-throughs / learning walks etc as ways to give feedback on identified goals
- Ensure timely, frequent and growth focussed feedback is provided, that supports staff's efforts to improve their practice through a cycle of inquiry approach, incorporating mentoring, modelling, coaching, observation of practice, reflection, feedback, reviewing and planning
- Embed a synthetic phonics approach in Foundation and introduce the same approach to the Junior classrooms in the school
- Refine the assessment schedule to ensure it is providing teachers with timely data to assist targeted teaching
- Start to develop a shared understanding of one-on-one conferencing (Student - Teacher) across the school
- Engage with external consultant to support in developing a strategic process to enhance professional practice through cycles of inquiry
- Implement the "Balanced Kids Program" – bringing together the mind and body to recognise stress and have strategies to mitigate this.
- Implement PAT Social Emotional Wellbeing (SEW) - wellbeing data to inform our practises and goals moving forward in alignment with MACS directions and advice.
- Create and distribute a regular school wide wellbeing newsletter
- Engage with Bacchus Marsh Psychology to provide onsite student support.
- Foster a positive whole school culture of continual reflection, development and refinement of practice.
- Establish trusting and productive relationships with all school stakeholders
- Develop relational trust and a positive culture of coaching to support staff to improve their teaching and achieve personal learning goals
- Improve teacher capability by strengthening the capability of leaders