



Melbourne Archdiocese  
Catholic Schools

# 2024

## Annual Report to the School Community



### Corpus Christi School

29 Russell Street, WERRIBEE 3030

Principal: Linda Roynic

Web: [www.ccwerribee.catholic.edu.au](http://www.ccwerribee.catholic.edu.au)

Registration: 1898, E Number: E1342

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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2025

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## About this report

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Corpus Christi School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **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.

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## School Overview

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### School Overview 2024

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 is one of six 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.

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## Principal's Report

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### 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 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.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Catholic Identity and Mission

##### 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 students will make explicit and meaningful links between life and the Catholic faith, whilst celebrating diversity that exists within Corpus Christi Community.

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

#### Achievements:

\* Celebrated our faith through regular Assemblies, Whole-School Liturgies, and Community Masses.

\* Supported family involvement in the Sacramental Program with Information Nights, parent participation, and parish engagement.

\* Provided opportunities for spiritual reflection and prayer with the Stations of the Cross, Junior Prayer Night, Sacrament Reflection days and the popular Prayers in PJ's evening.

\* Encouraged family attendance at key liturgical events, including Mother's Day, Father's Day, and seasonal celebrations.

- \* RE Team members implemented the learning from Competencies in Theologising PL in the planning of RE units throughout the year
- \* Staff faith formation and prayer was a focus at our Staff Conference.
- \* Further explored and used effective RE assessment tools in planning
- \* Continued consistent prayer practices such as whole school meditation, liturgies and unit masses
- \* Continued to include student voice in the planning of RE and engagement in discussion about faith in their context

### **Value Added**

#### **Value Added:**

Community masses are promoted and families are encouraged to take part in the masses at St. Andrew's

Implementation of Faith nights across F-6

Unit Masses and whole school Liturgies are well attended by families

Meditation led by student leaders on Monday mornings

RE team members worked with their unit and led the RE area in collaboration with the REL

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal

Embed Corpus Christi Learning and Teaching instructional model to ensure there is a consistent approach to the teaching of reading, writing, spelling, G&P and Numeracy

#### Intended Outcome

That there are improved learning outcomes for students as defined by school benchmarks in the following core learning areas: Reading, Writing, Spelling, Grammar & Punctuation, Numeracy.

### Achievements

- \* Reviewed and refined planning documents, including guided instruction
- \* PLCs examining Explicit instruction, School Wide Instructional Model, Guided instruction, consistent practices
- \* Shared teacher understanding of what good pedagogy looks like through PLCs and Classroom learning walks
- \* Collated, promoted and used a series of resources (professional reading, videos, flow charts) demonstrating aspects of the whole school instructional model in the Professional Learning drive (via PLCs)
- \* Embedded using relevant resources within PLC and staff PL, such as unpacking Rosenshine's Principles the Science of Reading.
- \* Created a Learning and Teaching pedagogy statement that encompasses the domains of Literacy with a focus on learning & teaching strategies for teachers
- \* Introduced teaching staff to Classroom Learning Walks with a focus on the implementation of the School Wide Instructional Model
- \* Allowing teachers to notify school leaders of coaching, modelling and/or mentoring needs through planning data chats and Google form (accessible on staff desktop)
- \* Set time aside in meeting schedules for whole school cross-moderation of writing samples against the Victorian Curriculum
- \* Development of a Digital Data Wall for Writing that tracked students' skills against the Victorian Curriculum 1.0 and development of the Victorian Curriculum 2.0 that was unpacked by the school Literacy team
- \* Created a Learning and Teaching pedagogy statement that encompasses the domains of Numeracy with a focus on learning & teaching strategies for teachers to use.  
Set time aside in meeting schedules for whole school cross-moderation of Numeracy data, analysis and planning

- \* Students using concrete materials to develop mathematical concepts
- \* Collaboratively construct rich assessment tasks against the RE Standards
- \* Continue to develop links to Inquiry when designing and planning learning with staff
- \* Implementation of an altered planning structure to allow Data chats to occur.
- \* Trial and use of DIBELS assessment in Literacy with students in Foundation - Year 2
- \* Development and staff training in Literacy and Numeracy intervention
- \* Junior Team's adoption and use of UFLI as part of explicit phonics instruction
- \* Professional development and use of Sounds-Write explicit phonic instruction for students in Years 3 - 6
- \* Use of Heggerty to promote and improve Phonological awareness
- \* Adoption of regular benchmarking spelling and phonics assessments (DiSTi)
- \* Daily review in both Mathematics and Literacy

## Student Learning Outcomes

### **PAT READING**

Target: There is growth in the overall school average of 106.5 (scaled score).

Result: Growth occurred, average score 108.4

### **NAPLAN Reading**

Target: Year 3 , increase Strong (At Expected Level) category to 40% while maintaining Exceeding category above state level

Year 5: increase Exceeding to 25% while maintaining above 60% in the Strong Category

Result: Year 3 at the expected level was 46.5% while exceeding students was 18.3 % of the cohort.

Year 5: Year 5 students exceeding was 14.7% (reduction) while students at the strong level was 60.3%

### **PAT NUMERACY**

Target: The school average grows beyond 110.7 (scaled score)

Result: Achieved 113. 8

### **NAPLAN NUMERACY**

Target: Year 3 - Increase the Strong (At Expected Level) category to 55%

Year 5 - Increase the Strong (At Expected Level) category to 55% and above.

Decrease the Developing (Within a year below Expected Level) category to below 24%

Result:

Year 3: Students marked as Strong ( At expected level) increased to 56.3%

Year 5: Students marked as Strong ( At expected level) decreased to 49.3%. There was no decrease in students marked as Developing (Within a year below Expected Level) category with 46.3% of students falling within this category.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	371	47%
	Year 5	482	57%
Numeracy	Year 3	387	59%
	Year 5	465	54%
Reading	Year 3	390	65%
	Year 5	487	75%
Spelling	Year 3	379	51%
	Year 5	476	65%
Writing	Year 3	421	85%
	Year 5	482	69%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### 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 students are more engaged in their learning through the planned incorporation of student voice within the planning of learning

That students are more engaged in their learning through regular use of student feedback to teachers

### Achievements

\* Student Leadership Team continued to grow in capacity and initiative, contributing to whole-school wellbeing efforts.

\* Playground Activity Leaders (PALs) Program successfully implemented to promote inclusive play and student-led leadership in the yard. School-wide implementation of The Resilience Project (TRP), supporting the development of emotional literacy, gratitude, empathy, and mindfulness across all year levels.

\* Ongoing delivery of the Respectful Relationships initiative, strengthening students' social and emotional learning and respectful behaviours.

\* TRP survey administered to students, staff and families to inform ongoing wellbeing priorities and program improvements. Bacchus Marsh Psychology engaged to provide targeted counselling support to students and families.

\* Onsite Catholic Care Counselling made available one day per week to support student mental health needs.

\* A termly Wellbeing Newsletter produced to keep families informed and connected to the school's wellbeing initiatives.

- \* Additional sensory tools and resources purchased to support student regulation and engagement.
- \* All staff participated in professional learning focused on embedding The Resilience Project into classroom and whole-school practice.
- \* A family information session on TRP was held to strengthen school-home partnerships in wellbeing.
- \* Resilient Youth Survey and PAT Social Emotional Learning Surveys administered for Years 3–6 to gather data to inform wellbeing planning.

## Value Added

### **Additional Wellbeing supports/Value Added:**

- \* A termly Wellbeing Newsletter was distributed to families, highlighting current wellbeing programs, student voice, and strategies to support mental health at home and school.
- \* Ongoing student counselling and support provided through Catholic Care (one day per week) and Bacchus Marsh Psychology.
- \* Library Club and Garden Club offered during playtimes to provide alternative, quieter play options for students who benefit from small group or sensory-friendly environments.
- \* The Foundation/Grade 5 Buddy Program was further strengthened to support a smooth and positive transition into school life for Foundation students.
- \* Key wellbeing awareness days were acknowledged and promoted through student-led and staff-supported initiatives, including:  
National Day of Action Against Bullying and Violence  
Day for Daniel  
Harmony Day, including class-based and whole-school activities celebrating cultural diversity.
- \* Shining Christ's Light Awards were presented at each Whole School Assembly, affirming student actions aligned with Gospel values.
- \* Great Mate Awards recognised acts of kindness and friendship and were celebrated in the school newsletter.
- \* Step-Up Days were held in Term 4 to prepare students in Foundation to Year 5 for the year ahead, helping reduce anxiety and build readiness.
- \* Term 1 Inquiry Units across all year levels focused on Social and Emotional Learning (SEL), fostering self-awareness, respectful relationships, and community building.

- \* Student behaviour data from the playground was gathered throughout the year to inform wellbeing planning and proactive support strategies.
- \* School leaders facilitated regular Class Meetings to elevate student voice and address areas of importance to the student community.
- \* Transitions were well-supported for both Prep and Year 6 students:
  - \* Prep students engaged in kindergarten visits and three orientation sessions.
  - \* Year 6 students were supported with structured transitions to secondary school.
- \* Developed Social Stories to support students in understanding and managing routines, transitions, and social expectations.

## Student Satisfaction

### Student Data

2024 MACSSIS data showed that overall Rigorous Expectations rated highly in student feedback. However, student data is also telling us that Student Engagement and Student Voice are areas of opportunity for growth in our school.

In addition, MACSSIS data indicated that:

- \* 90% of students reported that their teachers encourage them to do their best.
- \* 70% of students said the adults at school are supportive.
- \* 82% of students reported that they have an adult at school they would go to if they had a concern or worry.

## Student Attendance

### Student Attendance

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 a 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.5
Y02	89.9
Y03	90.2
Y04	91.7
Y05	91.5
Y06	89.2
Overall average attendance	90.6

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## Leadership

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### 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

#### Achievements

- \* Developed our school 2024 Annual Action Plan in line with our SIP 2022 - 2025
- \* Ongoing feedback has been sought through surveys from parents, students and staff
- \* A deliberate focus was placed on the Visibility of Leaders in learning spaces to be able to support staff
- \* Leadership Team continued to work with an external consultant, Jose Blackley, throughout the year to “Build Leadership Capability”
- \* Jose Blackley worked with all staff on “Feedback” to improve professional practice
- \* Timetabling and staffing provision to conduct “Learning Walks” F-6 during Terms 2 & 3
- \* Ensured opportunities were given to sustain faith practices and celebrations through whole school prayer and liturgy - Staff Reflection Day was held in Geelong as part of our staff Conference

\* 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 with a particular focus on the 30/8 workload model and Time In Lieu requirements

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2024

- \* Attendance at Network Days for Religious Education, Numeracy, Wellbeing , Learning Diversity, Deputy Principals, Digital Technology, Principals
- \* Graduate Studies in Religious Education x 2 staff
- \* Child Safety and Reportable Conduct (all staff)
- \* Anaphylaxis Management (all staff)
- \* Warden Training (all staff) - Dynamiq
- \* Mandatory Reporting (all staff)
- \* Diabetes Training - 5 staff
- \* Sounds Write PL x 4 Staff Members x 4 days
- \* High Impact Teaching Strategies: Setting WALT statements and building success criteria
- \* Ongoing process of implementing evidence-based approaches into whole school instructional model
- \* Moderation of student learning in all curriculum areas
- \* Building Professional Capability – Jose Blackley - All Staff & Leadership Team
- \* Feedback - Cycles of Inquiry to enhance Professional Capabilities -All Staff
- \* MACS Vision for Instruction PL Days
- \* Pamela Snow MACS PL Day (Saturday)
- \* School Visit - Emmaus Sydenham - DIBELS
- \*OCHRE - Mathematics resources - PLC
- \* First Aide - Level 2 Training - All Staff
- \* Westech eSafety in Primary schools
- \* The Resilience Project Teacher Seminar

<b>Expenditure And Teacher Participation in Professional Learning</b>	
Number of teachers who participated in PL in 2024	55
Average expenditure per teacher for PL	\$1009.00

**Teacher Satisfaction**

**Staff Satisfaction**

2024 MACSSIS data showed that Collaboration around an improvement strategy , Catholic Identity and school Climate are ranked highest in the domains surveyed.

This demonstrates our collective efforts, to create a collaborative culture in order to enhance learning and teaching, is making positive gains.

However, staff data is clearly telling us that FEEDBACK needs to continue to be a focus area at Corpus Christi in relation to the professional development of staff to improve practice.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	6
Graduate	1
Graduate Certificate	4
Bachelor Degree	20
Advanced Diploma	5
No Qualifications Listed	14

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	44
Teaching Staff (FTE)	38.9
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	13.99
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### 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

#### Family Engagement and Connection:

Family Conversations initiative at the beginning of the year to build strong relationships and set shared goals between families and educators.

Used the Remind App and school Newsletter to strengthen communication with families and provide regular updates on learning and school events.

Hosted The Resilience Project Family Information Night, supported by take-home activities, encouraging positive mental health practices at home.

Welcomed families into learning through Open Mornings and Afternoons, offering authentic insights into classroom life.

Celebrated and honoured families through Mother's Day and Father's Day Liturgies, classroom visits, and coordinated gift stalls.

Held vibrant community events including Trivia Night, Book Parade, Mini Olympics, Instrumental Concert, and Nativity Play, fostering joy, connection, and celebration of our students' gifts.

### **Faith and Catholic Identity:**

Celebrated our faith through regular Assemblies, Whole-School Liturgies, and Community Masses.

Supported family involvement in the Sacramental Program with Information Nights, parent participation, and parish engagement.

Provided opportunities for spiritual reflection and prayer with the Stations of the Cross, Junior Prayer Night, and the popular Prayers in PJ's evening.

Encouraged family attendance at key liturgical events, including Mother's Day, Father's Day, and seasonal celebrations.

### **Wellbeing and Inclusion:**

Continued to distribute our dedicated Wellbeing Newsletter, keeping families informed about whole-school initiatives and strategies that support student growth.

Engaged with Inform & Empower to deliver sessions and resources that helped parents navigate key challenges in today's world.

Maintained a strong partnership with Parents and Friends Committee, whose work supported events, stalls, and hospitality throughout the year.

Strengthened collaborative leadership through the School Advisory Council, who helped guide our mission and strategic direction.

Encouraged volunteerism through Excursion Helpers, Icy Pole Parent Helpers, and support at community events and Corpus Clubs.

## Parent Satisfaction

2024 MACSSIS data showed that overall Catholic Identity, School Climate and Student Safety are ranked highest in the domains surveyed..

This demonstrates our collective efforts to create a climate of welcome and partnership with families to enhance learning for all our children.

However, Family Data is telling us that Communication and Parent Engagement are areas of opportunity for growth in our school. This will continue to be a focus area at Corpus Christi into the future.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.ccwerribee.catholic.edu.au](http://www.ccwerribee.catholic.edu.au)