



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Corpus Christi School

29 Russell Street, WERRIBEE 3030

Principal: Adele Vesty

Web: www.ccwerribee.catholic.edu.au

Registration: 1898, E Number: E1342

Principal's Attestation

I, Adele Vesty, 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 2025 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 28 Feb 2026

About this report

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](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

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 Primary School is located in Melbourne's outer western suburbs, approximately 34 kilometres from the CBD, bounded by the Princes Highway and the Maltby Bypass. The school stands on land traditionally inhabited by the Wurundjeri people of the Kulin Nation.

Established in 1985, the school was founded in response to growing demand for Catholic education in Werribee and to ease enrolment pressures at St Andrew's Parish School. At that time, it became one of four primary schools within the parish. In 2005, Corpus Christi amalgamated with St Mary's in Werribee South. Today, it is one of six primary schools within St Andrew's Parish.

Corpus Christi Primary School fosters a learning community inspired by the courage and tenacity of Mary MacKillop, recognising that each individual is called to be a living part of the Body of Christ. The name 'Corpus Christi', meaning 'Body of Christ' in Latin, reflects this shared mission. In embracing this identity, the school honours the legacy of St Mary of the Cross MacKillop and draws inspiration from her example.

The staff are the school's greatest asset and are deeply committed to providing high-quality learning opportunities for all students. Students engage in a diverse range of learning experiences across all curriculum areas, supported by the integration of Information and Communication Technologies and the Arts, and guided by an inquiry-based approach. Classroom practices are responsive to the diverse needs of learners.

Corpus Christi is dedicated to the holistic development of each child, spiritually, intellectually, physically, socially and emotionally. The school delivers a comprehensive curriculum designed to establish strong foundations for students' future learning. A key focus is the creation of flexible learning environments that accommodate a wide range of learning styles and contemporary pedagogical approaches.

The school currently enrolls 440 students across 18 learning community groupings. The student population includes many second, third and fourth generation Australians, predominantly of Italian heritage. In recent years, the community has become increasingly diverse, with families from Sudan, Myanmar (Burma), the Philippines, Indonesia, Ethiopia, Thailand, Ireland, Zimbabwe, Sri Lanka, Japan, Croatia and Brazil. Some families have arrived in Australia under refugee or humanitarian programs.

Corpus Christi is committed to being a welcoming and inclusive school community. It maintains a warm and inviting atmosphere, where parents are recognised as integral partners in education. Active parent participation and strong home-school partnerships are highly valued and encouraged.

Principal's Report

At Corpus Christi, the student remains at the centre of all learning and teaching. We recognise that wellbeing is foundational to success, and we intentionally design programs that nurture a strong, inclusive culture of wellbeing across every classroom and throughout the school. In 2025, this commitment continues to shape environments where each learner is known, valued and supported to flourish.

Our identity as a Catholic school is grounded in the belief that authentic relationships are at the heart of effective learning communities. At Corpus Christi, we prioritise the development of respectful, trusting and collaborative relationships between students, staff and families. These connections extend beyond the school to our parish and the wider community, strengthening a shared sense of belonging and purpose.

Corpus Christi is, and continues to be, a welcoming and inclusive community. There is a genuine warmth that characterises daily life in our school. We actively foster Catholic faith and tradition through regular prayer, liturgy and celebration, inviting all members of our community to live the values of the Gospel with authenticity and compassion.

We recognise that strong partnerships with families significantly enhance student learning, engagement and wellbeing. In 2025, we continued to promote meaningful parent and community involvement, welcoming families as active contributors to school life. Opportunities for engagement include classroom support, participation in events and excursions, and involvement in information sessions that strengthen the home-school partnership.

Our curriculum reflects a contemporary, student-centred approach, responsive to the diverse needs, strengths and interests of each learner. Through ongoing professional learning and collaborative planning, our staff maintain a strong focus on differentiation and personalised learning. At Corpus Christi, there is a shared and collective responsibility for every student, these are always “our students”.

As education continues to evolve, we embrace the opportunities and challenges presented by ongoing developments in the Victorian Curriculum and contemporary pedagogy. Our commitment to continuous improvement ensures that we remain responsive, reflective and forward-focused. Together, as a learning community, we approach the future with confidence, optimism and a deep sense of purpose.

After 18 years of dedicated service to Corpus Christi Primary School, I acknowledge with deep gratitude the privilege of serving this community and will conclude my role at the end of 2025 as I enter retirement. I sincerely thank our students, families, staff and parish

community for the faith and trust you have placed in me over these years. It has been an honour to walk alongside you in the life of this school.

Corpus Christi remains a place of high-quality learning, adaptable, inclusive and future-focused, committed to meeting the changing needs of our students and the families who make up our vibrant community.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

- To continue to develop student and staff faith formation
- To plan rich assessment tasks in RE.
- To document and embed a whole school evidence based instructional model with a shared.
- understanding of effective practice for all.

Intended Outcomes

- That teachers continue to 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, Prayers in PJ's evening, daily whole school Advent prayer ritual.
- Encouraged family attendance at key liturgical events, including Mother's Day, Father's Day, and seasonal celebrations.
- Staff faith formation and prayer was a focus at our Staff Faith formation day at the Mary MacKillop Heritage Centre.
- Continued to use RE assessment tools planning.
- Continued consistent prayer practices such as daily classroom prayer, weekly whole school meditation, liturgies, feast days 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.
- Whole school meditation continued throughout the year.
- RE team members worked with their unit and led the RE area in collaboration with the REL.

Learning and Teaching

Goals & Intended Outcomes

Goals

- To improve student outcomes in reading comprehension in Year 5.
- For students in Year 2, to add and subtract one- and two-digit numbers with automaticity, using reasoning and a variety of calculation strategies as measured by Acadience and PAT M.

Intended Outcomes

Literacy

Teacher/leader practice outcomes:

- An increased understanding of formative assessment and use of different practices.
- Evidence in planning documents for planned checks for understanding.
- Discussion of changed practices in response to checks for understanding in data chats.

Student learning outcomes:

- Improved student fluency (prosody)
- Improved student comprehension outcomes on summative assessments
- Improved student ability to articulate strategies that can be utilised when comprehending a text

Mathematics

Teacher/leader practice outcomes:

- Teachers explicitly teaching and guiding students through new skills.
- Teachers checking for understanding throughout the lesson and adjusting the gradual release of control based on student feedback and formative assessment.
- Teacher judgement of Numeracy skills as per the Victorian Curriculum being consistent between teachers and year levels.
- Knowing their students and the next steps in their learning based on evidence gathered.

- Increased ability to differentiate content, teaching methods, materials used and expected outcomes to cater for all the students in their class, based on data analysis, expected curriculum level and professional reading.

Student learning outcome:

- Increases in student computational and procedural fluency.
- Students applying understanding of number/number sense to solve a range of problems.
- Students' understanding of their goals within Numeracy by being able to articulate this when discussing their learning.
- Growth in student learning within Numeracy.
- Students accomplish learning tasks within the lesson and with growing independence throughout the unit of work.

Achievements

Literacy

- Professional learning throughout the year focused on full participation/checks for understanding: several staff meetings, one curriculum day and regular fortnightly check-ins during team planning.
- Term 2 and 3 Classroom Learning Walks centred on checks for understanding and participation of students.
- Creation of a shared checklist and instructional video for Turn and Talk, Cold calling along with modelling and coaching.
- Weekly data discussions focused on comprehension and related literacy skills (fluency, vocabulary).
- Fluency passages introduced and fluency pairs (routine) rolled out with Partner A and B.
- Moderation of data twice yearly in PLCs - PAT R, DIBELS, and anecdotal notes/ work samples.
- Whole school adoption of DIBELS assessment and benchmark assessments with progressives.
- Use of ochre texts and texts targeting student areas of interest, yet still growing in complexity.
- Explicit vocabulary instruction using OCHRE and identified words in the chosen text.
- Introduction of Emina Clarke's approach to varied reading habits from 3 - 6 (AIR, choral, popcorn, teacher read aloud).
- Repeated reading intervention was introduced to support at-risk students as identified by DIBELS data for fluency.
- Updated planning proforma and expectations to show planned checks for understanding and paired fluency.

Mathematics

- Professional learning throughout the year focused on full participation/checks for understanding: several staff meetings, one curriculum day and regular fortnightly check-ins during team planning.
- Term 2 and 3 Classroom Learning Walk centred on checks for understanding and participation of students.
- Creation of a shared checklist and instructional video for Turn and Talk, Cold calling - leaders modelled and coached teachers in this.
- School wide implementation of Ochre resources to support learning and teaching in Mathematics.
- Introduction of Numbots and Times Table Rock Stars to support mathematical fact fluency
- Participation in Times Table Rock Star competitions.
- Introduction of Bridges Intervention.
- Introduction of Acadience Math assessment three times a year to track student learning.
- Staff professional development in Victorian Curriculum 2.0 and associated learning, teaching and reporting requirements.
- Participation in the Teach Well Masterclass series where teachers participated in professional learning in research and evidence based and providing techniques to build high-impact instruction into their own classrooms.
- Participation in the Exploring Explicit Instruction in Mathematics professional learning program.

Student Learning Outcomes

Literacy

Year 5 reading outcomes showed clear, cohort-wide improvement across multiple measures. In PAT Reading, 65% of students achieved within or above the 120–129 band (close to the Year 5 norm of 125.8), with gains evident at every percentile: the median rose from 120.5 to 123.7, the 75th percentile from 127.5 to 129.9, and the 95th from 136.8 to 138.0, while the 25th and 5th percentiles also improved significantly, indicating strong progress among lower-performing and at-risk students. NAPLAN results reinforced this trend, with most students performing in the Strong band and many in Exceeding, alongside growth from Year 3 that surpassed national expectations for similar cohorts. DIBELS data further supported these gains, with comprehension (MAZE) benchmark achievement increasing markedly from 36% to 66%, and fluency showing a more modest rise from 50% to 55%, demonstrating overall improvement in both comprehension and reading fluency.

Mathematics

Mathematics outcomes showed overall improvement across the cohort. In PAT Maths, approximately two-thirds of students achieved within or above expected bands, with the median score increasing from 112.7 in 2024 to 116.1 in 2025. Growth was evident across all percentiles, including rises at the 75th (121.5 to 126.3) and 95th (131.1 to 136.2), indicating strengthened performance among higher-achieving students, while the 25th percentile also improved from 100.8 to 104.1, reflecting solid progress among middle-to-lower achievers. NAPLAN results supported this trend, with the majority of both Year 3 and Year 5 students achieving in the Strong or Exceeding bands for Numeracy. Median performance sat within the Strong band at both year levels, indicating achievement aligned with expectations, while a substantial proportion of students reached the Exceeding band, demonstrating effective extension and high-level mathematical understanding. The relatively narrow lower distribution suggested fewer students required significant additional support.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	406	60%	389	53%
	Year 5	488	66%	485	62%
Numeracy	Year 3	397	62%	392	61%
	Year 5	489	71%	477	63%
Reading	Year 3	401	69%	396	67%
	Year 5	495	73%	491	74%
Spelling	Year 3	395	55%	387	53%
	Year 5	471	61%	474	63%
Writing	Year 3	422	80%	422	83%
	Year 5	467	61%	475	65%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

Student Wellbeing

Goals & Intended Outcomes

Goals

- Strengthen whole-school wellbeing culture and capacity.
- Enhance targeted wellbeing supports and inclusive practices.
- Foster student voice, transitions and community partnerships.

Intended Outcomes

- Students demonstrate improved emotional regulation, wellbeing literacy and social-emotional skills, while the school community consistently reflects Catholic values through respectful, inclusive behaviours. Staff apply consistent wellbeing practices and meet child safety and compliance requirements.
- Students access timely and appropriate counselling and interventions, leading to improved wellbeing and engagement. Inclusive, responsive environments (including sensory supports) enable greater student regulation, participation and access to learning.
- Student leadership, voice and peer engagement contribute to a connected school culture. Transitions are effectively supported, reducing anxiety and improving continuity, while families are actively engaged as partners through clear communication and participation.

Achievements

In 2025, Corpus Christi achieved the following:

- Student Leadership Team continued to grow in capacity and initiative, contributing to whole-school wellbeing efforts.
- Playground Activity Leaders (PALs) Program continued to promote inclusive play and student-led leadership in the yard.
- Ongoing delivery 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' respectful behaviours.
- Annual 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.
- Implementation of Compass as our new communication and administration platform to improve consistency, accessibility and engagement for all families.

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 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.
- Transitions were well-supported for both Kindergarten and Year 6 students.

- Foundation 2026 students engaged in kindergarten visits and three orientation sessions.
- Year 6 students were supported with structured transition sessions at their secondary school.
- Developed whole school Social Stories for events to support students in understanding and managing routines, transitions, and social expectations.

Student Satisfaction

- 73% of students reported that their teachers hold them to high expectations for effort, understanding and performance.
- 54% of students felt positive about the social and learning climate of the school.
- 68% of students reported strong teacher–student relationships, indicating they feel supported by their teachers.
- 55% of students indicated they feel physically and psychologically safe at school.

2025 MACSSIS data shows that Rigorous Expectations, Teacher–Student Relationships and Learning Disposition remain strong areas in student feedback.

These results reflect the ongoing efforts of staff to build high expectations, meaningful relationships and positive learner mindsets.

However, Student Data also tells us that School Engagement and Student Voice are key opportunities for growth.

These domains will continue to be focus areas as we work to strengthen student connection, participation and opportunities for authentic input across the school.

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 or note on Compass 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 welcome 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 are unexplained.

Average Student Attendance Rate by Year Level	
Y01	91.45
Y02	89.85
Y03	90.19
Y04	91.65
Y05	91.45
Y06	89.2
Overall average attendance	90.63

Leadership

Goals & Intended Outcomes

Goals

- To document and embed a school wide evidence based instructional model in line with the Vision for Instruction.
- To build a culture of feedback and growth, recognising and developing staff expertise and skill.
- To embed leadership structures with a distributive model.

Intended Outcomes

- That the Vision for Instruction informs a consistent approach towards learning and teaching from Foundation to Grade 6.
- That feedback culture is embedded with staff sharing expertise and skills.
- Leadership structures have a distributive model to build layers of leadership with the staff cohort.

Achievements

- Developed our school 2025 Annual Action Plan in line with our SIP 2022 - 2025
- Completed our 4 year cyclic review with external reviewer, engaged in VRQA ratification, collaborated with staff, families, the community and students around areas for growth based on MACS spheres.
- Ongoing feedback was sought through surveys from parents, students and staff.
- Leadership Team continued to work with an external consultant, Jose Blackley, throughout the year to “Build Leadership Capability” and engaged specifically in “Growth Coaching”.
- Timetabling and staffing provision to conduct “Learning Walks” F-6 during Terms 2 & 3 for coaching conversations and feedback.
- All staff leaders engage with an external consultant (Jose Blackley) for leadership development.
- Core leadership engaged with Growth Coaching with Jose to enhance staff development.
- Ensured opportunities were given to sustain faith practices and celebrations through whole school prayer and liturgy - Staff Reflection Day was held at Mary Mackillop Heritage Centre.
- Ongoing monitoring, reflection and review regarding all processes, procedures and practices in line with our governances change to MACS including policy implications and implementation

- Review of structures, and practices in line with the 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 2025	
<ul style="list-style-type: none"> • Vision for Instruction - 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) - Risk 2 Solutions • Mandatory Reporting (all staff) • Diabetes Training - 17 staff • UFLI PL x 6 Staff Members • 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 • MACS Vision for Instruction PL Days • School Visit - Emmaus Sydenham - Use and implementation of OCHRE Maths resources • OCHRE - Mathematics resources - PLC • First Aid - Level 2 CPR Update Training - All Staff • Westech eSafety in Primary schools • The Resilience Project Teacher Seminar • Number of teachers who participated in PL in 2025 - 55 	
Number of teachers who participated in PL in 2025	55
Average expenditure per teacher for PL	\$651.00

Teacher Satisfaction

- 2025 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.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	1
Graduate Certificate	3
Bachelor Degree	19
Advanced Diploma	4
No Qualifications Listed	18

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	44
Teaching Staff (FTE)	37.4
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	13.55
Indigenous Teaching Staff (Headcount)	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

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.
- Launched the Compass program to support communication and streamline school processes for staff and families
- Regular 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, School Production, Instrumental Concert, and Nativity Play, fostering joy, connection, and celebration of our students' gifts.
- Helped deliver a memorable 40th anniversary celebration for Corpus Christi, fostering strong connections with past alumni and celebrating the school's legacy.

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 the Parents and Friends Committee, whose work supported events 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

- 45% of families felt positively engaged as partners in their child's learning.
- 77% reported fewer barriers to engagement, showing strong improvement in this area.
- 79% rated the school climate positively.
- 66% endorsed the school's communication practices.
- 75% reported positive perceptions of the school's Catholic identity.

2025 MACSSIS data shows that our strongest domains continue to be Catholic Identity, School Climate and Student Safety. This reflects our shared commitment to creating a welcoming, inclusive environment where strong partnerships with families support the learning and wellbeing of every child.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.ccwerribee.catholic.edu.au