



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



Corpus Christi Primary School, WARATAH

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About the Annual School Report

Corpus Christi Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

It is my privilege to present the 2015 Annual School Report for Corpus Christi Primary School, Waratah.

This report outlines the many achievements, as well as the on-going development of Corpus Christi School during the 2015 academic school year. We take pride in our Catholic Identity and express the Gospel values in all Key Learning Areas, as well as through the general life of the school. Our vision is of a truly Catholic school reflecting the Dominican ethos with school life centred around the school's vision statement "Together in truth and love, we educate. Together in truth and love, we celebrate. Together in truth and love, we inspire." and our motto of "Veritas".

The Faith Culture of the school is authentic and continually articulated, allowing us to display a strong Catholic Identity and provide a welcoming, caring, inclusive and positive learning environment for all. Our school has a proud commitment to the social and emotional well-being of the members our community. This remains at the core of all that we do and is the reason why our school enjoys a proud reputation in the local community. Clear procedures and regular communication is promoted by all staff members. This is appreciated and affirmed by parents, students, Blackbutt South Parish and the wider community.

During 2015, Corpus Christi had a year in which quality teaching and learning was again at the forefront of our priorities. The teachers are highly experienced educators and the drive and enthusiasm they present each day is reflected in the positive relationships between staff and students. The pastoral care of the staff and their attention to detail in and out of the classroom shows both dedication and professionalism. Our students are encouraged and expected to work to their capacity. The classrooms are busy and productive learning places where children and teachers are able to share and reflect. Our academic results are strong and the coordination of special needs and remedial support programs as well as gifted and talented programmes in Primary mathematics are effective.

It is anticipated that this document will generate an awareness of our school's achievements, as well as provide thoughtful discussion about our directions for the future development of the school.

Parent Body

The focus of the Parents and Friends Association at Corpus Christi is foremost to support the initiatives and endeavours of both students and staff in creating a quality Catholic Educational experience. Meetings held monthly provide additional channels of communication for parents, staff and the broader school community. Activities organised throughout the year include social events, fundraising events and working bees as well as managing the Uniform Shop and School Canteen. These activities strengthen the connections within the school while facilitating improvements and opportunities that aim to enrich the experience for all involved with Corpus Christi Primary School. In 2015, significant funding initiatives supported by the Parents and Friends included funding towards the purchase of new literacy resources, the Kids Matter program, contribution to new bag hooks across all classrooms, celebratory cakes for various events, and playground maintenance. We welcomed a fresh new committee in November and look forward to continuing our support in 2016.

Katrina McKelvey – P&F President

Student Body

Our Student leadership team comprises four students from Year 6 for the entire year and four students from Year 5 for Semester one and then a change of four students for Semester Two. This team of eight student leaders form our Student Leadership Council and attend meetings to share ideas and they are the representative voice of the student body. The Student Leaders conduct weekly award assemblies, organise Mission Days and special interest days, represent the school at special events and generally help out whenever needed.

We also have two house leaders for each of our sporting groups: Dominic (Gold), Patrick (Green) and MacKillop (Blue). These leaders are responsible for organising their teams at swimming and athletics carnivals; being a positive role model in sporting activities and encouraging others to do their best at sporting events.

Students strive to take on these leadership positions at Corpus Christi. During Term Three each year,

leadership training take place and then students nominate themselves for the various positions; explaining in writing how they can bring positive contributions to the school community. Staff discuss the nominations and make a selection of up to 5 boys and 5 girls who then present a speech to the school community outlining their leadership qualities. Students in Years 2 to 5 then vote and announcements of the following year's student leaders are made at our end of year Mass. Other leadership opportunities are provided through Mini Vinnies; the Environmental Team and Library monitor roles.

SCHOOL FEATURES

History of the school

Corpus Christi School, Waratah caters for children in Years K – 6. It currently has a school population of 180 children from the parishes of Holy Trinity, Blackbutt North (Waratah, Lambton and New Lambton), Broadmeadow and, Mayfield West. The school was originally established in a house in Alfred Street Waratah owned by the Dominican Sisters, who, of course, also provided the staff. The former pupils remember the Rosary Convent School as a “...three-roomed cottage with a veranda and a folding door to divide the biggest room into two when necessary”. A five classroom school was built in 1934 and in 1954 a second story was added.

In 2002 a two storey administration building, housing a new canteen, staffroom and offices with a classroom adjoining the current building was built. A new library was built into the undercroft area and all existing classrooms were totally refurbished. In 2010, the school received a major renovation through the Federal government “Building the Educational Revolution” program. The parish hall was refurbished, specific learning areas created and each classroom refurbished with the latest technology.

Location/Drawing Area

Corpus Christi School, Waratah caters for children in classes from Kindergarten to Year 6. It currently has a school population of 180 students and are situated in the North schools region. Children from the parishes of Holy Trinity, Blackbutt North (Waratah, Lambton and New Lambton), Broadmeadow and, Mayfield West attend the school. Our local high school is San Clemente at Mayfield. Our other parish schools are St John’s at Lambton and St Therese’s at New Lambton while our other local Dominican schools are St Columban’s Primary School, St Dominic’s Centre and San Clemente, all at Mayfield.

Catholic Identity and Mission

Catholic Imagination and Spirituality

Corpus Christi Primary School, Waratah was founded by the Dominican Sisters. The school crest is based on the Dominican Cross and the school motto is "VERITAS." The school vision and mission statement of "Together in truth and love, we educate. Together in truth and love, we celebrate. Together in truth and love, we inspire." encompasses the Dominican tradition of truth; the love we share for God, for one another and for creation and the actions of educate, celebrate and inspire as disciples of the gospel. Corpus Christi is a distinctive Catholic school where the gospel message is witnessed in word and action daily. We are a community committed to the pursuit of social justice as encouraged by the example of Jesus. We celebrate our Catholic identity through mass and liturgical celebrations. We acknowledge the Awabakal people, the traditional owners of the area and pay respect to their continuing culture. A hand carved Acknowledgment of Country plaque, designed by the students and a local indigenous elder/artist takes pride of place in our whole school sacred space. Alongside it, a mosaic image of St Dominic; a painted rainbow of creation and a beautiful hand carved wooden cross.

Family, Parish and Diocesan evangelising and catechesis

There is a strong and positive connection existing between Corpus Christi school and the local Holy Trinity parish and an excellent partnership with the two other parish schools, St John's, Lambton and St Therese's, New Lambton. Our Parish Priest, Father Barry Tunks celebrates significant events with the school staff and is known and respected by the students. During each school term, a class attends and celebrates the Friday parish Mass with families from school and our parish. The Parish Sacramental Program is another example of the cohesion of Holy Trinity parish. Children from St Johns and Corpus Christi are prepared for the Sacraments of Confirmation and First Eucharist in a combined program linked to the Celebration of Sunday Mass. This program extends to a Reflection and Preparation Day, usually held in the Corpus Christi Hall. Parents are recognised as the primary educators of their children and willingly devote their time to being involved in the Sacramental program each year as do the REC and some staff.

Christian Discipleship

During 2015, adult faith formation opportunities were included in the planning for staff meeting agendas as well as by staff being supported to attend Faith Education Accreditation opportunities. Led by members of the CSO RE and Spirituality team, the staff had opportunities in teaching and learning in stage groups for the explicit purpose of planning, assessing and evaluating RE units of work. Staff also participated in two RE workshop sessions focused on "The Beatitudes" and "Moral purpose". Our School Improvement Plan for 2015 had set and achieved targets of: Improved Religious Literacy as identified as being central to our Catholic faith; Encouraging active engagement in social justice issues and the service of others and both goals were realised through support from effective teaching of RE and the high level of quality resources. Each class continued with their practice in 2015 of daily meditation in classrooms focused on a prayer mantra or gospel guided reading. Staff meet to pray together each week; we pray together as a school each morning and in classrooms during the day.

Religious Education and Curriculum

Corpus Christi has a rich liturgical life. Class prayer is creative and features formal, informal and meditative prayer experiences. We have many symbols and practices around our school that clearly identify our Catholic heritage and Dominican traditions. A new Diocesan RE curriculum was introduced into Stage 3 in 2015 and newly written units were trialled successfully in Early stage 1. Teachers were supported to effectively implement the new curriculum by PD given by the CSO RE and Spirituality team. Every classroom was resourced with visuals to support the development of greater Religious Literacy amongst students and teaching resources were purchased and implemented K-6. Our Stage 3 students performed well on the Diocesan Religious Literacy test and data was examined to enhance staff learning about the needs of our students. Staff participated in faith formation opportunities provided by CSO RE and Spirituality team and through opportunities for FEA.

Initiatives Promoting Respect and Responsibility

Sister Jennifer Gerathy OP, is actively involved in the life of the school in her role as a Pastoral Assistant. The strong faith traditions of this Catholic community are celebrated through prayer, mass and liturgical

celebrations. Students are provided with many and varied opportunities to experience discipleship through the participation in social justice initiatives such as Mini Vinnies, Project Compassion, Catholic Mission Partners, and our annual Mission Days. We also foster stewardship through excellent environmental initiatives within the local community and in 2015, the two orange trees, one of which originates from the first line of oranges trees planted by St Dominic in Santa Sabina in Rome, bore fruit. Parents and grandparents are an integral part of the fabric of the school and they are highly valued. Our Parishioners and the Dominican Sisters are aware of all school celebrations and are warmly welcomed. responded to a call from the Seafarers Association in Newcastle and ran a successful Christmas toy appeal. We liaise closely with the members of our Waratah SVdP chapter who regularly visit our school and visits to the nursing home are regular events.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
26	18	13

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

Corpus Christi Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
K	25
Year 1	30
Year 2	25
Year 3	24
Year 4	25
Year 5	24
Year 6	27
Total	180

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.71	94.53	94.53	93.49	96.9	93.28	94.11	95.95

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

In 2015, Corpus Christi consolidated itself as a “Kid’s Matter” School. Kid’s Matter is an initiative that encourages the social and emotional wellbeing of all members of the school community. It is a national mental health promotion, prevention and early intervention initiative specially designed for primary schools. Component Two of KidsMatter is about Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. Component three is about schools and families working together to support children. With an action team involving key staff and parents, signage in the school and inserts into our school newsletter, our community embraced the concepts of Kids Matter.

Our Pastoral Care Policy is based on the belief that it is everyone’s responsibility to actively care for each other, and that children, parents and teachers have a right to feel safe in our school. We follow the principles of Restorative Justice. Policies related to respect, self-esteem and mentoring assist all members of the school community in developing to their full potential.

Discipline Policy

Corpus Christi’s Behaviour Management Policy compliments our Pastoral Care Policy and our Anti Bullying Policy. This policy sets out the requirements for dealing with bullying behaviour at Corpus Christi School, and is a key part of our school’s planning for student wellbeing and effective learning. Our policy is based on the concept of Restorative Justice: where students are encouraged to “own” their behaviour and try to find ways to make amends for when their behaviour has been inappropriate. At Corpus Christi we believe that bullying is not acceptable as it can impact on the capacity of children to achieve their potential. Copies of the Behaviour Management Policy are available from the school office and online. In 2015, we consolidated the next phase of our behaviour management policy by embedding the 3 universal school rules and adding a fourth dimension at Corpus Christi by which we govern. BE SAFE, BE RESPECTFUL, BE HONEST, BE A LEARNER. Any behaviour misdemeanours are related back to one of these three rules in conjunction with Restorative Justice Practices. All incidents are recorded but are treated on an individual basis.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Corpus Christi Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

At Corpus Christi we teach a specific Anti-Bullying program titled “Friendly Schools and Families Plus”. This research based program supports the staff and students in identifying, preventing and addressing bullying type behaviour in our primary school setting. It is explicitly taught in all grades during terms 2 and 3. During Term 4 2013, members of the executive staff attended further professional development to assist with the next phase of implementation, “Friendly schools and Families Plus” which was fully implemented K-6 during Terms 2 and 3 in each year since and information shared through the school newsletter to educate parents. Restorative Justice Practices underpin all that we do.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children’s learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

Key areas for 2015: Improved student achievement in literacy & numeracy; Contemporary high quality teaching and learning; Targeted intervention to lift the performance of student high achievers across Stages 2 & 3 in Mathematics. Establishing professional learning teams to use data to explicitly place all students K-3 and those at risk in 4-6 on Numeracy Continuum all students K-3 on Literacy Continuum as well as those at risk 4-6. All staff familiar with ELK site ready for all students K-4 to be placed for 2016. Provide staff with PL opportunities in ICT and online learning opportunities; staff meetings and collaborative professional learning team meetings. Two staff to attend the Gifted and Talented PD short course in terms 1 & 2. Financially support pedagogical initiatives in ICT through continual improvement of ICT devices and upskilling for staff. Appointment of highly qualified teacher to the role of Leading Teacher (0.1) for Mathematics to work explicitly with identified student high achievers (stage 2 and 3) in flexible groupings on open ended higher order thinking tasks as determined by school based data and Naplan data. Parent education in mathematics targeted.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
High quality delivery of Mathematics Curriculum K-6: achieved through setting explicit targets for student improvement in numeracy by explicit data analysis using Naplan item analysis and school PAT analysis. Then mapping students on the Numeracy Continuum and moving them along. Working with Sally Brock (CSO Education Officer) in stage professional learning teams to focus on reflective practice and conduct an effective review of current Mathematics scope and sequence. A new scope and sequence was determined and agreed practices across the Numeracy Block were consolidated. More resources were purchased to assist with this and were effectively used. PL Teams established in Stage groupings for Numeracy encouraged the professional dialogue amongst stage groups and collaborative practices.	Establish a culture of coaching and professional performance and development in line with current educational thinking and full implementation of PPD. Explicit curriculum focus in writing with the appointment of a leading teacher in Literacy.

<p>Targeted intervention to lift the performance of student high achievers across Stages 2 & 3 in Mathematics by the appointment of highly qualified teacher to the role of Leading Teacher (0.1) for Mathematics to work explicitly with student high achievers in flexible groupings as determined by school based data and Naplan data. This will be reported to teachers, students and their parents. Resources were purchased, the profile of High achievers in maths identified via data and students spent one day per fortnight on higher order, problem based tasks which required collaborative practices. Leading Teacher Mathematics assisted development of PL Teams inclusive of teachers and parent groups by educating parents in numeracy via "Mathemagicians" practical and helpful insert into the school newsletter insert each fortnight for parent education. Certificates were also given for student effort and achievement in these groupings and mathematics achieved its higher and positive profile.</p>	<p>Implement collaborative culture through the implementation of high Functioning PLCs with a focus on high levels of learning for all.</p>
<p>Improved student achievement in literacy was achieved through Professional Development for teachers (shared with Morriset and Merewether Beach) facilitated by PETA to assist teachers in their teaching of writing; programming of writing and targeted intervention for student achievement in writing. All students K-3 were plotted K-3 on the ELK-2 tool with explicit targets set for student improvement in literacy by explicit data analysis using Naplan item analysis and school PAT analysis. targeted and effective intervention took place in years K-4 using the Mini Lit program. The LST was trained in the instruction of the program, and its delivery was integrated effectively into each school day across non Literacy or numeracy blocks and the students achieved outstanding success and great learning growth. The effectiveness of the program will ensure it is used in 2016. A new scope and sequence for all aspects of English was developed through the Professional Learning Team meetings in the stage groups. Then the Stage groups shared and educated their peers on other stages to ensue the scope and sequence accurately reflected all aspects of teaching and learning in English ready for 2016.</p>	<p>Full implementation of Positive Behaviours for Learning as a a framework for managing and responding to student behaviour and interaction.</p>

Academic Achievements

Corpus Christi School values and encourages academic achievement at all levels. Throughout the year a significant number of students from Corpus Christi participated in a range of school, regional, diocesan, state and national academic endeavours.

Students in Years 5 and 6 entered the Newcastle Permanent Mathematics Competition and it was encouraging to note the success of our students with High Distinction and Merit Awards. Our Year 6 students also participated in the Diocesan Debating Competition, an exciting aspect of the Stage 3 English curriculum. Our debating team, ably supported by interested staff and parents, performed very creditably, achieving the

finals in the Regional competition. They also participated in the Diocesan Year 6 Religious Education Test with excellent results.

Students from Kinder to Year 6 are encouraged to take part in the Premiers Reading Challenge and the MS read-a-thon. Several of our students have again received Gold and Platinum Certificates for completing the challenge over the past 5 years. The Lexia computer program was upgraded to encompass access by all students in 2015, including those who have specific literacy needs and is co-ordinated by our Learning Support Teacher. Mini Lit was effectively implemented resulting in positive student growth in Literacy. In Numeracy a lead teacher model to enhance the skills and knowledge of higher achieving students in Mathematics was established. Awards are given at the weekly assembly to acknowledge student achievements in these programs and in all KLAS.

The school's technology base and technology teaching programs were further developed in 2014. All teachers have access to Smartboards and professional development in IT and the students have regular access to Smartboards, computers, laptops and iPads in their classrooms and the computer lab. Many teaching programs are delivered using computer technology including Studyladder and Scootle. We also continued our practice of tracking student achievement using IT based assessment such as PAT maths, PAT spelling and PAT Comprehension. Our school website is proudly promoted as the first point of contact for parents who can access information, school newsletters, school calendar of events and permission notes. As an ecologically committed school, there are no paper newsletters. The Skoolbag App continues to be well received by parents as an efficient method of communication.

Cultural achievements

Corpus Christi participates in a wide variety of cultural performances ranging from participating in musical concerts to watching professional live performances in drama and music to excursions to local art galleries. In 2015 the children continued to participate in weekly music lessons through the employment of a specialist music teacher. This culminated in a fantastic opportunity for every student to be involved in a musical "Rocking around the world". It was a very animated and energetic performance and a huge success, with the audience filling the hall! During Term 3 we were treated to a performance from Musica Viva which also involved lots of student participation. Year 6 students went to the Civic Theatre to watch the Diocesan Catholic High Schools production called Dio Sounds and our senior classes attended Aspire. During Bool Week we celebrated the many ways we enjoy reading for pleasure, information and to learn. Our school choir continued to build relationships with our local community by singing at various venues locally. They visited the nursing homes and local shopping centre and were invited to sing at Waratah Village for two special public performances.

Sporting achievements

Our school has a long tradition of both individual and team sporting achievements and 2015 was no exception. Our achievements spanned many sports including Swimming, Touch Football, Cross Country, Netball, Softball, Hockey, Athletics and Cricket. Our children managed to achieve success at all levels, and their success was acknowledged and celebrated, as are all achievements at Corpus Christi. In 2015, we had students representing our school at Polding in Swimming, Cross Country, Soccer, Discus, Athletics, hockey and softball. We had several other students represent at Diocesan and Regional Levels in Athletics, Swimming and Softball and at Regional level in Cross Country. During 2015, all students were given opportunities to further develop their skills through participation in programmes such as Athletics Skills, basketball skills, Water Safety Lessons & a K-6 Swimming Program. Throughout the year, students also participated in several sporting gala days including the Knights Knockout Rugby League, Milo Cup Cricket, the Diocesan Netball carnival and the North Region Soccer Gala days.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	81.82%	71.10%	4.55%	12.90%
	Writing	72.73%	75.80%	0.00%	9.30%
	Spelling	77.27%	65.20%	13.64%	16.70%
	Grammar	81.82%	73.20%	13.64%	12.60%
	Numeracy	59.09%	60.80%	18.18%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	73.91%	57.90%	13.04%	20.00%
	Writing	47.83%	52.40%	4.35%	19.50%
	Spelling	52.17%	60.80%	26.09%	14.60%
	Grammar	69.57%	60.90%	13.04%	18.60%
	Numeracy	78.26%	55.80%	8.70%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	14
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	14

Specialist music teacher in 2015; leading teacher of mathematics to target G&T students in Stages 2 and 3.

Workforce Composition

Number of Staff	
Total teaching staff	14
Total non-teaching staff	7
Grand total	21
Percentage of teachers who are indigenous	0

Teacher Attendance

95%

Teacher Retention

In 2015 all staff were retained as for 2014 except that two new job shares were created. One in Year 5 and this job share person went on to become the leading teacher in Maths specifically targeting G&T students of mathematics. The other was with our clerical.

Professional Learning Undertaken

Staff undertook PD across four Staff Development Days and during weekly PD meetings. This PD covered Staff Formation and Spirituality on several occasions as well as RE Curriculum training in stage groups. Some staff also attended COSI training days for RE. Professional Development meetings also provided the staff with a number of opportunities to continue professional learning. Areas that we continued to develop included Mandatory Child Protection and NVCI training for all as well as Religious Education, K-6 English; K-6 Mathematics, Developing scope and sequences for English and Maths, Implementing new Science curriculum, beginning to develop Professional Learning Communities, Data analysis, ICT, Assessing & Reporting, Providing genuine feedback to students, Programming, Kids Matter Components 2 and 3, Friendly Schools and Families Plus Consolidation, Physical Education, WHS, Emergency Care, CPR accreditation, Asthma Training. Various CSO personnel and community leaders facilitated the PD and we worked closely with our Education Officer Sally Brock from CSO. The resulting professional dialogue; the professional sharing across all teachers and the shared ownership of the learning from each of these experiences ensured all staff were actively engaged in Professional Learning in 2015.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

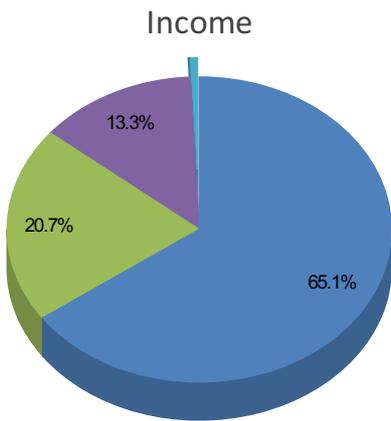
Parents acknowledge the school is friendly, supportive and community orientated. Corpus Christi has a great reputation in the community for its pastoral care, sense of welcome and inclusion for all. All school days whereby parents, grandparents and the parishioners were invited to attend, were always well attended.. The school held extremely successful events to celebrate sporting events, mothers day, harmony day, grandparents day, fathers day and in particular, our school concert had full audiences at each of the three performances. Attendance at class liturgies, masses and numerous other school events indicated a high level of support from parents in the school. The P&F grew to an average of 22 parents per meeting by the end of the year and all were collegial in their quest to build and nurture community at Corpus Christi. The school has great links to local nursing homes; has a high level of community involvement and close links to the Parish, which parents value. In 2016 there are plans for parent education in Wellbeing for all and the concept has been well received.

Student Satisfaction

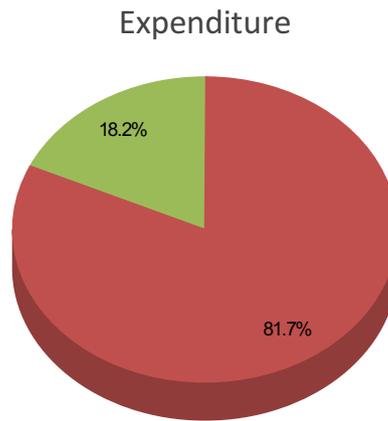
The students believe that Corpus Christi is a great school to belong to. Senior students indicated that they benefited from their learning environment and that they believe they were well prepared for high school. Their friendships and their social interactions were extremely positive and highly valued. All students enjoyed special focus days such as celebrations for Harmony Day; Grandparents day; Kids Matter Day out at Newcastle Foreshore. They engaged fully in Mini Vinnies initiatives for various social justice programs and excursions were well received. In 2015 we had a performance in term 3 "Rock around the World" where each student had the opportunity to perform and showcase their talents. The performance was a highlight of the year for many!

Staff Satisfaction

Teachers at Corpus Christi value the collegiality, friendship and professionalism of their work environment. Teachers are highly committed to effective teaching and learning and engaged fully in all aspects of Professional Development. All learning is shared and professional conversations help all to learn and develop. Staff enjoyed the SIP model enabling time for PD in stage groups. the outcomes of which benefited all, especially students in achieving learning goals. In 2015 teachers worked collaboratively and formed Professional Learning Teams in stage groups with a facilitator. The role of the Learning Support Assistant is valued at Corpus Christi as well. Teachers and LSA's work collaboratively to ensure learning gains for all students. Staff enjoyed positive feedback from parents.



- Commonwealth Recurrent Grants (65.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.7%)
- Fees and Private Income (13.3%)
- Other Capital Income (0.8%)



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (81.7%)
- Non-Salary Expenses (18.2%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,308,638
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$416,720
Fees and Private Income ⁴	\$267,895
Other Capital Income ⁵	\$15,620
Total Income	\$2,016,565

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,718
Salaries and Related Expenses ⁷	\$1,567,459
Non-Salary Expenses ⁸	\$348,564
Total Expenditure	\$1,917,741

For the 2015 year the Corpus Christi Primary School received \$7,692 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mrs Diane Antonini

Corpus Christi Primary School

WARATAH

Phone: 4968 3220

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>