



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

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## Principal's Message

It is my privilege to present the 2016 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 2016 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. Inspired by our motto, Veritas, our core values of prayer, learning, service and community fuel our mission of *"Together in truth and love, we EDUCATE. Together in truth and love, we CELEBRATE. Together in truth and love, we INSPIRE"* Those same core values enflame our vision to be *"reflecting the FACE OF GOD and equipping students for the CONTEMPORARY WORLD through EXCELLENCE IN EDUCATION for all"*.

Our school has a proud commitment to the social justice action and community well-being. This remains at the core of all that we do and give action to our shared faith. It is an expression of God's love in our lives.

During 2016, Corpus Christi's school improvement agenda focused on two domains drawn from the National School Improvement Tool (NSIT). *The systematic delivery of curriculum* saw the development of a K-6 vision for curriculum delivery, pedagogy and authentic assessments. *Developing a culture that promotes learning* established clear expectations for learning and behaviour that ensured student learning was equitable, individual, goal driven and rigorous. A third dimension for improvement, Catholic Ethos, was drawn from the Catholic Identity Improvement Tool (CIIT) and allowed a focus on our mission and vision, our catholic identity and our connection to the faith community.

It is anticipated that this document will generate an awareness of our school's achievements and our endeavours in school improvement, 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 2016, significant funding efforts supported by the Parents and Friends were earmarked for supporting our school. This support includes funding towards the school's planned initiatives of Early Learning (outdoor play and learning spaces) and 21st Century learning (flexible, collaborative and creative classrooms) across the next 3 years. We welcomed a fresh new committee in November and look forward to continuing our support in 2016.

David O'Connor – P&F President

## Student Body

Our student leadership team comprises of four elected students from Year 6 for the entire year and four appointed 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 Team and attend meetings with the members of the School Executive to share ideas and they are the representative voice of the student body in the school newsletter. 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; maintaining the sports shed and resources, being a positive role model in sporting activities and encouraging others to do their best at sporting events. Other leadership opportunities are provided through Mini Vinnies, the Environmental Team and Library monitor roles.

In 2016, our student leaders launched their own 'voice' in the school newsletter with the Corpus Catch Up column. In each newsletter, students added their own perspective to the events that were shaping our school. They raised issues that concerned students and encouraged the best solutions for different problems that arose.

2016 also saw the Leadership development program continue. Our leaders attended the Diocesan Leadership Development Day in Lochinvar in Term 1 that set them up for the year ahead. Our up and coming Year 5 students also participated in a school based Leadership Development Day in Term 4 as they prepared to nominate for leadership roles in 2017. Once this process was conducted and the student leaders for 2017 were announced, the newly elected leaders were part of the symbolic handing over of leadership at the End of Year School Mass.

## SCHOOL FEATURES

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### History of the school

Corpus Christi School, Waratah caters for children in Years K – 6. It currently has a school population of 155 children from the parishes of Holy Trinity, Blackbutt North (Waratah, Lambton and New Lambton) and surrounding suburbs. 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 155 students and is situated in the North region of schools. Children from the the suburbs of Waratah, Warabrook, Mayfield West, Waratah West, Georgetown, Hamilton North and Broadmeadow 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, as well as a Dominican connection with St Johns Primary and St Mary's Senior High School in Maitland.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

Corpus Christi Primary School acknowledges the Awabakal people, the traditional owners of the land on which we gather and pay respect to elders past and present and to their continuing culture today.

As a Catholic school we strive everyday to live proudly the Catholic Principles of the Faith community to which we belong. Our Catholic Identity is embedded into everything we do, the decisions we make, the ways we interact and the responses we give. Driven by the person of Jesus and supported by the strong Faith community of the Catholic Church, we are empowered to act with compassion, love, service, forgiveness and hope to ensure social justice and equity for all.

Our school was founded by the Dominican Sisters. Our Core Values are also derived from that Dominican tradition and are based on the four pillars of Prayer, Study, Service and Community. These pillars fire our daily mission; Together in Truth and Love, we educate, celebrate and inspire. They enflame our vision for tomorrow: to be reflecting the Face of God and equipping students for the contemporary world through excellence in education for all.

### Family, Parish and Diocesan evangelising and catechesis

There is a strong and positive connection existing between Corpus Christi Primary School and the local Holy Trinity Parish, Blackbutt North and an excellent partnership with the two other parish schools, St John's, Lambton and St Therese's, New Lambton. Our Parish Priest and community celebrates significant events with the school. During each school term, a stage attends and celebrates the Friday Parish Mass once a term with families from school and our parish. The Parish Sacramental Program is another example of the cohesion of Holy Trinity parish. In 2016, children from St Johns and Corpus Christi were prepared for the Sacraments of Confirmation and First Eucharist in a combined program linked to the Celebration of Sunday Mass. This program extended to a Reflection and Preparation Day, that was 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 2016, faith formation opportunities for staff were included in the planning for professional development as well as by staff being supported to attend Faith Education Accreditation opportunities. The staff began their formation journey in Term 1 with a one day staff retreat at the Shortland Wetland Centre. Led by members of the CSO RE and Spirituality team, the staff had wonderful opportunity to reflect in depth upon different aspects of scripture and its relevance to our lives. Staff also participated in two afternoon RE workshop sessions focused on "Church Beliefs" and "Forming our Vision". The second of these workshops allowed the staff to reflect on, and compose a new vision for our school that had our Catholic Identity at its core.

Throughout 2016, staff met to pray together on Friday mornings each week. The staff prayer is lead on a rotational basis allowing all staff members to contribute to, create and lead prayer as part of the community faith formation. We pray together as a school each time we gather and participate in class through prayer, meditation or gospel guided readings each day. Students are called to service through their reflections and prayer.

### 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. New Diocesan RE units have now been introduced in all stages which provide authentic faith experiences and expressions through explicit content coverage across the four strands of Church History and Beliefs, Jesus and Scriptures, Justice and Morality and Celebration and Prayer. Every classroom is now resourced with visuals to support the development of greater Religious Literacy amongst students and teaching resources were purchased and implemented K-6.

### Initiatives Promoting Respect and Responsibility

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 liaise closely with the members of our Waratah SVdP chapter who visit our school and visits to the nursing home are regular events. We also foster stewardship through excellent environmental initiatives within the local community. Much of this work was conducted by Sister Jennifer Gerathy OP in her role as a Pastoral Care Worker and Mrs Nicole Stojanovski, our Acting REC for 2016. Both these staff members work alongside our Parish Liaison Office, Mrs Helen O'Neill as well as each and every staff member and student.

## Student Profile

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

LBOTE*	SWD*	Indigenous
23	9	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 2016

Scholastic Year	Number of Students
K	22
Year 1	21
Year 2	24
Year 3	17
Year 4	21
Year 5	22
Year 6	23
Total	150

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

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	93.5	95.44

## 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

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### Student Welfare Policy

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. The Pastoral Care Policy uses the Positive Behaviours for Learning (PBL) framework to ensure a positive focus on student welfare and behaviour management based on mutual respect, mentoring, explicit modelling and promoting of student self esteem. Even when responding to behavioural choices that require modification of behaviours, we follow the principles of Restorative Justice to ensure students take responsibility for their actions and seek to make amends.

Kidsmatter is a flexible, whole-school approach to improving children's mental health and wellbeing for our school. Through KidsMatter, our school has undertaken a three-year cyclical process in which we have planned and taken steps to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion. Now that KidsMatter has been fully implemented from 2014- 2016, we are looking to re-imagine what Kidsmatter might look like across all four components.

### Discipline Policy

All members of the Corpus Christi Primary School community: students, teachers and parents have a right to feel safe, respected, trusted and happy within the community. Clear, well implemented policies and the modelling of positive behaviours and anti bullying strategies has become a vital part of ensuring this culture of safety, trust, respect and value. Corpus Christi's Pastoral Care Policy and Anti Bullying Policy combine to establish clear discipline procedures and a positive behaviour management framework. Supplementary procedural documentation outlines the schools initiatives that proactively prevent and support appropriate responses to any concerns. These initiative include PBL, Kidsmatter and Friendly Schools and Families Plus.

In 2016, Corpus Christi fully implemented PBL with clear behavioural expectations set throughout the school based on the existing four school rules. BE SAFE, BE RESPECTFUL, BE HONEST, BE A LEARNER.

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 in 2016 we taught a specific Anti-Bullying program in 2016 entitled "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.

In 2016, we reviewed and updated the school's Anti-Bullying policy with greater procedural clarity and record keeping processes. Parents were then informed of the policy through the publication of a Student Welfare Newsletter once a term with the Term 3 publication being devoted to the understanding, reporting, investigating and responding to allegations or concerns about bullying.

### 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

The development of the School Improvement Plan for 2016 was the last year of an existing 3 year strategic plan and was further adapted to current data trends identified at the time. Furthermore, Corpus Christi completed an External Review Report as part of the Continuum of School Improvement (COSI) in October 2016 and much of the school improvement initiatives were drawn from the Nation School Improvement Tool (NSIT) as part of that process. The NSIT allowed authentic reflection on school's current practices in the identified key improvement areas as well as provided clear way forward for the school's improvement agenda.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p><i>A Culture that Promotes Learning.</i></p> <p>A number of initiatives that were implemented in 2016 were a direct result of improvements in a culture that has learning deeply entrenched at its core. At Corpus Christi we have embedded the phrase "excellence in education for all" into our vision statement and it is our mantra. Learning is our core business and this drives our actions, decisions and conversations about students.</p> <p>A whole school, positive and proactive approach to behaviour management and student welfare established clear and explicitly modelled expectations within a positive framework. This has enabled the conversations and relationships between teachers and students to be about learning, and for interactions between all parties to be mutually respectful and individually valued.</p> <p>Teachers were provided with PD and time to develop and implement specifically targeted 'I can' statements in response to assessment data that gave a roadmap to achievement for every child. This explicit belief that every child has not only the potential to grow in their learning but a right to do so is core to a culture the promotes learning and one that remained a focus throughout 2016 and beyond.</p>	<p><i>2.1.1 Conduct specific professional learning opportunities in quality and purposeful assessment to develop and implement a whole School Assessment Plan.</i></p> <p>Following on from the 2016 commitment to the Systematic Delivery of Curriculum, 2017 will see a similar focus on a systematic approach to assessment, in all its forms and structures and for all its purposes. Significant PD will be provided to raise staff understanding of and skill in current educational and pedagogical approach to assessment in the classroom. The staff will draft a whole school assessment plan for trial and implementation in the classroom throughout 2017. After reflective feedback to inform the process, it will then be validated it as a finalised whole school Assessment plan for implementation in 2018</p>

*A Collegial Staff Culture that Promotes Learning.*

To further enhance a culture that promotes learning, the staff at Corpus Christi, Waratah also embarked on building a strong collegial culture of mutual trust and support among teachers and school leaders.

During 2016, extensive Professional Development was provided to all staff in the areas of coaching conversations and professional goal setting through the full implementation of Professional Performance and Development (PPD) process. All teachers set professional teaching goals at a whole school, team and individual level and was supported through coaching on how best to achieve these goals.

2016 saw further development of the Professional Learning Community initiatives with the establishing of Professional Learning Teams (PLT). Through the restructure of staff meetings and communication processes, meeting times were freed up for teams to meet to have targeted conversations about best professional practice and student learning

*2.2.1 Establish whole school processes for identifying and supporting gifted children and ensure differentiated engagement with content.*

Establish processes and structures within the school for the formal identification of students who qualify as gifted as well as those who are near gifted in order to specifically target pedagogy to support their specific learning needs and goals. A further strategy within the gifted education priority in 2017 is to provide teachers with the planning and in-class support to make provisions for Gifted students embedded into the curriculum delivery within the classroom as well as provide opportunity for small group withdrawal.

<p><i>Systematic Delivery of Curriculum</i></p> <p>2016 saw the following goals set and achieved.</p> <ul style="list-style-type: none"> <li>■ Vertical alignment of content from K-6 in Maths, English, HSIE, Science, RE and Creative Arts . Development of whole school curriculum maps to ensure equitable and even coverage of content as a student progresses through the grades.</li> <li>■ Correlating the Scope and Sequences for each grade with the newly aligned whole school curriculum maps (K-6 Content) and ensuring compliance with programming requirements</li> <li>■ Populated units were developed that were derived from the Scope and Sequences and consistent proformas were developed.</li> </ul> <p>The aim of these endeavours was twofold; ensure programing compliance with minimal ambiguity and time constraints on teachers. The second aim set was to establish increased efficiency in this initial area of programming allowing for teachers to focus on developing quality assessment tasks, learning sequences and differentiated task specific to their class. The end result is greater clarity, consistent delivery of curriculum and teacher confidence in content coverage and pedagogy and greater potential for learning for each and every student.</p>	<p><i>2.3.1 Develop, trial and provide relevant PD in developing alternate structures, learning resources and spaces that reflect 21st Century for Stage 3.</i></p> <p>2017 marks the launch of a priority that connects directly to our vision by 'equipping our students for the contemporary world'. In developing a whole school approach to 21st century learning via both a K-6 Scope and Sequence of skills and a BYOD project in stage 3, our 2017 priority is to begin the journey that reflects this commitment.</p> <p><i>2.4.1 Utilise and develop outdoor learning spaces within the school to enhance learning through play for K – 2.</i></p> <p>Our playground has wonderfully appointed areas for students to be active during lunchtimes and sport. However, a new initiative in 2017 will see a courtyard area outside our infants classrooms become part of the classroom learning space with the beginning of a 3 year project to develop outdoor learning spaces that encourage Learning Through Play.</p>
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## Academic Achievements

2016 saw Corpus Christi's inaugural participation in the Tournament of the Minds competition with two teams participating in the mathematics and engineering division. The children learnt a lot about the structure and demands of the competition and thoroughly enjoyed competition day which was held at Newcastle Grammar School on a Sunday.

We also rejoined the ICAS competitions in 2016. This allowed for students from Years 2 -6 to nominate and participate in ICAS competitions for Science, Spelling, English, Mathematics and Writing. 55% of participating students received an award of credit or higher in science, 50% in Spelling, 36% in English and 52% in Mathematics. In total 81 tests were completed and entered with a rate of 1 in 8 students electing to participate across each subject.

The 2016 saw our continued participation in the Newcastle Building Society Maths Competition with 40% of our Stage 3 students receiving an award of credit or higher.

In Term 2, Years 5 and 6 participated in the University of Newcastle Science and Engineering day held at St Mary's High School at Glendale with one group competing to the final round of the day.

Our Stage 3 Debating team once again participated in the Diocesan Debating Competition making it to the final of the North regional division before being knocked out in a close fought contest. 16 students from Years K- 6 participated in the Diocesan Public Speaking competition at Raymond Terrace after winning their age division at the school level.

In Term 4, 8 Year 6 students participated in a Gifted Enrichment program with San Clemente that allowed them to utilise Friday Sport time at the high school to access specialist teachers to develop their understanding in Maths and Science further.

### Cultural achievements

Corpus Christi participates in a wide variety of cultural performances ranging from musical concerts and watching professional live performances in drama and music to excursions to local art galleries. In 2016, the children continued to participate in weekly music lessons through the employment of a specialist music teacher.

Year 5 and 6 students went to the Civic Theatre to watch a dramatic performance of The Happiest Refugee.

During Term 3 we were treated to a performance from Musica Viva which also involved lots of student participation. Children from Years 3 - 6 were also given the opportunity to attend the Diocesan production of Aspire. During Book 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. The choir was also asked to perform at the Mater Hospital Christmas services.

### Sporting achievements

Our school has a long tradition of both individual and team sporting achievements and 2016 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 2016, we had students representing our school at Diocesan in swimming, cross country, soccer, athletics, hockey and softball and one student representing at Polding for rugby league.

During 2016, all students were given opportunities to further develop their skills through participation in programmes such as Athletics Skills, Gymnastics and a K-6 Swimming Program. Throughout the year, students also participated in several sporting gala days including the Knights Knockout Rugby League, 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 students 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	53.33%	49.40%	6.67%	13.30%
	Writing	60.00%	48.80%	6.67%	8.10%
	Spelling	60.00%	46.40%	13.33%	14.20%
	Grammar	66.67%	52.50%	6.67%	11.40%
	Numeracy	46.67%	35.60%	0.00%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	36.84%	35.30%	21.05%	17.30%
	Writing	5.26%	17.20%	31.58%	19.90%
	Spelling	5.26%	29.80%	26.32%	19.00%
	Grammar	42.11%	36.30%	15.79%	16.80%
	Numeracy	26.32%	28.30%	26.32%	18.30%

## Staffing Profile

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### 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).	13
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	4

### Workforce Composition

Number of Staff	
Total teaching staff	13
Total non-teaching staff	7
Grand total	20
Percentage of teachers who are indigenous	0

### Teacher Attendance

95%

### Teacher Retention

Retention rate 100%

In 2016, there were several staff changes. A new Principal was appointed in 2015 to start in 2016. Toward the end of 2015, the Assistant Principal was seconded to undertake a 2 year role in another school. This left the executive positions of Assistant Principal and Religious Education Coordinator as acting positions as the existing staff filled the executive roles during the secondment.

The teaching position that remained from the Assistant Principal's secondment was filled by a 12 month temporary teaching position. A second 12 month teaching position was made available when a job share partnership both took 12 months leave (one Maternity and the other LSL). A second job share partnership which was previously a temporary agreement was made permanent with the 0.5 appointment of a new staff member.

### Professional Learning Undertaken

Staff undertook PD across four Staff Development Days including a *Focus on Writing PD*, *Staff Spirituality Retreat* and *The Rethinking Learning Conference* conducted by the CSO. The fourth PD was made up by a series of 4 x 2 hour workshops conducted after school hours that covered *Professional Learning Teams*, *Coaching and Professional Performance and Development*.

5 Teaching staff members attend external PD in Coaching including 3 completing the Coaching in Leadership Course. All staff member also had opportunity to attend external PD in the the structures and

philosophy behind Professional Learning Communities. Other external PD opportunities that staff participated in included Implementing the new RE units, Assessment for, of and as Learning, Leader of Maths - Fractions and Algebra and the CSO Leadership Development Course.

Weekly Professional Development meetings consisted of a variety of focuses on student welfare, curriculum, pedagogy, Catholic identity and staff spirituality in line with the identified domains from the National School Improvement Tool and the COSI external review process. Other PD made available to staff was the mandatory CPR and Emergency Care.

## Parent, Student and Teacher Satisfaction

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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

Community data received from the external review process within COSI demonstrated that parents on the whole acknowledge the school is friendly, supportive and community orientated. Parent data acknowledged a particular strength in a unique and deeply connect Catholic Identity. Corpus Christi has a great reputation in the community for its pastoral care, sense of welcome and inclusion for all. The school held extremely successful events in 2016 to celebrate Sporting Carnivals, Gala Days, Welcome BBQ, Mothers Day, Catholic Schools Week, Winterfest, Grandparents Day and Fathers Day. Attendance at class liturgies, masses and numerous other school events indicated a high level of support from parents in the school.

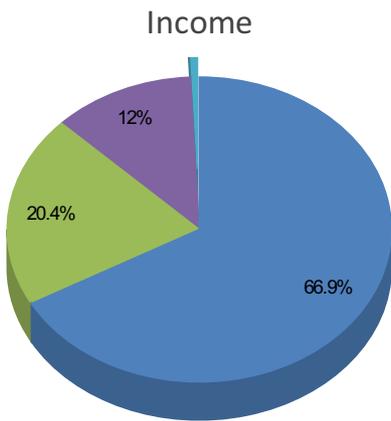
The P&F maintained a strong attendance at the monthly meetings and all were collegial in their quest to build and nurture community at Corpus Christi. The school has great links to local nursing homes; has a high level of community involvement and close links to the Parish, which parents value.

### Student Satisfaction

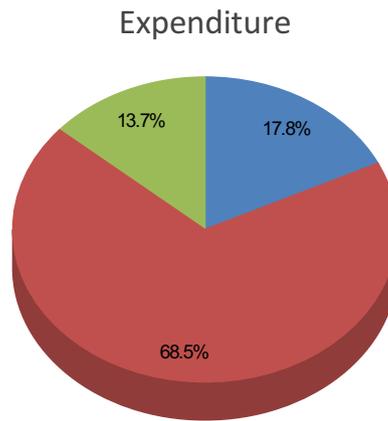
The students believe that Corpus Christi is a great school to belong to. Senior students indicated that they benefited from their learning environment and that they believe they were well prepared for high school. Their friendships and their social interactions were extremely positive and highly valued. All students enjoyed special focus days such as celebrations for Mission Day, Grandparents day and the PBL Launch Day. They engaged fully in Mini Vinnies initiatives for various social justice programs and excursions were well received.

### 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.



- Commonwealth Recurrent Grants (66.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.4%)
- Fees and Private Income (12%)
- Other Capital Income (0.8%)



- Capital Expenditure (17.8%)
- Salaries and Related Expenses (68.5%)
- Non-Salary Expenses (13.7%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,390,067
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$422,730
Fees and Private Income <sup>4</sup>	\$248,775
Other Capital Income <sup>5</sup>	\$15,620
<b>Total Income</b>	<b>\$2,083,582</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$418,194
Salaries and Related Expenses <sup>7</sup>	\$1,605,041
Non-Salary Expenses <sup>8</sup>	\$320,283
<b>Total Expenditure</b>	<b>\$2,343,518</b>

For the 2016 year the Corpus Christi Primary School received \$6,390 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

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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 Parents 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:

**Miss Mulhearn Julie**

**Corpus Christi Primary School**

**WARATAH**

**Phone: 4968 3220**

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