

ANNUAL SCHOOL REPORT

2017

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 NESA 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 2017 and gives information about 2018 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 2017 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 2017 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 2017, Corpus Christi's school improvement agenda began a 3 year focus using two domains drawn from the National School Improvement Tool (NSIT) -*The Analysis and Discussion of Data* and *Differentiated Teaching and Learning*. In beginning the long term approach to improvement in these two areas, we first grounded ourselves in some quality PD on the different forms, styles and processes of authentic assessment that creates the data and leads to differentiation in children's learning. The PD led the staff to invigorate their assessment endeavours and ground them in the use of Assessment for learning, Assessment of Learning and Assessment as Learning. At the end of 2017, the staff had developed a systematic, whole school assessment plan which encompassed all aspects fo learning and assessment.

Gifted Education was part of the same 3 year strategic plan that we began in 2017. This year, Corpus Christi become a Gifted Education Lead (GEL) school, a diocesan initiative to promote clear procedures for the identification, support and promotion of students who are potentially gifted in areas of their learning. This exciting initiative has linked us with our partner school of St Columba's, Mayfield and our feeder high school, San Clemente, Mayfield. We look forward to continuing as a GEL school in 2018.

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 2017, 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 2018.

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 be 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 2017, 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.

2017 also saw the Leadership development program continue. Our leaders attended the Diocesan Leadership Development Day at Lochinvar in Term 1 in turn, setting 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 2018. Once this process was conducted and the student leaders for 2018 were announced, the newly elected leaders were part of the symbolic handing over of leadership at the End of Year School Mass.

2017 saw a return of the tradition of overnight excursions at Corpus Christi with Year 6 attending the Outdoor Education Camp at Morisset. It was a very successful camp and the children really grew in independence, team work and ability to face challenges that at first seem confronting. We will repeat the same camp for all of Stage 3 in 2018 (even years) with plans to take Stage 3 to Canberra in the odd years starting with 2019.

SCHOOL FEATURES

History of the school

Corpus Christi School, Waratah caters for children in Years K–6. It currently has a school population of 147 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 147 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

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 (Learning), 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. Throughout each school term, each stage attends and celebrates the Friday Parish Mass with families from the school and our parish. The Parish Sacramental Program is another example of the cohesion of Holy Trinity parish. In 2017, children from St John's and Corpus Christi were prepared for the Sacraments of Reconciliation. It was decided by the sacramental team that the sacraments of Eucharist and Confirmation be left until children are in Year 4. The Year 4 in 2017 children had already completed their sacraments in 2016 before the rule change and so for 2017, we did not conduct a sacramental program for these sacraments. Instead, the team worked on restructuring and building the program for 2018 when the Year 3 student moved to Year 4.

Christian Discipleship

During 2017, 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 school executive team attend the Dominican Education Conference in Melbourne to provide greater connection with and vision for the Dominican heritage and charism of our school. This was followed by a whole staff participation in an overnight retreat at Hunter Valley Retreat and led by Dominican Sister, Sr Shiela Flynn. The core focus of this retreat is to drill down to the essence of the Dominican Spirituality and enact this charism through reflection, action and prayer. The retreat gave the staff challenge to become preachers and defenders of truth

Throughout 2017, 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 among students and teaching resources were purchased and implemented K-6. We also purchased resources that will assist teachers in covering the Dominican Charism/ Spirituality content map that was developed in 2017 to be integrated into the religious Education curriculum.

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 St Vincent de Paul chapter who visit our school and visit 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 Mr Matthew Perkins in his role as REC. Both these staff members work alongside our Parish Liaison Officer, Mrs Helen O'Neill.

Student Profile

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 2017

Scholastic Year	Number of Students
K	27
Year 1	20
Year 2	22
Year 3	24
Year 4	15
Year 5	20
Year 6	22
Total	150

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.12	94.9	94.9	94.7	94.9	93.5	94.1	94.6

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

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 students. 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. In 2017, we held a wellbeing day and a trade fair to promote the many ways we can ensure our mental health and wellbeing.

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 2017, Corpus Christi continued to promote the PBL framework 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 2017 we taught a specific Anti-Bullying program 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 2017, we continued to implement the school's Anti-Bullying policy with greater procedural clarity and record keeping processes. Parents are regularly informed of the policy through the publication of a Student Welfare section in the Newsletter.

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

2017 School Improvement Plan was the first of a three year strategic plan with purposeful focuses on a range of areas with the main focuses embedded in the Discussion and Analysis of Data (beginning first with consistent, purposeful and authentic assessment) and Differentiated Teaching and Learning.

2017 saw the school launch its use of the contemporary world to connect student learning and established a BYOD initiative in Stage 3 and integrated computer resources in every classroom. This was in response to the vision statement aspiring to "equip students for the Contemporary world".

We also identified and pursued grants to support a Gifted Education priority across the whole school. We were very pleased to become a Gifted Education Lead School as part of the Diocesan Wide focus on Gifted Education.

Our school received significant building works from the CSO planned for and begun in 2017. Namely the purchase and redevelopment of two city blocks which has allowed for the expansion of our playground. We also redeveloped the unused North facing courtyard as a purposeful Early Learning Outdoor Space - again, this was part of the 3 year strategic plan.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p><i>Discussion and Analysis of Data</i></p> <p>In embarking on a strategic plan that focuses on the discussion and analysis of data for the purpose of improved student learning, we needed to begin with assessment. It is essential that any form of data we discuss and analyse comes from a whole school Assessment Plan that is multifaceted in its form but consistent in its pursuit of authentic, purposeful and deliberate assessment opportunities. 2017 saw a significant PD delivered to rejuvenate, refocus and renew a whole school understanding and approach to Assessment in the school.</p> <p>The whole staff attended a Dylan Wiliam conference on formative assessment to inform next teachings. We looked at planning quality summative assessments directly linked to syllabus outcomes and content and establishing clear success criteria and rubrics. We researched, trialled and launched a whole school standardised assessment schedule and a centralised standardised tracking record from which analysis of the data. We meet as a whole staff to discuss trends with the data and with the use of PLCs, we are standardising 'on-balance' teacher judgements in order to be able to examine grading data across the school.</p>	<p><i>Continued Discussions and Analysis of Data And Differentiated Curriculum.</i></p> <p>With a solid whole school assessment plan now in place we are staged ready for some powerful discussions and analysis of data in 2018. With deliberate scheduling of PLC days each term to examine, discuss and respond to trends in data we aim to strengthen weaknesses and identify gaps in cohort and whole school learning. Additionally, the examination of data allows for ongoing and deliberate use of data informed student grouping to authentically and accurately differentiate curriculum. It can also be used to develop individualised learning goals.</p> <p>While certainly beneficial for all students, a focus on differentiated teaching and learning has the additional benefit of being a vehicle to challenge and engage potentially gifted students. This element of differentiated teaching and learning will be led by the Gifted Education Mentor (1 Day per Week) in 2018. Again, while there is opportunity to withdraw potentially gifted students to engage them further, the more powerful, ongoing and consistent way to support their learning is in every classroom, everyday and in every lesson through differentiated learning.</p>

Equipping Students for the Contemporary World

In 2017, Stage 3 students began to fully integrate technology as a daily tool for learning. With the use of class one note communication platform, students were able to access a variety of learning entry points suited to their individual learning needs and utilise a variety of technologies (apps, software and program) to communicate and share their learnings in different ways. It is an important focus that any intended BYOD pedagogy must be modelled on the SAMR model. Very rarely should learning technology simply represent a substitution (S) of traditional learning. At Corpus Christi we seek to at least augment (A) the learning and certainly make significant modifications (M) for the better in the learning. Ultimately, we aim to redefine (R) the learning process so that it is student centred, individualised and project, problem or product based. Curriculum content and intentions are continually aligned with overarching contemporary skills such as communication, collaboration, creativity, critical thinking and problem solving. We have ensured this filters through K-6 with extensive school owned technology integrated in younger classes.

Excellence in Education for All - Early Learning

2017 saw the construction of an outdoor learning space in the North Facing courtyard which has been named the Dominic Courtyard. 2018 will be a year focused on the pedagogy of play and how an authentic early learning philosophy be embedded into the Primary School context. The challenge is how can we use the wonder and instinctive nature of play that is innate in every child as a powerful tool for desired learning. This initiative will focus mainly on K - 2. A lead teacher (1 Day a Week) will undertake the implementation of the Early Learning initiative as part of the School Improvement Plan.

Excellence in Education for All - Gifted Education

Having already identified it as a three year strategic goal in 2017, Corpus Christi joined the Diocesan led initiative in Gifted Education. Parent feedback continually alerted us to a concern or perception that we were not meeting the education needs for those students who gain relative easy success in curriculum. In becoming a Gifted education Lead School, staff PD centred on understanding and identifying students who are potentially gifted. Our focus of a fully embedded approach to gifted education is to have it fully integrated into a deliberately differentiated curriculum in every day classroom with coordinated external support to provide additional challenges for them outside of the curriculum. Corpus Christi has a renewed focus in differentiated learning and will take this into 2018. All children not only deserve learning that is differentiated to their level (gifted or otherwise), it is their right. This key improvement area continues in 2018.

Communication platforms at Corpus Christi.

Communication remains an area where continual reflection is required to ensure best practice. In 2018 we will be launching our online newsletter platform using Schoolzine which will enable greater avenues to share multimedia captures of school events, give greater clarity regarding different directions the school is taking as well as classroom stories and ensure up to date access to a full integrated school calendar. The school will also be switching the daily communications platform from the Skoolbag App to the COMPASS App which is integrated to the schools student management system. This app not only provides similar communication platforms as skoolbag, it enables parents to have individual access to their child's profile and manage their absences directly. And finally, we will investigate the feasibility of establishing a school managed facebook page.

Establishing an Before and After School care service on site.

In continuing to find an all encompassing service for parents an potential enrolments, the school will also be seeking support for and an action plan to establish an onsite OOSH. We hope to have this up and running for 2019.

Academic Achievements

In 2017, our school set data driven goals related to English and Maths data using the PAT assessment suite. At the end of 2017, we celebrated positive growth trends across all students. 74% of students across all grades increased their scale score and percentile ranking in both Maths and Reading Comprehension from 2016 to 2017. The remaining 26% stabilised their score. 84% of students at Corpus Christi are now achieving at or above grade level in Maths and 78% are performing at or above grade level in Reading Comprehension.

We also used Literacy Continuum Data to set literacy goals for students. In setting ourselves the goal of 85% of students achieving the expected cluster levels in reading texts at the end of 2017, we fell marginally short with 82% achieving that goal. We have identified Reading Comprehension as a significant challenge across the school with only 60% of students achieving expected cluster levels in this area. While it is noted that the infants grades indicate a better success rate of 80%, Reading comprehension will remain a pedagogy focus in 2018.

2017 saw Corpus Christi's continued 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 participated in the ICAS competitions in 2017. This allowed for students from Years 2 -6 to nominate and participate in ICAS competitions for Science, Spelling, English, Mathematics and Writing. 75% of participating students received an award of credit or higher in science, 58% in Spelling, 71% in English and 48% in Mathematics. Each of these percentages marked an increase from those achieved in 2016. 2017 was the first year we participated in writing and digital technologies and were pleased to note that 44% and 72% of students respectively achieved an award of credit or higher. In total, 83 tests were

completed and entered with a rate of 1 in 10 students electing to participate across each subject. Corpus Christi also joined the Junior Chess League for the Hunter Region with 3 teams making it to the regional finals.

Cultural achievements

Corpus Christi participated 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 2017, the children continued to participate in weekly music lessons through the employment of a specialist music teacher. The children all performed in a whole school concert entitled "Searching for Seuss" in Term 3. The 3 performances received rave reviews from families and members of the community.

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 2017 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 softball and soccer.

During 2017, all students were given opportunities to further develop their skills through participation in programmes such as Basketball Skills, Gymnastics and a K-6 Swimming Program. Throughout the year, students also participated in several sporting gala days including 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	91.67%	73.90%	0.00%	10.00%
	Writing	95.83%	74.40%	0.00%	7.50%
	Spelling	83.33%	68.80%	0.00%	13.10%
	Grammar	91.67%	75.00%	0.00%	10.50%
	Numeracy	95.83%	67.10%	0.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	68.42%	63.00%	15.79%	14.60%
	Writing	42.11%	47.90%	5.26%	19.40%
	Spelling	89.47%	63.00%	10.53%	14.10%
	Grammar	68.42%	59.90%	21.05%	17.50%
	Numeracy	68.42%	57.60%	10.53%	14.60%

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).	15
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	15
Total non-teaching staff	6
Grand total	21
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

Teacher Retention - 100%

In 2017, there were several staff changes. Corpus Christi appointed a new REC to the staff. Another staff member obtained a secondment position at another diocesan school leaving way for a 12 month appointment. We welcomed the of two staff members who have a job share for 12 months, a combined Maternity/LSL leave. We also had another job share team member take 12 months maternity leave in 2017 leaving way for a 12 month job share 0.5 appointment. And finally, another full time maternity leave began in Term 2, with the appointment of a new staff member for the remaining three terms.

Professional Learning Undertaken

Staff undertook PD across four Staff Development Days including a *Formative Assessment - Dylan William*, *Staff Spirituality Retreat* and *Focus on Reading with the Super six Comprehension Strategies*

Teaching staff members utilised external PD in Coaching from 2016 to conduct including Professional Performance and Development coaching and goal setting conversations in Term 2. All staff members also had an 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, 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

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

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 2017 to celebrate Sporting Carnivals, Gala Days, Welcome BBQ, Mothers Day, Catholic Schools Week, Grandparents Day, Paella Night 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.

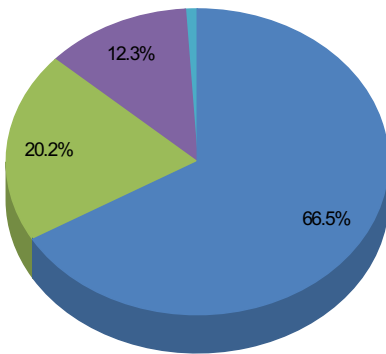
Student Satisfaction

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 program and excursions were well received.

Staff Satisfaction

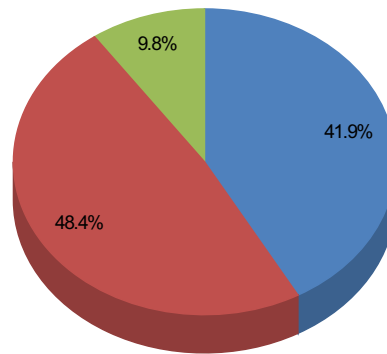
Teachers at Corpus Christi value the collegiality, friendship and professionalism of their work environment. Teachers are highly committed to effective teaching and learning and engaged fully in all aspects of Professional Development. All learning is shared and professional conversations help all to 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.

Income



- Commonwealth Recurrent Grants (66.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.2%)
- Fees and Private Income (12.3%)
- Other Capital Income (1%)

Expenditure



- Capital Expenditure (41.9%)
- Salaries and Related Expenses (48.4%)
- Non-Salary Expenses (9.8%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,451,522
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$439,746
Fees and Private Income ⁴	\$269,158
Other Capital Income ⁵	\$21,752
Total Income	\$2,186,382

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,430,177
Salaries and Related Expenses ⁷	\$1,652,415
Non-Salary Expenses ⁸	\$333,483
Total Expenditure	\$3,416,075

For the 2017 year the Corpus Christi Primary School received \$4,204 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, NESA, 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:

Corpus Christi Primary School

WARATAH

Phone: 4968 3220

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