



2018

ANNUAL SCHOOL REPORT

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Together in Christ



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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 2018 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 2018 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 gives action to our shared faith. It is an expression of God's love in our lives.

During 2018, Corpus Christi's school improvement agenda continued 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 continuing the long term approach to improvement in these two areas, we first focused on the discussion and analysis of data to inform student achievements and set specific learning goals. Significant time was devoted to the number of ways this can be done to paint the clearest picture of a cohort's tracking in their learning. From this we focused attention on developing data informed differentiated teaching and learning opportunities within the classroom across all KLAs with a focus on English and Maths.

Gifted Education was part of the same 3 year strategic plan that we began in 2017. This year, Corpus Christi continued as 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 2019.

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 2018, significant funding efforts supported by the Parents and Friends were delivered to our school. This support includes funding towards the school's completed Early Learning project (outdoor play and learning spaces) and 21st Century learning (flexible, collaborative and creative classrooms) across the next 3 years. The executive committee maintained stability into 2019 with all executive members retaining their substantive position except for the secretary role which has been undertaken by a new executive member.

Student Body

Our student leadership team comprises of four elected students from Year 6 for the entire year and four staff- 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 2018, our student leaders continued to contribute to 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.

2018 also saw the Leadership development program continue. Our leaders attended the Diocesan Events throughout the year. Our up and coming Year 5 students also participated in a CSO led 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.

2018 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 look forward to taking Stage 3 to Canberra next year and establishing a two year cycle of overnight excursions for Stage 3 at Corpus Christi, Waratah.

SCHOOL FEATURES

History of the school

Corpus Christi School, Waratah 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, library and offices adjoining the current building was built. In 2010, the school received a major renovation through the Federal government "Building the Educational Revolution" program. The Parish Hall and all classrooms were refurbished, specific learning areas created and each classroom installed with the latest technology. In 2018, two city blocks were redeveloped to extend the school's playground spaces and the north facing courtyard opened for play and called the Dominic Courtyard.

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 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 2018, children in Year 4 from St John's and Corpus Christi were prepared for the final Sacraments of Initiation, Confirmation and Eucharist, to become full members of the Catholic Church. The Sacramental Team across the three schools and parishes restructured the Sacramental Program with new resourcing and a preparation program that incorporated both the home and the parish groups. At the end of 2018, the Year 3 children began their Sacramental journey by receiving the Sacrament of Reconciliation before completing the Sacraments of Initiation in 2019.

Christian Discipleship

During 2018, 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 spirituality programs looked at the Care for the Natural world by examining the Papal Letter, Laudato Si and what it calls us to do. The staff also spent time developing a Dominican Charism scope and sequence where we share the story, the mission and the connection to our Dominican Charism from K to 6 with increasing complexity and understanding. This has been a positive project that gives greater connection and identity to our Dominican Traditions

Throughout 2018, 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 launched in 2018 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, liturgical celebrations and social justice action. 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 who volunteered her valuable time throughout 2018 and Mr David Treloar 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 | 4 | 9 |

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

| Scholastic Year | Number of Students |
|-----------------|--------------------|
| K | 21 |
| Year 1 | 27 |
| Year 2 | 21 |
| Year 3 | 22 |
| Year 4 | 24 |
| Year 5 | 14 |
| Year 6 | 19 |
| Total | 148 |

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

| K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | School Average |
|----|--------|--------|--------|--------|--------|--------|----------------|
| 91 | 92 | 92 | 94 | 92 | 92 | 92 | 92 |

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging,
- maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

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 2018, we were informed that KidsMatter will now be called Be You and incorporate a larger range of services. We look forward to following this in 2019.

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 2018, 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 2018, we continued to teach 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 1 and followed through incidentally in the later terms.

In 2018, 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

2018 School Improvement Plan was the second 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. We continued as a Gifted Education Lead School as part of the Diocesan Wide focus on Gifted Education and raised a priority in early Learning.

School Academic Priorities

| Key improvements achieved this year | Key improvements for next year |
|--|---|
| <p>In 2018, the staff drilled down further into the Discussion and Analysis of Data including one PD meeting each term focusing on Data and areas of concern as well as this agenda item being present in all PLC meetings. We also communicated a summary of the Data, the trends and the concerns it indicates to the parent body twice in 2018 linking this to reason for our decisions moving into 2019. An area of future focus that has been informed by the data is a greater use of Maths Assessment Data to give greater clarity in this area. We have ongoing data and evidence from a variety of sources within the Literacy domain, but only one, annual data set within the Numeracy domain. In 2019 we will focus on collating, discussing and analysing ongoing data sources for each child within Numeracy.</p> <p>The greatest single outcome of the focus on data has been to develop individual learning goals for students in Literacy that has then informed purposeful, data driven Differentiated teaching and Learning. We hope to share these individual goals more efficiently with parents in 2019 and move our priority to setting numeracy goals as well.</p> | <p>Increasing the ongoing use of data in Maths from multiple sources was identified as a need in the Analysis and Discussion of Data in 2018. In addition to the PAT data we already collect, we intend to implement the use of Numeracy Progressions and investigate the use of maths diagnostic tools to better inform student achievement and progress in this area from which to then develop individual learning goals.</p> <p>We also intend to examine the use of Big ideas in Maths and establish a renewed focus on maths pedagogy. A lead teacher has been appointed to lead this initiative in Semester 2. A team of three teachers will participate in a suite of PD opportunities from the CSO delving into progressions, big ideas and pedagogy and then bring their expertise back to lead staff PD meetings. We have allocated 1 Professional Development Day to focus on the progressions and multiple staff meetings to follow on from there.</p> |

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| <p>Differentiated Teaching and Learning is a natural progression from a clear understanding of student data. When we know where the students are achieving through the analysis of data, we are able to formulate learning goals and differentiated learning with confidence. This is integral to teaching any class as the spectrum of abilities is evident. Together with our combined focus on learning support for students who may struggle with curriculum content as well as though students who confidently engage with learning above curriculum (through our Gifted Education Lead School project), classrooms at Corpus Christi are multilevelled in task entry point, mode of engagement (process) and product.</p> <p>2019 saw significant proportion of PD focusing on ways we can authentically differentiate with cognitive rigour focusing on Webb's Depth of Knowledge and Karin Hess' Cognitive Rigour and DOK Matrix.</p> <p>2019 also saw teachers embed pretest and post test practices into their Maths lessons to inform immediate understanding of a concept rather than relying on existing data from a past point. This allowed for very specific, fluid use of differentiated Teaching and learning in Maths.</p> | <p>With the implementation of the new Science syllabus, we have identified the integration of digital technologies and STEM elements as an area to support teachers in within the first year of the new syllabus. The role of the lead teacher STEM in Semester 1 is to assist with teachers identifying the STEM/Digital technology elements from the syllabus and developing focus activities to ensure the students are focusing on these areas. The role will also include modelled and shared teaching/assessing of these activities.</p> <p>In a similar vein, we will also be developing a Scope and Sequence in the use of ICT across all subject areas to ensure an increasingly complex and creative use of software and platforms within the realm of ICT. With the implementation of BYOD in Stage 3 and higher student/device ratios in the other grades it is becoming increasingly important to ensure a progression of software and platform interaction so that students have clear understanding of the many ways we can communicate, collaborate, create, design and problem solve using ICT.</p> |
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| | |
|---|---|
| <p>With our continued focus on Early Learning as a priority, 2019 saw the appointment of a Lead Teacher to support the K -2 classes in incorporating a variety of play based pedagogy and use of observational data during unstructured play to inform our picture of each child and how they interact and learn. This aligned with the opening of the Dominic Courtyard, our outdoor early learning environment. This area while proving popular for all students in lunch time play, became the focus of teachers as they explored ways to incorporate it into the traditional classroom. Focus was also spent on creating beautiful provocations within the classroom that inspire interaction from students through imaginative or inquisitive pursuits. These beautiful spaces, linked to across the curriculum have given great power to the learning in K - 2.</p> <p>Several other initiatives we set out to establish in 2018 have been successfully completed. We have the parent platform of COMPASS operating successfully and a live Facebook Page to promote our school. We also have an Onsite OOSH service up and running provided by Kids Connect Australia.</p> | <p>Whole school integrated approach to student, family, staff well-being.</p> <p>An audit of the number of initiatives we have in our school that focuses on the promotion, explicit teaching and response to well being indicates it being a driving priority within the school. However, we recognise we need to collate these and prioritise a coordinated, integrated approach to well being guided by selected frameworks that work efficiently to achieve the well being goals of the school. In 2019, we will be forming a committee to spend time investigating , attending PD, formulating a plan and launching a new way forward for Well being at Corpus Christi, Waratah.</p> |
|---|---|

Academic Achievements

In 2018, our school set data driven goals related to English using PAT assessment suite, Literacy Continuum Data and Reading Assessments including PM Benchmarking and Probe Reading. Our Maths data used the PAT assessment suite.

In Literacy, 80% of students were achieving at or above expected levels across the literacy components. Looking at growth data provided greater clarity as to what is happening for each student in their own learning. 91% of students tracked positive growth in scale scores with 62% of students significantly increasing their PAT achievement scores. When that same growth data was taken across two years (allowing for some students to plateau after a significant growth just prior), 97% of all student have tracked positive growth across the literacy components in the last two years.

While the data sources in maths is limited to PAT maths only, we have still been able to track positive trends in this area. 83% of our students from Years 1 - 6 are tracking at or above expectations in Maths. When looking at growth we have 90% tracking acceptable or above rates of growth in their PAT scale scores across the last 12 months. When considered across the last 2 years, 94% of students are achieving acceptable or above growth. While the achievement data in maths sits high at 83% at or above expectations, the growth data is not tracking as strongly as the Literacy data. Much of this can be attributed to the fact that we have only the one source of Maths tracking taken once a year in October. This does not allow teachers to identify and focus on areas of challenge nor set individual learning goals to meet next steps in learning. This has motivated the 2019 focus on Maths.

While our NAPLAN trend continues a steady incline in our results over time, we have identified a significant cohort trend in our Year 3 data for 2018. While we do not have significantly larger proportions in the lowest of bands, we have a disproportion of students within Band 4 across all test scores and therefore lacking representation in Bands 5 and above. Now targeted, this group is receiving some focused data analysis and explicit teaching to the large cohort that appeared to be slightly underachieving according to NAPLAN data using item analysis to identify weaknesses across the cohort. Admittedly, this has dropped the average score for the school below the NAPLAN average. We look forward to growth data for this cohort in 2020. The corresponding PAT data (tracked in October of 2018) showed a similarly large cohort within the middle stanines but not as significantly low as the NAPLAN data collected in May 2018.

Our Year 5 data showed positive proportions of students in Band 5 and above (and under represented in the lower bands) with above 80% of students achieving in these higher bands in each of the 4 disciplines. We are achieving above NAPLAN average and statistically smaller schools in all but Grammar and Punctuation, with a slight dip below.

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 2018, 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 liturgy and story telling of the Easter and Christmas Stories.

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. Children completed a Literary Treasure Hunt inclusive of literary clues connected to the shortlisted books for 2018. 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 2018 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 2018, we had students representing our school at Diocesan in swimming, cross country, soccer, athletics, hockey and softball and one student representing at Polding and then State Level for Athletics, specifically, Long Jump.

During 2018, all students were given opportunities to further develop their skills through participation in programmes such as Multi Sports and Athletics 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 2018 | | % of students in the top 3 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 75.00% | 75.70% | 5.00% | 8.70% |
| | Writing | 70.00% | 71.70% | 20.00% | 10.00% |
| | Spelling | 70.00% | 69.60% | 15.00% | 12.50% |
| | Grammar | 75.00% | 73.10% | 15.00% | 11.30% |
| | Numeracy | 76.20% | 66.80% | 19.00% | 11.50% |

| NAPLAN RESULTS 2018 | | % of students in the top 3 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 66.70% | 65.50% | 16.70% | 12.80% |
| | Writing | 41.70% | 43.70% | 16.70% | 23.40% |
| | Spelling | 66.70% | 63.90% | 8.30% | 13.50% |
| | Grammar | 66.70% | 64.40% | 16.70% | 14.30% |
| | Numeracy | 66.70% | 57.50% | 16.70% | 14.10% |

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

| Qualifications and Experience | Number of Staff |
|--|-----------------|
| I. Teachers at Graduate/Proficient. | 15 |
| II. Teachers at Highly Accomplished/Lead | 0 |

Workforce Composition

| Number of Staff |
|---|
| Total teaching staff |
| Total non-teaching staff |
| Grand total |
| Percentage of teachers who are indigenous |

Teacher Attendance

96%

Teacher Retention

100%. In 2018, we received a formal resignation from a staff member choosing to redirect their career effective from Term 2 onwards. This resulted in the appointment of a new Religious Education Coordinator/ Year 2 teacher in Term 2 of 2018. An existing maternity leave, due to return in Term 2 of 2018, extended the leave (LWOP) until the end of 2018 allowing for a 12 month appointment to be made on that class rather than the just the first term.

Professional Learning Undertaken

Staff undertook PD across four Staff Development Days including a *Staff Spirituality Retreat*, *Return Focus on Writing*, and *Inquiry Based Learning*.

Teaching staff members utilised weekly PD meetings to participate in both registered and teacher identified PD drawn from the school improvement plan and PPD goals. PD meetings included an ongoing focus on the Discussion and Analysis of Data, Differentiated teaching and learning with a focus on Gifted education and preparations for the implementation of the new Science syllabus in 2019. Other PD made available to staff was the mandatory CPR and Emergency Care. External PD opportunities that staff participated in included Implementing the new RE units, Assessment for, of and as Learning, Using the National School Improvement Tool and CSO Senior Leadership Faith Formation Program. 6 Staff members completed a Start right with Reading Course delivered by the CSO.

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 2018 to celebrate Sporting Carnivals, Gala Days, Welcome BBQ, Mothers Day, Catholic Schools Week, Grandparents Day, Paella Night and Fathers Day. We also held an inaugural end of year BBQ and combined with the Parish for this event. 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 benefited from a significant donation from the P & F in 2018 with the funds allowing for the development and opening of the Dominic Courtyard, our outdoor early learning space. 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.

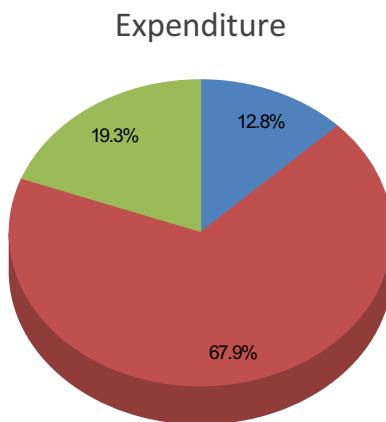
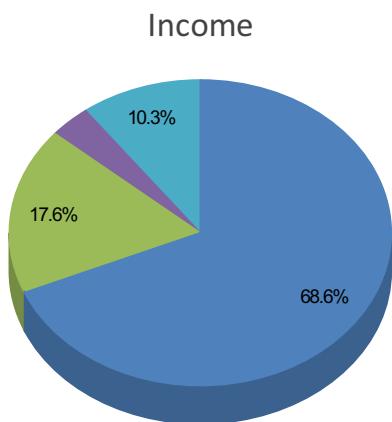
Student Satisfaction

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 the students in achieving individual learning goals.

Financial Statement



- Commonwealth Recurrent Grants (68.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.6%)
- Fees and Private Income (3.5%)
- Other Capital Income (10.3%)

- Capital Expenditure (12.8%)
- Salaries and Related Expenses (67.9%)
- Non-Salary Expenses (19.3%)

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 2018 year is detailed below:

| RECURRENT and CAPITAL INCOME | |
|--|-------------|
| Commonwealth Recurrent Grants ¹ | \$1,780,040 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$457,570 |
| Fees and Private Income ⁴ | \$90,868 |
| Other Capital Income ⁵ | \$266,071 |
| Total Income | \$2,598,191 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|-------------|
| Capital Expenditure ⁶ | \$330,632 |
| Salaries and Related Expenses ⁷ | \$1,760,529 |
| Non-Salary Expenses ⁸ | \$501,585 |
| Total Expenditure | \$2,262,114 |

For the 2018 year the Corpus Christi Primary School received \$3,642 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>