

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



Corpus Christi Primary School

Platt Street, WARATAH 2298

Principal: Julie Mulhearn

Web: <http://www.waratah.catholic.edu.au>

About this report

Corpus Christi Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is always with a sense of achievement that we are able to present the Annual School Report for Corpus Christi Primary School, Waratah and 2020 is no different, in fact it is perhaps with a little more sense of achievement. Like many organisations, community groups and families, the successes of 2020 are all the more impressive because of the impact of Covid 19 had on what was planned versus what came to be. This report outlines the many achievements, as well as the on-going improvement of Corpus Christi School during the 2020 academic school year.

In 2020, the school launched a new 3 year strategic plan and embarked on the first year of its improvement agenda. The year saw the launch of significant PD in line with the CSO's Leading Learning Collaborative. It has been an incredibly exciting initiative in that it has build capacity in both learners and teachers.

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 Message

The P & F have continued to provide support to the school by providing parent voices to decision making and thinking outside the box in running the P & F during the pandemic. 2020 has had a big impact on the P & F's ability to gather as a community, host face to face monthly meetings or undertake fundraising activities.

We have been able to hold our monthly meetings via Zoom. This has proved to be very successful and has allowed for parents to attend who sometimes find it hard to get to face to face meetings due to family commitments. The P & F will hopefully be able to provide some great fundraising and community events in 2021.

A very big thank you to Principal Mrs Julie Mulhearn and the teaching staff at Corpus Christi for dealing with everything that was thrown at them in 2020. They have shown that they can adapt to changes quickly, are flexible, resilient and dedicated to ensuring that the children's wellbeing was their main focus in dealing with this year of many unknowns.

Student Body Message

As leaders of our school, we are grateful for the opportunities we have to lead and to learn. With our four year 6 leaders, social leaders, environment leaders, sport leaders. This year we started our School Parliament. As leaders, we are in charge of different portfolios our discussions and ideas from parliament are then reported to Mrs Mulhearn. It is great that everyone gets to contribute and have their voice heard in the school.

We have had so many great opportunities such as Rugby Gala Day, Artist in Residence Program, Hockey Skills and ScopeIT. At the end of the year, we were able to have our Stage 3 Camp with Outdoor Education in Morrisset. It was a wonderful way to end the year. Year 5 and 6 were able to take part in activities that helped us work together as a team and face our fears.

Even though this has been a challenging year we have so much to celebrate. On behalf of Corpus Christi, we would just like to take a moment to thank the staff at our school. Our teachers and Mrs Mulhearn adapted to the online version of learning and have set a good example for students. We appreciate all you have done for us. Though we may not have been overly excited to take up the challenges during Home Learning, we are grateful, and we are thankful for all your hard work. We thank you for being such amazing teachers and for all your great lessons.

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-story 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.

Our school now has new extended playground spaces to include playground sized soccer fields, basketball courts, handball courts, sandpit, playground equipment and a fitness field as well as the north-facing imaginative play area called the Dominic Courtyard. In 2020 the school toilets underwent a complete renovation that embeds open, modern and functional design that further enhances the playground.

About the School

Corpus Christi caters for students in Kindergarten to Year 6 in the Holy Trinity Blackbutt North Parish. Our other parish schools are St John's at Lambton and St Therese's at New Lambton. Our local high school is San Clemente at Mayfield. We share important links with our local Dominican schools who are St Columban's at Mayfield, St Dominic's Centre, Mayfield and San Clemente at Mayfield, as well as a Dominican connection with St John the Baptist at Maitland and ASC St Mary's Campus, Maitland.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
79	95	25	174

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 93.77%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.23	93.07	94.95	93.06	94.05	95.00	92.02

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	20
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	5

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

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.

Day 1 - Governance

Annual staff induction training (Including WHS Site Induction) and Governance Paperwork

Day 2 - Indigenous and Catholic Spirituality

To Hold and Care- To be authentic in our mission of cross cultural awareness, this day will give us an insight into the indigenous culture and their spiritual connection with the land and us.

Day 3 - Transitioning Pedagogy remote learning context during the COVID 19 pandemic

Ensuring community wellbeing during the ongoing Covid 19 crisis. Developing a commitment to and provision of a continuum of learning within the changing context. Establishing open and clear communication between different stakeholders in this continuity of learning.

Day 4 - Leading Learning Collaborative (a series of 5 Twilight Staff meetings)

Unpacking the Assessment waterfall from Lyn Sharrat's book Clarity. Unpacking the purpose, nature and co-construction of Learning Intentions and multiple entry Success Criteria as building block to student clarity in learning. Using this to develop learning goals and establish assessment rubrics. These will equip student to engage with questions about their own learning with confidence

Day 5 - CPR, Emergency Care and Anaphylaxis

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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 inflame 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 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.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

Religious Education

Religious Education takes place in both the formal and informal curriculum of the classroom and school. The formal curriculum deals with the knowledge, skills, attitudes and values related to religion and faith. As the children move through their schooling, their capacity to understand concepts and the teachings of Jesus and the Church grows and develops. The Religious Education curriculum covers content across four strands.

JESUS and SCRIPTURE

HISTORY and BELIEFS

CELEBRATION and PRAYER

JUSTICE and MORALITY

Other Key Learning Areas

All content from the Key Learning Areas of English, Mathematics, Science, HSIE, Creative Arts and PDHPE is governed by the NSW Education Standards Authority (NESA) and can be found on their website <https://educationstandards.nsw.edu.au>.

English- Daily English Blocks of 100 minutes includes activities within the strands of Speaking and Listening, Reading and Viewing, Writing and Representing and Grammar, Spelling and Punctuation.

Mathematics - Daily Math's lessons of 60 minutes include learning focuses across the following strands; Number and Algebra, Measurement and Geography, Statistics and Probability and Working Mathematically.

Human Society and Its Environment (90 minutes a week) - Encourages students to study relationships between people, cultures and languages, with a special focus on civics and citizenship.

Science and Technology (90 minutes a week) -Helps students understand their environment, both man-made and natural, by investigating, designing, making and using technology across 5 content strands.

Personal Development, Health and Physical Education- Helps students develop self-esteem, social responsibility, personal fitness, fundamental motor skills and the ability to make informed decisions about health and lifestyle decisions. Includes Specialist PE lessons each Wednesday (35 minutes)

Creative Arts (90 minutes a week)- Students participate in the art forms of dance, drama, music and visual arts through creating and making their own works. Corpus Christi engages a specialist music teacher who delivers the curriculum content in music, dance and drama in weekly lessons of 35 minutes (Wednesdays)

Leading Learning Collaborative

Corpus Christ has a focus on articulating learning and making it visible for all. It is well understood that by “thinking about thinking” and “learning about learning” we can augment the natural learning process. Rather than just coming up with the answer, learners are challenged to think about how they arrived at the answer and discuss different strategies in terms of efficiency and accuracy. They are challenged to think about their learning in reference to the learning intentions and success criteria for the task or unit. We do this with a series of consistent questions with slight changes to the wording we can ask the same questions across different contexts.

What are you learning? Why? (older students)

How are you going?

How do you know?

How can you improve?

Where do you go for help?

Student Performance in Tests and Examinations

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

2020 saw the full launch of an integrated Whole School Wellbeing Framework that combines the Be You Wellbeing Initiative, Positive Behaviours for Learning and Make Jesus Real programs. Developed in 2019, the commitment to the framework consisted of whole-school wellbeing focuses, explicit lessons to unpack these and awards based on each focus form each class. The explicit lessons were developed in a shared one note and teachers collaborated and contributed resources linked with each wellbeing focus that could be used across classrooms. The consistent language referencing the Wellbeing Framework resulted in students being upskilled in the management of their own wellbeing and also in their awareness of the wellbeing of others and how it links to the whole community.

The Whole School framework became an even more powerful tool to connect the community during the stresses and impact of the Covid 19 pandemic. The Wellbeing Framework proved effective in supporting the students during the Covid 19 pandemic. Students were able to identify their own feelings and concerns and those of their families and community. The Wellbeing Framework was a great learning tool and resource throughout the remote learning period and as the student transitioned back to face to face learning.

Technology helped us sustain connections between home and school, and the wider community. We maintained community contact with online weekly awards assemblies and conducted online liturgies for the significant feast days throughout the year. Students were able to use technology to continue connections with the local nursing home that we were no longer able to visit. Even while apart, students remained connected. They began to seek new ways to create these connections. The power of the Wellbeing Framework to promote respect in our interaction with each other and the responsibility to go give back to the community was evident throughout the year as it became embedded into school culture and dialogue.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

In the domain of Catholic Formation and Mission, we continued our focus on Faith formation. We worked with personnel from the Catholic Schools office to link understanding of Indigenous spiritualities, Catholic Faith Traditions and Dominican Charism. This was successful and all teachers worked to ensure that these links and were visible in the classroom and throughout the school

Within the domain of Learning, we started our journey with the 'Leading Learning Collaborative' initiative from the CSO in partnership with Lyn Sharratt. Our goal for 2020 was to equip students with the ability to articulate their learning intentions and understand the step to success through explicit success criteria. Students gained confidence in articulating and reflecting on their learning.

Our involvement with 'Leading Learning Collaborative' continues to enhance learning dialogue between teachers and students and increase the quality of descriptive feedback in the classroom. Our learning journey was disrupted during the Covid-19 pandemic, we have not yet instituted individual learning goals, this will be a focus in 2021.

The 'Leading Learning Collaborative Approach' supported a new model for PLC meetings. The team meetings were centred around data-based discussions and encouraged a collaborative approach to student learning and assessment. The impact on student learning was clear, visible and widely celebrated across a 3-week teaching/data cycle.

Priority Key Improvements for Next Year

Catholic Formation and Mission

- Monthly Masses and Parish Involvement after a Covid impeded year in 2020
- Responsibility for purposeful action (Staff and students) in light of challenges within Laudato Si

Learning

- Descriptive Feedback and Personal Goal Setting
- Reading Comprehension - Progression language to develop goals

Leadership

- Case Management Approach embedded into portion of PLC meetings
- Knowledgeable Other approach to share PD responsibilities across the staff

Wellbeing and Partnerships

- Specialist Support for 2021 Kindergarten Orientation (Speech and OT)
- Partnering with Indigenous Communities to authenticate visible Indigenous symbols within the school grounds

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In 2020, Tell Them From Me (TTFM) survey data was able to track parent satisfaction with the school across areas such as welcome and inclusivity, safe and supportive environment (including positive behaviours), school/ home learning and open communication.

It was pleasing to track parent levels of agreement and strong agreement in each area with strength in being a welcoming school and safe at school. It was pleasing to note that our school stood strong when placed in regional and diocesan data.

There was some strong feedback from parents about the school's response during remote learning and maintaining learning continuity during the Covid crisis.

Some constructive feedback from the survey supported the school's strategic plan to embed greater clarity in learning for both students and parents with the use of individual learning goals and the development of descriptive feedback to ensure optimal learning for all.

Student satisfaction

A TTFM survey for students showed high levels of engagement with sports, extracurricular activities and a strong sense of belonging.

Students indicated they were interested and motivated in their learning above the referenced norm of the survey, with an even stronger response from students when asked about their level of effort devoted to doing their best.

Some direction can be derived from the data when looking at student response to the balance between their skills/ability and the challenges they faced in their lessons. A higher proportion (than the reference norms) indicated they had confidence in the learning but did not feel they were challenged. This lends itself well to the school's strategic plan to involve students in the co-construction of learning goals and direction of learning via success criteria and descriptive feedback.

Teacher satisfaction

Staff data from the TTFM survey tracked very high data in teacher confidence in their own and their colleagues capacity to deliver excellence in education. Notable strengths were evident in leadership, collaboration, learning culture and inclusivity.

The data gives direction to the use of technology to assist in individual goal setting and maintaining parent-teacher partnerships in learning. This area was already part of the strategic plan to come.

Financial Statement

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,983,849
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$579,056
Fees and Private Income ⁴	\$309,659
Interest Subsidy Grants	\$1,615
Other Capital Income ⁵	\$126,174
Total Income	\$3,000,353

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$1,091
Salaries and Related Expenses ⁷	\$1,922,984
Non-Salary Expenses ⁸	\$847,874
Total Expenditure	\$2,771,949

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.

END OF 2020 REPORT