

# 2024

## Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### Corpus Christi Primary School

Platt Street, WARATAH 2298

Principal: Katie Kingsford

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

## About this report

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Corpus Christi Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

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### Principal's Message

As I reflect on 2024, I am deeply grateful for the strong and supportive community we have at Corpus Christi. Together with my co-principal, Michael Deed, we have remained focused on our school improvement goals while guiding and nurturing our school community. The strong sense of belonging within our parent community, the pride our students feel in being part of Corpus Christi, and the unwavering dedication of our staff to both their students and each other all make our school a truly special place.

This year, we have lived out our Dominican Pillars—Prayer, Learning, Service, and Community—in so many meaningful ways. From gathering in prayer and celebrating the Eucharist to embracing new learning challenges, from guiding our senior students in leadership through the example of Jesus to strengthening our connections with the wider community through visits to the local nursing home, hospital, and community gardens—every experience has been a testament to who we are.

What truly sets our school apart is the way we care for and uplift one another. I have witnessed our students grow in confidence and kindness, our staff go above and beyond to inspire learning, and our families walk alongside us with steadfast support.

Thank you for being part of this journey. It is an honour to lead this incredible community, and we look forward to all that lies ahead. Together, in truth and love, we will continue to create a school where every child is nurtured, valued, and encouraged to be their best.

### Parent Body Message

2024 saw the Corpus Christi parent community come together over a number of events, both at school and at outside venues. We welcomed a new Kindergarten cohort, bringing with it fresh, enthusiastic parents who have already shown willing when it comes to participating in school activities and helping to strengthen our school community.

Fundraising events have provided positive financial and social returns, with wonderful parent support for both the Bunnings BBQ and the parent Trivia Night. Our Easter Raffle had record donations and ticket sales and smaller fundraisers added much welcome funds that we hope will benefit the school.

In the middle of the year, the school community voted on whether to keep the tie as a compulsory winter uniform item, or make it optional, with the slim majority voting to make the tie optional. The P&F association have agreed to purchase a stock of ties to be held by the school and worn for formal occasions including school photo day and representative events.

The P&F have also agreed to pay for a number of green blazers to be kept by the school for representative events.

The parent community acknowledges the continued support and enthusiasm of the teaching and administration staff. Their dedication to the school and its pupils are unwavering and appreciated, especially in ensuring events such as the Christmas Concert and End Of Year Assembly go ahead, even without a school hall. The additional sports specialist lessons, as well as visits from national sports players have also been well received.

The introduction of morning OOSH by St Nicholas has been embraced by a number of families and we hope will continue to offer flexibility to working families.

Attendance at P&F meetings has been steady, however an increase to our pool of regular volunteers, especially for Canteen and Uniform shop, would be of huge benefit. The additional day of canteen operation has also been appreciated by the parent community and the introduction of more varied and healthier options welcomed.

Our volunteer run Uniform Shop has seen steady sales over the year, with an increase on the last few years. Parent volunteers have made a commitment to continue running the Uniform Shop for the foreseeable future, to help maintain low-cost uniforms for families. The Uniform Shop will continue to run at cost and provide second hand uniform items free of charge.

As we head into 2025, the P&F will discuss and make decisions regarding when we feel is best to transition into the new FACE model of parent engagement, with all schools in the Diocese being required to transition by the end of the calendar year.

### **Student Body Message**

As senior students, this year we have learned a lot about being responsible, reliable, and patient. These qualities have stood out and are the ones we are most proud of. We have also learned to be flexible and open-minded, embracing many opportunities throughout the year. One of the most significant experiences was becoming a Senior Leader and supporting our Buddies. It has been rewarding to help, comfort, and guide the younger students, helping us grow into independent and positive leaders.

Some of the biggest lessons we learned this year didn't come from books. We discovered that strong friendships can help us through difficult times and the importance of being open to new connections. The relationships we developed with our teachers were also incredibly important, as they supported and encouraged us through every challenge. Their guidance reminded us to stay positive and keep smiling, even during tough times.

We would like to express our gratitude to the staff members at Corpus Christi for their care and support. Every student knows that no matter what challenges arise, there is always a

teacher or staff member ready to listen and help. Thank you for making our school experience so positive and memorable.

## School Features

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Catholic primary education in the Waratah area began with the Dominican Sisters in the early 1900s. The Rosary School, established in 1907 in a three-roomed cottage on Alfred Street, laid the foundation for the community's commitment to education. By 1917, the school had been renamed St Joseph's, and its growing enrollment led to the need for a larger space. In 1934, construction began on a new five-classroom school building, which opened in 1935, and a second floor was added in 1954.

In 2002, the school saw significant upgrades with the construction of a new library and a two-storey administration building, which included a canteen, staffroom, classroom, and offices. Further refurbishments occurred in 2010, modernising the Parish Hall and classrooms.

From 2017 to 2021, the school expanded its facilities by purchasing three adjoining blocks of land to extend playground spaces, now featuring soccer fields, basketball and handball courts, a sandpit, playground equipment, a fitness field, and the imaginative play space known as the Dominic Courtyard. In 2020, the school also completed a full renovation of the toilets, adopting a modern and functional design that further enhanced the campus's overall environment.

In 2024, every classroom was refurbished, leading to substantial enhancements in the learning environment. The upgrades improved the aesthetic and functionality of each space, making them more comfortable and inspiring for both students and teachers.

The school delivers a comprehensive and engaging curriculum that provides numerous opportunities for students. These include a whole-school musical production, enrichment programs for high-achieving and gifted learners, and support for those who require additional assistance. Other activities available to students encompass choir, drama, chess, public speaking, debating, music, and representative sports.

Corpus Christi is a welcoming school that emphasises community and care. Our dedicated teachers are passionate about supporting each family as they guide their child's educational journey. They collaborate with students and parents to provide constructive feedback and set learning goals, ensuring open communication throughout the process.

## Student Profile

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### 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
79	83	20	162

\* 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 [Enrolment 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 2024 was 92.42%. 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
95.46	94.12	92.68	92.72	91.38	91.11	89.45

## 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 Professional Officer for School Enrolment 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	25
Number of full time teaching staff	7
Number of part time teaching staff	11
Number of non-teaching staff	7

### 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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

## Catholic Identity and Mission

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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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

We take pride in our Catholic identity, embracing Gospel values throughout all Key Learning Areas and the everyday life of our school. Guided by our motto, Veritas, our core values of prayer, learning, service, and community drive our mission.

"Together in truth and love, we EDUCATE.

Together in truth and love, we CELEBRATE.

Together in truth and love, we INSPIRE".

These core values inspire our vision of "Reflecting the FACE OF GOD and preparing students for the CONTEMPORARY WORLD through a commitment to EXCELLENCE IN EDUCATION for all."

In 2024, the school continued to strengthen its bonds with the Holy Trinity Blackbutt North community. The school supported the Sacramental programs, with the leadership team actively participating in the Parish Finance, Pastoral, and Liturgy Committees. We also took part in Parish Masses.

The school has a deep connection to St. Dominic, our patron saint, who dedicated his life to God through prayer, learning, service, and community. Founded by the Dominican Sisters, our school is enriched with a strong Dominican charism. The Dominican pillars are at the heart of our daily lives, guiding our prayer life and our service to others within the community.

We celebrated whole school Masses for the Beginning and End of the Year, the Feast of Corpus Christi, the Feast of St Dominic, and the End of Year Mass. We have celebrated

Masses for Our Lady Help of Christians (Stage 2), Feast of the Assumption (Stage 3) and All Saints Day (Early Stage 1 and Stage 1)

The Year 6 class celebrated their graduation in December with a special whole school Mass and a leadership reflection day. Our Year 5 students participated in a two-day formation program to prepare for their leadership roles in the coming year.

Our social justice projects aim to help those in need locally, nationally and internationally through awareness and authentic social justice projects in our school. Our main social justice projects are led by our Mini-Vinnies conference supported by St Vincent de Paul, Caritas Project Compassion and Catholic Mission. Our school supports an active Mini-Vinnies conference.

## Curriculum, Learning and Teaching

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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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In 2024, Corpus Christi continued its commitment to enhancing educational outcomes through a dynamic and evolving curriculum. The focus for teachers in Years 3-6 has been on implementing the new syllabus for English and Mathematics.

Through our Professional Learning Teams (PLTs), teams critically observe and analyse student achievement data to identify strengths and areas for growth within the curriculum. This collaborative approach allows educators to set organic, self-identified goals, improving specific teaching strategies in spelling, grammar, and numeracy.

In English, a key initiative involves the explicit teaching of phonics in Kindergarten to Year 2 through the InitialLit program. To ensure continuity, we introduced Spellex (a follow-on program from InitialLit) in Year 3 to build on the foundations laid by InitialLit, followed by Spelling Mastery in Years 4-6 for targeted and ability-group spelling instruction.

Teachers work alongside our Gifted Education Mentor to identify high-achieving and high-potential students, providing enrichment and extension opportunities both in and out of the classroom. Options include engaging in Math Games, focused research projects, and participation in the Virtual Academy—this year, we are proud to support five students in this program. Our Year 2 and Year 4 students complete the CogAT assessment, allowing us to triangulate data and identify areas for supporting and extending student learning.

Our specialist teachers continue to deliver enriching programs in Music, Drama, Dance, Physical Education, and Library. In Library lessons, students in K-2 engage in activities linked to their HSIE units, while students in Years 3-6 focus on enhancing literacy skills. The BYOD program has effectively cultivated ICT skills among students in Years 4-6. Utilising platforms such as Teams and OneNote, students collaborate and access their learning resources, further enhancing their educational experience.

At Corpus Christi, we remain dedicated to fostering an environment where every student can thrive, ensuring that our curriculum and teaching practices are responsive to their unique needs.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Corpus Christi Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	52%	54%
	Reading	70%	66%
	Writing	89%	77%
	Spelling	56%	61%
	Numeracy	67%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	71%	65%
	Reading	93%	71%
	Writing	82%	67%
	Spelling	86%	68%
	Numeracy	89%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.



## 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.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The Tell Them From Me (TTFM) Parent Survey highlights several areas of strength within the school community. Parents generally feel welcomed when visiting the school and believe there are open lines of communication regarding their child's behaviour and progress. They acknowledge the school's efforts in encouraging students to excel academically and feel that teachers take an interest in their children's learning. Clear behavioural expectations are communicated, and most parents feel their child is safe and included at school. The school provides regular opportunities for parents to learn about and engage with its Catholic values and principles, reflecting a strong faith-based community. Additionally, effective leadership has been recognised as a positive aspect of the school environment.

The data indicates further opportunities for parents to be involved in school committees and talk with teachers more regularly and that parent activities are scheduled at times when parents can attend.

### Student satisfaction

In the Tell Them From Me (TTFM) Survey, students responded most positively in several key areas, with scores at or close to the mean. Students generally feel accepted and valued by their peers and others at school. A high percentage of students reported participating in sports with an instructor at school, outside of regular physical education classes. Many students have friends they can trust who encourage them to make positive choices. They believe that schooling is useful in their everyday life and will significantly impact their future. Most students avoid disruptive or inappropriate behaviour at school. They also feel that classroom instruction is well-organised, with a clear purpose and immediate feedback that supports their learning. Additionally, school staff emphasise academic skills and maintain high expectations for all students to succeed. Regarding Catholic culture, students feel their school demonstrates what it means to live like Jesus. In terms of faith life, the school helps students understand how to participate meaningfully in prayer and liturgy.

## **Teacher satisfaction**

The Tell Them From Me survey reflects strong teacher satisfaction, with school leaders providing valuable support during stressful times. Teachers frequently collaborate, sharing strategies to enhance student engagement and improve instructional practices. They maintain high expectations for student learning and demonstrate effective teaching by linking new concepts to previously mastered skills and knowledge. Teachers also use formal assessment results to inform lesson planning and establish clear expectations for classroom behaviour, contributing to a positive and productive learning environment.

Teachers identified key areas for development, emphasising the need to improve student use of interactive technology for tracking progress toward goals and setting new technological skill objectives. While using technology for feedback, research, and presenting subject matter was rated higher, it still showed potential for growth.

## 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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,635,316
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$693,524
Fees and Private Income <sup>4</sup>	\$483,831
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$133,571
<b>Total Income</b>	<b>\$3,946,242</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$25,550
Salaries and Related Expenses <sup>7</sup>	\$2,342,695
Non-Salary Expenses <sup>8</sup>	\$1,753,053
<b>Total Expenditure</b>	<b>\$4,121,298</b>

### 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 2024 REPORT