



**Catholic Schools**  
DIOCESE OF MAITLAND-NEWCASTLE

# 2025

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### Corpus Christi Primary School

68 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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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

This year has been a wonderful one for our school community, marked by strong learning growth, deep connections and a shared commitment to faith. A highlight was the celebration of the 90th anniversary of the Corpus Christi school site, an experience rich in history, community and a profound sense of belonging. It was especially meaningful to welcome back past students and teachers, and to witness our current students engage with our story, honouring the past while confidently forging our future.

At the heart of our work as a Catholic school is an education centred in Jesus Christ. We are committed to providing a learning environment where every student is known, valued and encouraged to strive for personal excellence. We place great importance on student wellbeing, ensuring all students feel safe, supported and confident to challenge themselves academically, socially and spiritually. Through strong partnerships between staff, students and families, learning at Corpus Christi is purposeful, connected and enriched by relationships.

As a school founded by the Sisters of St Dominic, we continue to be guided by the Dominican pillars of Prayer, Learning, Service and Community. These pillars shape our daily practice, inviting us to grow as reflective learners, compassionate servants and people of faith. Our shared prayer life, service to others and strong sense of community continue to nurture students who belong, contribute and live out Gospel values.

We are proud of our school, our community and all that has been achieved this year, and we look with hope and gratitude toward the future.

### Parent Body Message

This year marks the final year of the Parents and Friends Association, and it has been a very good year for our school community. As parents, we reflect with gratitude and pride on the significant role the P&F has played in shaping the life of the school over many years, and on the strong foundations it has helped to build.

The Parents and Friends Association leaves behind a proud history of support, community building and fundraising, contributing greatly to the wellbeing, resources and spirit of the school. Through countless hours of volunteer service and shared experiences, the P&F has fostered connection between families and strengthened our sense of belonging. This legacy of generosity, collaboration and care will continue as we move forward together.

As the school transitions to the Family and Community Engagement Model, it has been heartening to see parents remain actively involved in school life. It is wonderful to witness families giving their time in the canteen and uniform shop, as well as supporting important school events such as sporting carnivals, community liturgies and celebrations during Catholic Schools Week. These moments of involvement reflect the ongoing commitment of our families to partnership, service and shared responsibility.

We continue to build community through parent gatherings and opportunities to connect with one another, strengthening relationships and creating a welcoming and inclusive environment for all families. Looking ahead, we are excited to welcome new families next year and to continue nurturing a strong, engaged and supportive school community together.

### **Student Body Message**

As the Year 6 leaders, this year has been one to remember. It was especially exciting to celebrate 90 years of Corpus Christi. We loved interviewing past students and parents and hearing their stories about what school life was like many years ago. It made us proud to be part of such a long and special history. Dressing up for our 90-year theme was so much fun and helped us feel connected to the generations of students before us.

We also celebrated some great achievements this year. Our school musical was definitely a highlight. Performing on stage, working together, and supporting each other behind the scenes showed what we can achieve as a community.

On our Year 6 Reflection Day, we had the opportunity to think about the teachers, friends and families who have supported us throughout our journey. It was a special time to give thanks and appreciate how much we have grown.

Throughout the year, we have continued to live out our Dominican Pillars of Prayer, Learning, Service and Community. These pillars guide us each day encouraging us come together in prayer, try our best in our learning, serve others with kindness, and build strong connections and belonging in our school community.

## School Features

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Corpus Christi Primary School currently offers outstanding learning facilities, including seven newly refurbished classrooms, a beautifully refurbished Hall, and well-maintained play spaces that support active and engaging learning. Every classroom was fully renovated in 2024, significantly enhancing both the aesthetics and functionality of each space to create comfortable, contemporary and inspiring environments for students and teachers. Our Hall provides a flexible space for assemblies, liturgies, performances and whole-school gatherings.

Our expansive playground areas reflect significant growth in recent years. Between 2017 and 2021, the school purchased three adjoining blocks of land, allowing for the extension of play spaces that now include soccer fields, basketball and handball courts, a sandpit, playground equipment, a fitness field and the imaginative play area known as the Dominic Courtyard. In 2020, a full renovation of student toilets further enhanced the campus with modern, functional facilities.

Our story is rich in history and grounded in Catholic tradition. Catholic primary education in the Waratah area began with the Dominican Sisters in the early 1900s. The Rosary School, established in 1907 in a modest three-roomed cottage on Alfred Street, laid the foundation for a strong commitment to faith and education within the community. By 1917, the school was renamed St Joseph's, and growing enrolments soon required larger facilities. In 1934, construction commenced on a new five-classroom building, which officially opened in 1935. A second storey was added in 1954 to accommodate continued growth.

The school continued to evolve to meet the needs of its community. In 2002, significant upgrades included the construction of a new library and a two-storey administration building incorporating a canteen, staffroom, classroom and offices. Further refurbishments in 2010 modernised the Parish Hall and classrooms, continuing the school's commitment to providing quality learning environments.

Today, Corpus Christi delivers a comprehensive and engaging curriculum with a wide range of opportunities for students. These include a whole-school musical production, enrichment programs for high-achieving and gifted learners, and additional support for students requiring extra assistance. Students can also participate in choir, drama, chess, public speaking, debating, music and representative sport.

Corpus Christi is a welcoming and faith-filled community that places strong emphasis on care, connection and partnership. Our dedicated teachers work collaboratively with families, providing constructive feedback and setting clear learning goals to support each child's educational journey.

## 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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
86	83	23	169

\* 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.

### Student Attendance Rates

The average student attendance rate for 2025 was 92.36%. 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
92.86	94.92	94.38	92.28	91.51	89.07	91.52

### Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

## Staffing Profile

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### Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	28
Number of full time teaching staff	7
Number of part time teaching staff	14
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at Corpus Christi Primary School in 2025:

Conditional Teachers	1
Provisional Teachers	1
Proficient Teachers	17

## 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)

In 2025, our staff gathered for a dedicated Spirituality Day, taking time to reflect deeply on the life of St Dominic and the Dominican charism that shapes our school. Together, we explored the enduring legacy of the Dominican Sisters, whose faith, courage, and commitment to truth laid the foundations of our community. Throughout the year, we collaborated closely with students and parents to craft a new school prayer and vision statement. This shared process culminated in the affirmation of our vision: "Inspired by God's Truth, we pray, learn and serve." This was a significant moment for our community, ensuring that our vision authentically reflects who we are today while remaining faithful to our Dominican identity and traditions.

We take great pride in our Catholic identity, embracing Gospel values across all Key Learning Areas and in the everyday life of our school. Guided by our motto, Veritas (Truth), our core values of prayer, learning, service, and community drive everything we do:

Together in truth and love, we EDUCATE.

Together in truth and love, we CELEBRATE.

Together in truth and love, we INSPIRE.

Our strong connection to Saint Dominic remains central to our identity. His dedication to God through prayer, study, preaching, and community life continues to inspire us. Founded by the Dominican Sisters, our school community is enriched by this charism, which is lived daily through our prayer life, commitment to learning, and service to others. This heritage was

celebrated throughout our 90th anniversary, connecting past generations to our present community and highlighting the enduring influence of Dominican traditions.

We celebrated whole-school Masses throughout the year, to mark special feast days and important events in our school community. Our Year 6 students marked their graduation with a special whole-school Mass and a leadership reflection day, while Year 5 students participated in a two-day formation program to prepare for their leadership roles in the coming year, strengthening their understanding of servant leadership in the Dominican tradition. For the first time, our Year 4 students participated in a Formation Day centred on the theme of Confirmation and Initiation alongside students from St John's Primary School Lambton, strengthening parish connections and deepening students' understanding of the Sacrament of Confirmation.

Our commitment to social justice continues to be a central to our school community. Through learning, prayer and authentic action, we support those in need locally, nationally, and globally. Our key initiatives include an active Mini-Vinnies Conference supported by St Vincent de Paul Society, participation in Caritas Australia's Project Compassion, and ongoing support of Catholic Mission.

## 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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In 2025, Corpus Christi continued to strengthen student learning through a targeted and evolving curriculum. Our Professional Learning Teams (PLTs) focused on improving Reading Fluency, Grammar, and Numeracy, while maintaining the successful Spelling Mastery and Spellex programs for Years 3–6. Teachers critically analysed student achievement data to identify strengths and areas for growth, enabling them to set collaborative, self-directed goals and refine teaching strategies in key learning areas.

In English, foundational phonics instruction in Kindergarten to Year 2 through InitialLit continued to underpin literacy development. In Years 3–6, Spellex and Spelling Mastery built on these foundations to deliver targeted, ability-grouped spelling instruction. Numeracy initiatives focused on developing fluency and problem-solving skills, supported by differentiated teaching strategies across the stages.

High-achieving and high-potential students benefited from enrichment opportunities, including Math Games, focused research projects, and participation in the Virtual Academy, with five students supported in the program. The CogAT assessment in Years 2 and 4 continued to inform data-driven decisions for supporting and extending student learning.

Specialist programs in Music, Drama, Dance, Physical Education, and Library further enriched the curriculum. In Library, K–2 students engaged in activities linked to HSIE units, while Years 3–6 focused on enhancing literacy skills. Students also participated in the school musical, providing creative and collaborative performance experiences. The BYOD program in Years 4–6 fostered ICT capabilities, enabling collaboration through platforms such as Teams and OneNote.

Additionally, teachers prepared for the implementation of new syllabus documents in PD/H/ PE and History and Geography, ensuring that curriculum delivery aligned with current educational standards.

Corpus Christi remained committed to creating a responsive and inclusive learning environment where every student could thrive, guided by data-informed teaching practices, collaborative professional learning, and rich creative opportunities.

## 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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	72%	54%
	Reading	76%	66%
	Writing	84%	76%
	Spelling	72%	62%
	Numeracy	79%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	56%	63%
	Reading	68%	73%
	Writing	64%	65%
	Spelling	60%	69%
	Numeracy	76%	69%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

### Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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 (2024) highlights strong parent satisfaction within the school community. Parents report feeling welcomed and value the open communication regarding their child's learning and wellbeing. They recognise the school's focus on academic growth, clear behavioural expectations, and the inclusive, safe environment provided for students. The school's Catholic identity and opportunities for faith engagement are also seen as strengths, alongside positive perceptions of school leadership.

Additional insights gathered through parent feedback during the 2025 FACE transition process build on this data and identify opportunities to strengthen engagement. While many parents express a desire to be involved, time constraints can limit participation. Families have indicated interest in more flexible opportunities to connect with teachers, attend events at accessible times, and learn more about classroom practices and wellbeing programs. Overall, feedback remains highly positive, with families expressing strong appreciation for the school and its staff.

### Student satisfaction

As there was no Tell Them From Me (TTFM) Survey data available for 2025, we have drawn on the 2026 results to inform our reflection. In the 2026 survey, students responded most positively in several key areas, with results at or close to the mean. Students indicated that they feel accepted and valued by their peers and others at school. A high percentage reported participating in sports with an instructor beyond regular physical education classes. Many students shared that they have trusted friends who encourage them to make positive choices. They believe that schooling is meaningful in their everyday lives and will have a significant impact on their future. Most students reported avoiding disruptive or inappropriate behaviour at school and feel that classroom instruction is well organised, purposeful, and supported by clear feedback. Students also recognised that staff emphasise academic skills and maintain high expectations for all learners. In relation to Catholic culture, students

expressed that the school models what it means to live like Jesus and supports them to participate meaningfully in prayer and liturgy.

### **Teacher satisfaction**

Staff feedback indicates a high level of professional satisfaction, with many teachers noting that school leadership provides meaningful support, particularly during demanding periods. Collaboration is a strong feature of the school culture, with teachers regularly sharing strategies to lift student engagement and refine their instructional approaches. High expectations for learning are consistently upheld, and teachers demonstrate effective practice by connecting new ideas to students' existing knowledge. Formal assessment data is also used purposefully to guide lesson planning and to set clear behaviour expectations, helping maintain a positive and productive classroom environment.

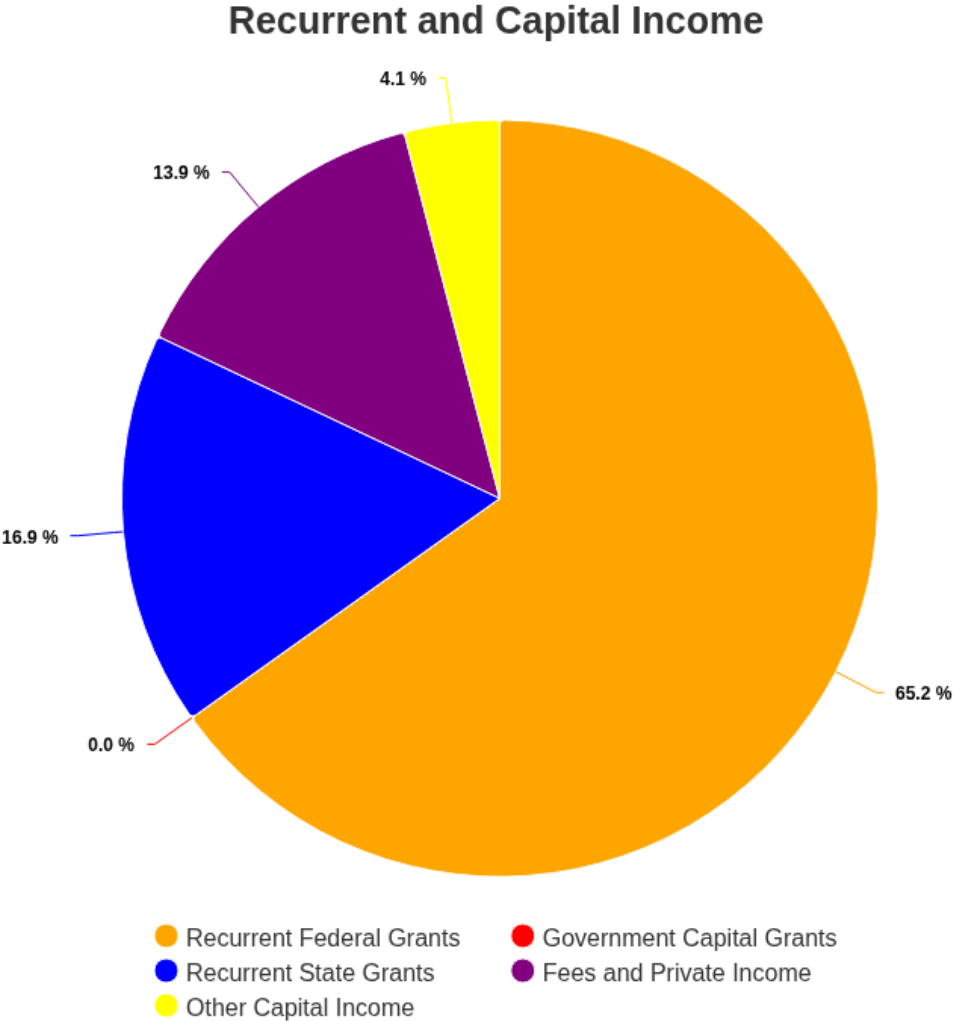
Further insights from the feedback highlight areas for continued growth. Teachers identified the need to strengthen students' use of interactive technologies, especially for monitoring their own progress and setting new digital skill goals. Although technology is already used for feedback, research, and presenting learning, these practices still offer room for further development.

# Financial Statement

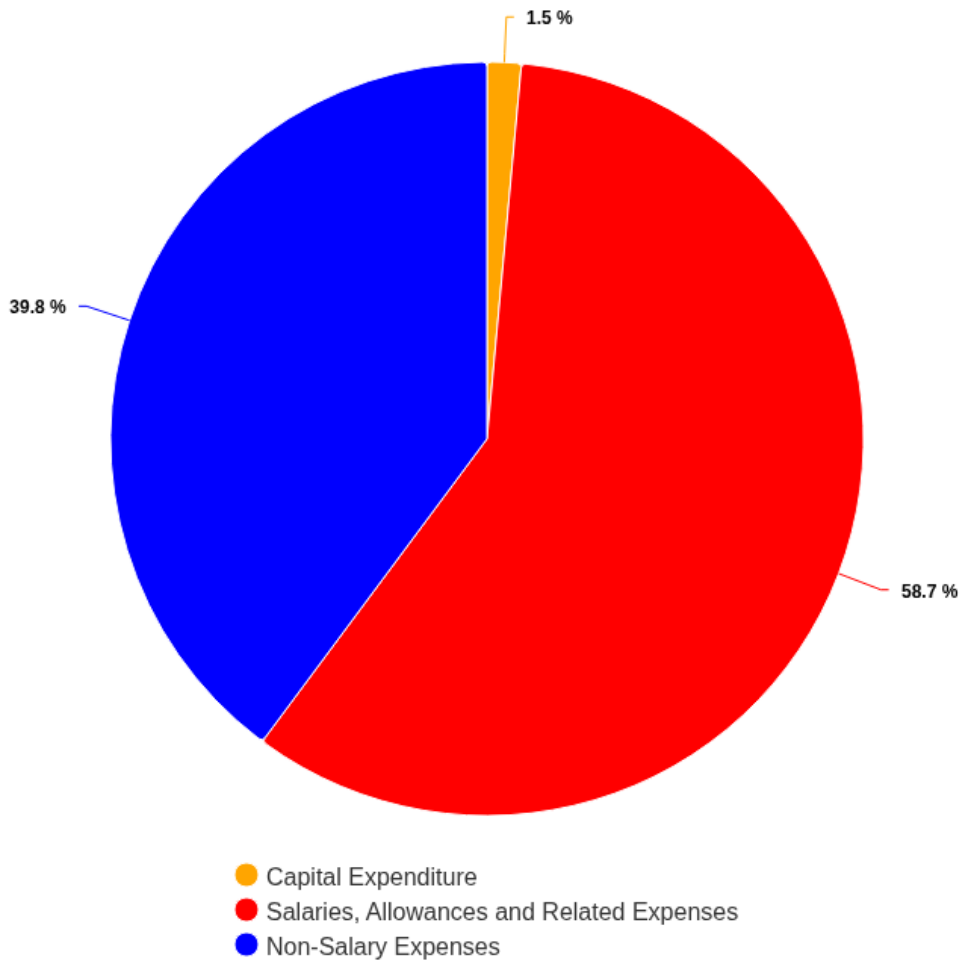
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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



## Recurrent and Capital Expenditure



END OF 2025 REPORT