Corpus Christi Catholic Primary School
St Ives

2012 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

The Annual School report is an opportunity for new families and those existing families in the school to be informed about the operation of the school across the board. Further information is available through the Corpus Christi website to be found at [http://www.ccsidbb.catholic.edu.au/](http://www.ccsidbb.catholic.edu.au/)

Corpus Christi continues to be a dynamic community characterised by strong connections with the parish and ongoing support from the parent community. The Parish Administrator, Fr Bernard, is supportive of the school and is a regular visitor to classrooms. The teaching staff are committed to engaging in professional learning with enthusiasm and dedication to improving classroom teaching and learning. The school improvement focus has been on improving student outcomes in Mathematics by deepening teachers’ understanding of key Mathematical concepts. Teachers have refined their data gathering practices to ensure their teaching is reactive to student needs and have planned teaching and learning sequences with greater precision to improve student achievements.

We have also been fortunate to undertake professional learning in ICLT, provided by partners within the industry. We have showcased our learning to other schools and to the parent community. The leadership team has engaged broadly with the CSO Leading Learning agenda.

Positive Behaviour for Learning is a school wide initiative that is continuing to be instrumental in delivering an optimal learning environment where students’ needs are catered for in every class. Successful integration with the Aspect Autism Spectrum satellite class allows our primary students to appreciate and value diversity. We have developed a school readiness program with a neighbouring pre-school to allow our Early Stage 1 teachers to develop comprehensive understanding of child development in the early years.

At Corpus Christi we have continued to invest in resources for classrooms, including technology, as well as improvements to the school environment. We have been able to have four older style classrooms refurbished into dynamic learning spaces. With the P&F assistance we improved other aspects of the site including installation of fixed play equipment and playground art work. The parent community continue to assist the school by raising funds for classroom and school projects as well as generating school community spirit through social events as well as assisting across the school in a variety of ways.

1.2 **Message from the Parent Body**

The Parents & Friends Association was delighted with the level of parent involvement during 2012. Thank you to all those parents who assisted the school in whatever capacity.

The P&F benefits the children and is a great way to meet other parents. It is important to acknowledge the challenge of keeping parents actively involved with the school. A higher percentage of parents now engage in paid employment outside the home and spend less time connecting with other parents at the school. These trends present opportunities to review the ways we traditionally operate.

The Welcoming Committee catered for some wonderful well-attended events including Icebreakers, Mothers’ Breakfast, Fathers’ Breakfast, and Grandparents’ Day. Parents also worked on the Netball and Soccer Committees, helped with the musical and supported the Craft and Fun Fair. This year also saw the return of the Golf Night as a fund raiser as well as the Trivia Night. The annual dinner dance was very well attended even thought it was only a week after the Fair! Thank you also to the major sponsors who have supported the work of the P&F this year.

Thanks also to the P&F Executive Committee, the school leadership team, the administrative staff, and especially to all who took the time to attend P&F Meetings!
1.3 Message from the Student Body

We were very proud to have been elected as Corpus Christi School Captains. This year we went to many events and ceremonies representing our school.

First we received our leadership certificate at the Year 6 Cluster Mass. After that we went to the Anzac Mass where we laid a wreath and remembered those who fought in war. We also attended the Mission Mass where we learnt about poverty and people worse off in the world in places such as Kenya.

The next was one of the biggest, the NSW Parliament. When we went there we met Jonathan O’Dea, the Member for Davidson. We were given a tour of the Parliament and learnt a lot. At the end afternoon tea was served and we received certificates for being the school leaders.

Lastly we went to a Remembrance Day Service where we laid a wreath and remembered the time when World War 1 ended.

Every Monday we would conduct Assembly where we would congratulate and celebrate birthdays and academic achievements in the school. One of the most memorable times we had would probably be at the school fair when we got dunked in the dunk tank.

We felt lucky that we were chosen to conduct liturgies and welcome visitors to our school. We enjoyed reading at Mass as well as other events. This year as captains has been amazing and we will never forget the time we have had as the school leaders.
2. **School Profile**

Corpus Christi is a co-educational Catholic primary school catering for students from Kindergarten to Year 6. The school provides quality teaching with an emphasis on the development of the whole child. We acknowledge the role parents play in the formation of their children in faith, in their learning and in their social and emotional well being. We have created an environment where we are educating young people so that they may take their place in the world they will inherit and be prepared to make a difference. Our school motto ‘Strength and Gentleness’ encourages the students at Corpus Christi to respond to each other with respect and to make the most of the learning opportunities available by our dedicated and inspiring teaching and support staff.

Corpus Christi is fortunate to have beautiful grounds that house two extensive grassed playing fields, as well as the advantage of shade provided by a magnificent canopy of trees. This year the school has had extensive refurbishments to the oldest building on site that hosts the junior classrooms. These rooms have been turned into contemporary learning spaces, filled with natural light and effectively housing technology to maximise learning. In addition, recent improvements to the playground, including the installation of shade cloth, fixed play equipment and playground art has further improved the play space for the children.

2.1 **Student Profile**

The following information describes the student profile for 2012:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>117</td>
<td>123</td>
<td>65</td>
<td>0</td>
<td>240</td>
</tr>
</tbody>
</table>

*Language background other than English

2.2 **Enrolment Policy**

The Diocese of Broken Bay has established an [Enrolment Policy](http://www.csodb.catholic.edu.au/about/index.html) † which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 **Staff Profile**

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
   - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
   - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.
Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 98%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 90%.

2.5 Teacher Satisfaction

There has been steady retention of staff at Corpus Christi over recent years. There is a rich mixture of experienced and younger staff. There are also some younger teachers who have taken on some aspects of leadership. The teaching staff are highly committed to improving teaching and learning. They are willing participants in professional learning and share with each other in building collegiate knowledge and understanding. They are willing to challenge themselves with new ways of improving student learning outcomes. They have high expectations of themselves as learners as well as high expectations of their students. They willingly give of their own time to support many extra curricula activities at the school. The teachers are themselves wonderful examples of the school motto and the school rules: respect self and others. They take great pride in their work and students are universally treated with respect by all the staff.

2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95</td>
</tr>
<tr>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>2</td>
<td>93</td>
</tr>
<tr>
<td>3</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>93</td>
</tr>
<tr>
<td>5</td>
<td>98</td>
</tr>
<tr>
<td>6</td>
<td>93</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2012 was 95%.
Management of 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 Education Act 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. In doing so the school, 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 non-attendance 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; and
- 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 Catholic Schools Office and the relevant Department of Education and Training officer 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 students’ continuum of learning where possible.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

These general comments from PBL data and the annual survey of students include the following:

- I like coming to school;
- I feel safe at school;
- I have good friends at school;
- I can learn in cooperative groups;
- I have an opportunity to mix with different students;
- I have received a GOTCHA award this year;
- I can discuss problems with teachers if I have a problem or feel sad or worried;
- Students are given opportunities to be leaders; and
- I persist in my learning.
3. Catholic Life and Mission

3.1 Catholic Heritage

Corpus Christi School was opened in February 1954 staffed by the Sisters of the Brigidine Congregation. As the number of students increased, the parish recognised the need for a new school. The opening of the first stage of the current school buildings took place on July 9, 1961 and it has continued to grow and change into its present form.

We regularly reflect upon our school motto "Strength and Gentleness" and it underpins our approach to student pastoral care. Our school song, 'We Are The Body of Christ', captures all we aspire to achieve as disciples of Jesus. We explore ways of enacting these values in all we do. We regularly sing the school song at assemblies, school Masses and liturgies.

The Discalced Carmelite community now lead our Parish and we celebrate their shared heritage. This year the school acknowledged the Carmelite traditions with a focus in classrooms on St Therese of Avila. We regularly welcome members of the Carmelite community in the school and enjoy the support of the priests and the wider parish community.

3.2 Religious Life of the School

Corpus Christi school has a strong tradition of worship and celebration of liturgy. There is great emphasis on these celebrations and the teaching staff willingly contributes to planning meaningful liturgy with support and advice of our priests. In particular – we invite the broader community to attend special Masses like the Grandparents’ Mass with the feature being a special blessing for Grandparents and carers. We celebrate selected feast days as well as opening and closing of the school year with Masses. Regular classroom visits by the Priest precede the sacrament of Reconciliation and the priests assist each primary class prepare for this sacrament each Term.

Each grade also participates in a weekend parish Mass. The children are prepared by the teachers to participate in many aspects of the Mass. After these Masses, the school families enjoy morning tea with the wider parish. This year we have had seven children and their families from the school receive the sacrament of Baptism in the parish. In some cases these children have themselves, taken the steps to initiate this journey.

The school supports the Sacramental program of the parish. Classroom teaching programs in Religious Education are designed to reinforce the parish sacramental program and class teachers regularly attend these Sacraments.

Prayer is a focal point of every day in the classroom as well as the school. Prayers are said throughout the school day, at assemblies, parent gatherings and at meetings. Regular staff prayer time has commenced and takes place in a designated prayer space each week.

Corpus Christi School has been the host school for faith formation workshops for parents. The initial session, facilitated by members of Mission Services, was well attended. This has led to the impetus of starting our own parent prayer group. We were successful in applying for a Synod grant to facilitate a new parent prayer group with a focus on pastoral care for families, especially mothers. This initiative will be developed by teaching staff with support from the Mission Services team.
3.3 Catholic Worldview

Each year the school undertakes outreach projects to those in need. Project Compassion is adopted each year as well as a comprehensive program to assist the students to develop empathy with those less fortunate. The senior classes and the SRC engage in a study of determining how the funds raised could be spent. In addition the whole school engages in a support program for ‘Gethsemane’- the Josephite home for the homeless, each year. Students, teachers and parents combine to compile requisite lists and goods are gathered, sorted and delivered. The school choir entertained the residents of a local retirement village at Christmas.

Corpus Christi staff attended the Diocesan Schools Mass and the students in Year 6 attended the Cluster Mass and the school leaders, the Mission Mass. The Year 6 responses to Discipleship have been discussed by teachers and are seen as a school wide responsibility, not just the domain of the Year 6 students. This will continue to be a focus for school improvement for 2013.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church which is implemented by all systemic schools in the Diocese.

Four teachers have engaged in further study in Masters of Theology through Broken Bay Institute/University of Newcastle. Three of those teachers are currently in leadership positions at the school. The REC has engaged with the Mission team at CSO to continue to develop teachers’ understanding of theology and scriptures to assist them in implementing units of works as well as enhancing classroom teaching and learning. In addition, the whole staff undertook a reflection day facilitated by a member of the mission team to raise the levels of understanding of scriptures and to assist teachers to continue their own personal faith journey. This is the first of a series of faith formation experiences developed for the staff to be implemented over the coming few years.
4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Corpus Christi has developed a school based Pastoral Care Policy according to the guidelines of the Catholic Schools Office. This policy has three components: Pastoral Care, Behaviour Management and Anti Bullying. This has also been incorporated into the staff handbook. Information about the school’s Pastoral Care Policy is also disseminated to relief/casual teaching staff in regularly updated folders, along with information that pertains to individual children and any specific needs they have.

The Pastoral Care Policy incorporates the Positive Behaviour for Learning (PBL) program. 2012 saw the incorporation of the PBL school rules forming the basis for the peer support program. New training was designed and implemented for the Year 6 student peer support leaders. New activities were developed that provided a greater connection to our social skills development, leadership skills and the PBL school rules. In addition, the language of PBL across the school was modified to include reference to the school motto, ‘Strength and Gentleness’. The school rules, refined by the PBL committee, are consistently promoted across the school. Data collected about student behaviour is analysed and where necessary adjustments are made to some aspect of the program or to school routines. We have also introduced a new approach to social skills development in the middle school which we plan to expand in 2013.

4.3 Pastoral Care of Families

Pastoral care of students and their families continue to be a high priority at Corpus Christi. Students and their families who are in need of additional support are identified whenever possible and counselling or other assistance is made available whenever possible. This ranges from access to student counselling, access to family counselling via Catholic Care, external support contacts and referrals where necessary. Student counselling and other services provided by the CSO are recommended to families whenever the need is identified. The school counsellor has established a positive relationship built on trust with the teachers. Recommendations and ongoing access are provided by the counsellor to parents.

Outreach is offered to families who may be experiencing hardship and many families avail themselves of the assistance offered. Parenting courses as well as cyber safety courses are advertised and made available to parents. We have also introduced a ‘TLC’ program for students of concern. Teachers identify a particular student who is requiring some ‘Tender Loving Care’ to staff and request that additional care and patience be applied to that student. Students who are experiencing social issues fall into this category and teachers will be alert to their particular needs during play breaks.

Corpus Christi has always had a fine tradition of assisting families who may be experiencing difficulties and there is an existing ‘behind the scenes’ network that quietly provides meals, child minding and drop off and collection from school for families who may need help.

4.4 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.
4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

The major School Improvement Goal for 2012 was in the curriculum area of Mathematics. Data gathered in 2011 indicated that part of the process of improving student learning achievements in Mathematics was to deepen teachers’ understanding of key Mathematical concepts. This was necessary in order to develop more sequential and purposeful teaching. The improvement strategy also included changes in the way that student assessment data was gathered and analysed. This data was used to plan teaching with greater precision and with greater account of student needs. This has also involved detailed learning conversations about individual student achievement. In terms of pedagogy, teachers have analysed effective classroom practices using ‘lesson inquiry’ techniques. Teachers were introduced to the quality teaching and learning cycle of inquiry in order to refine teaching design and evaluation. Teachers have also engaged in more detailed reflection of their teaching practices. The first of our night time parent meetings on Mathematics was held in Term 4. Teachers shared strategies with parents for working with number that are used in classrooms.

There has also been professional learning for teachers to improve the effective use of technology as learning tools. This initiative offered by Promethean gave teachers the opportunity to increase the interactivity of the Interactive Whiteboards using Promethean developed software ActiveInspire. Teachers showcased their learning for other educators in the Diocese as well as sharing their training experiences with Year 6 students from local Catholic schools.

5.2 Student Achievement

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
In the 2012 cohort, there were 38 students in Year 3 and 23 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the MySchool website (http://www.myschool.edu.au/).

### Band Distributions (%) – Year 3

<table>
<thead>
<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>3.5</td>
<td>10.1</td>
<td>15.6</td>
<td>20.6</td>
<td>23.8</td>
<td>26.4</td>
<td>94.8</td>
</tr>
<tr>
<td>National</td>
<td>4.5</td>
<td>9.3</td>
<td>15.7</td>
<td>21.5</td>
<td>21.5</td>
<td>25.5</td>
<td>93.5</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>0.0</td>
<td>8.1</td>
<td>13.5</td>
<td>29.7</td>
<td>48.6</td>
<td>100</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>1.7</td>
<td>5.0</td>
<td>13.8</td>
<td>22.3</td>
<td>41.3</td>
<td>15.9</td>
<td>96.3</td>
</tr>
<tr>
<td>National</td>
<td>2.7</td>
<td>4.9</td>
<td>13.7</td>
<td>30.0</td>
<td>31.9</td>
<td>14.8</td>
<td>95.3</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>0.0</td>
<td>16.2</td>
<td>13.5</td>
<td>51.4</td>
<td>16.9</td>
<td>100</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>3.4</td>
<td>7.5</td>
<td>13.4</td>
<td>25.4</td>
<td>20.2</td>
<td>30.1</td>
<td>95.5</td>
</tr>
<tr>
<td>National</td>
<td>4.0</td>
<td>8.9</td>
<td>17.5</td>
<td>23.8</td>
<td>22.1</td>
<td>21.8</td>
<td>94.0</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>0.0</td>
<td>10.8</td>
<td>24.3</td>
<td>27.0</td>
<td>37.8</td>
<td>100</td>
</tr>
<tr>
<td><strong>Gr. &amp;Punct.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>5.1</td>
<td>7.4</td>
<td>12.7</td>
<td>19.0</td>
<td>22.0</td>
<td>33.7</td>
<td>94.6</td>
</tr>
<tr>
<td>National</td>
<td>5.0</td>
<td>8.0</td>
<td>14.4</td>
<td>21.1</td>
<td>22.1</td>
<td>27.5</td>
<td>93.0</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>2.7</td>
<td>8.1</td>
<td>21.6</td>
<td>21.6</td>
<td>45.9</td>
<td>100</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>3.8</td>
<td>9.3</td>
<td>20.2</td>
<td>27.8</td>
<td>21.2</td>
<td>17.7</td>
<td>95.0</td>
</tr>
<tr>
<td>National</td>
<td>4.2</td>
<td>11.4</td>
<td>21.7</td>
<td>27.4</td>
<td>20.9</td>
<td>12.5</td>
<td>93.9</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>2.7</td>
<td>21.6</td>
<td>27.0</td>
<td>27.0</td>
<td>21.6</td>
<td>100</td>
</tr>
</tbody>
</table>

### Band Distributions (%) – Year 5

<table>
<thead>
<tr>
<th></th>
<th>Band 3 (-)</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8 (+)</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>7.7</td>
<td>10.0</td>
<td>22.8</td>
<td>24.5</td>
<td>21.5</td>
<td>13.6</td>
<td>93.1</td>
</tr>
<tr>
<td>National</td>
<td>6.2</td>
<td>11.6</td>
<td>22.1</td>
<td>26.5</td>
<td>19.5</td>
<td>11.9</td>
<td>91.8</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>0.0</td>
<td>18.2</td>
<td>13.6</td>
<td>45.5</td>
<td>22.7</td>
<td>100</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>5.5</td>
<td>8.4</td>
<td>34.1</td>
<td>28.8</td>
<td>14.5</td>
<td>8.7</td>
<td>93.8</td>
</tr>
<tr>
<td>National</td>
<td>5.8</td>
<td>12.6</td>
<td>30.1</td>
<td>30.1</td>
<td>14.1</td>
<td>5.3</td>
<td>92.2</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>0.0</td>
<td>27.3</td>
<td>36.4</td>
<td>27.3</td>
<td>9.1</td>
<td>100</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>3.8</td>
<td>11.3</td>
<td>17.9</td>
<td>26.1</td>
<td>24.5</td>
<td>16.5</td>
<td>94.4</td>
</tr>
<tr>
<td>National</td>
<td>5.4</td>
<td>11.7</td>
<td>22.2</td>
<td>27.1</td>
<td>20.3</td>
<td>11.3</td>
<td>92.6</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>0.0</td>
<td>4.5</td>
<td>31.8</td>
<td>36.4</td>
<td>27.3</td>
<td>100</td>
</tr>
<tr>
<td><strong>Gr. &amp;Punct.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>7.8</td>
<td>12.8</td>
<td>20.8</td>
<td>23.5</td>
<td>14.5</td>
<td>20.7</td>
<td>92.3</td>
</tr>
<tr>
<td>National</td>
<td>7.6</td>
<td>12.5</td>
<td>22.0</td>
<td>25.0</td>
<td>17.9</td>
<td>13.0</td>
<td>90.4</td>
</tr>
<tr>
<td>School</td>
<td>0.0</td>
<td>0.0</td>
<td>22.7</td>
<td>31.8</td>
<td>13.6</td>
<td>31.8</td>
<td>100</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>5.2</td>
<td>11.8</td>
<td>23.9</td>
<td>28.0</td>
<td>15.4</td>
<td>15.8</td>
<td>94.7</td>
</tr>
<tr>
<td>National</td>
<td>4.6</td>
<td>13.5</td>
<td>25.7</td>
<td>27.5</td>
<td>17.1</td>
<td>9.6</td>
<td>93.4</td>
</tr>
<tr>
<td>School</td>
<td>4.5</td>
<td>0.0</td>
<td>27.3</td>
<td>31.8</td>
<td>22.7</td>
<td>13.6</td>
<td>95</td>
</tr>
</tbody>
</table>

Student achievement data suggests continued improvement as more students achieved scores in the top 2 percentage skill Bands than in previous years across all aspects of Literacy and Numeracy. Approximately 50% of students in Year 3 achieved scores in the top 2 skill Bands and 70% of students in Year 5 achieved scores in the top 3 skill Bands. 98% of Year 3 students achieved top 4 skill Bands and 95% of Year 5 students achieved top 4 skill Bands. 100% of Year 3 students scored above the national minimum and 95% of Year 5 students scored above the national minimum.
It is also noted that in Year 3 there have been significant shifts of student achievement from skills Bands 3 & 4 to skill Bands 5 and 6, particularly in Reading and Numeracy. In Year 5, there has been a shift from the number of students achieving scores in Bands 5 and 6 to Bands 7 and 8 in Reading, Spelling and Numeracy. In Years 3 and 5 students from Corpus Christi performed better than students across the state and nationally.

5.3 Extra Curricula Activities

Corpus Christi offers a range of both school initiated extra curricula events as well as hosting external providers for other activities. The school musical was held in Term 4 and a biblical theme was chosen in the form of “Daniel— a Hard Act to Swallow”. An external dance company used by the school was contracted to design and teach the choreography and teachers took responsibility for delivering other aspects of the production.

We celebrated Book Week and Literacy and Numeracy week with quizzes, parades and a book fair. We acknowledged Mothers, Fathers and Grandparents. Senior students participated in ISDA debating as well in Debating Circle with other local Catholic primary schools. Each year we conduct a whole school public speaking competition and the Year 6 finalists participated in the Diocesan Public Speaking competition. Our senior students participated in programs designed to extend high achieving students namely Future Problem Solving and the da Vinci Decathlon. We also introduced robotics to the middle years with assistance from the CSO.

Students participated in Diocesan sport trials and Gala days in team sports. We also saw several students represented the school in Cluster and Diocesan athletics, swimming and cross country.

Extra-curricula activities are available for students mostly out of school hours. These activities include language study: Mandarin and Italian. Music tuition includes recorder, guitar, piano, brass and violin. The school choir have performed at Open Days, the local shopping centre, the school fair and a local retirement village.

5.4 Professional Learning

The focus of professional learning for teachers continues to be in the curriculum area of Mathematics. It is anticipated that in 2013, Corpus Christi will be accepted into the CSO Maths initiative to improve student achievement by extending understanding in Mathematics. This program - Extending Mathematical Understanding (EMU) requires teachers to undertake significant professional learning, develop an intervention program for vulnerable students in Mathematics and embark on a whole assessment regime designed to determine strengths and weaknesses across all students understanding of number. It is anticipated this focus of school improvement will continue for the next two years. Leading learning initiatives have allowed us to broaden our approach to professional learning delivery. This has included using high yield strategies including Lesson Inquiry, Collaborative Analysis of Student Learning meetings (CASL), Instructional Walks and Practice Analysis Conversations (PAC) throughout the year.
6. Strategic Initiatives

6.1 2012 Priorities and Achievements

In the priority area of Catholic Mission we were able to:

- provide opportunities for teachers to deepen their understanding of recently released RE units and to develop meaningful teaching experiences for students with stronger emphasis on the scriptures;
- incorporate ‘Strength and Gentleness’ into many aspects of daily school life; and
- develop prayer opportunities for students, teachers, and parents.

In the priority area Teaching and Learning our focus was on Mathematics teaching and learning and we were able to:

- deepen teachers’ understanding of key mathematical concepts;
- continue to develop teachers’ pedagogical content knowledge in mathematics with a view to improving student learning outcomes;
- develop teacher skills in gathering and using assessment data to increase precision in teaching and learning designs;
- develop teachers’ capacity to effectively differentiate teaching plans to meet the needs of the learner; and
- refine the process of programming to ensure efficiency, effectiveness, and consistency of practice to meet the needs of all students.

And in addition:

- provide opportunities for teachers to improve the effective use of a range of technologies as classroom tools to enhance learning.

In the priority area Pastoral Care/Student Well-being we have been able to:

- continue to develop consistent practice and understanding of the student management protocols;
- align the Peer Support program with the language and key goals of PBL; and
- assist students develop social skills and the necessary skills for conflict resolution.

6.2 2013 Priorities and Challenges

In the priority area of Catholic Mission we aim to:

- embed understanding of the Brigidine tradition within the life of the school reflecting upon our school motto “Strength and Gentleness” and
- develop some understanding of the Carmelite tradition.

In the priority area Teaching and Learning we aim to:

- raise mean scores in NAPLAN Numeracy: in number by 5%;
- implement EMU project;
- provide opportunities for teachers to be trained to administer Mathematical Assessment Interview (MAI); and
- increase teacher capacity to improve student learning outcomes via the implementation of teaching strategies reliant on increased use of concrete material.

In the priority area Pastoral Care we aim to:

- further evaluate the effectiveness of the Peer Support program to build resilience within our school community and to continue to build on the successes of the PBL program and
- move into Phase 2 of PBL and implement strategies for students who present with challenging behaviour.
7. **Parent Participation**

7.1 **Introduction**

A strong sense of community is evident within the parent body of the school. Parent involvement in the day to day events of the school is seen as a major contributing factor to this. The P & F are the main body through which most parents participate in functions within the community. The P & F are responsible for hosting several social and fundraising projects within the parent community and these events help fund the school to provide quality resources for student learning and well-being.

7.2 **Parent Satisfaction**

Parent satisfaction in the school community is evident in the level of engagement by the parent community, and participation in school life.

Parents are offered many opportunities to contribute to the school and attend school functions. School Masses and liturgies are well attended by parents. At appropriate times parents are invited to contribute to parts of the Mass in readings and reflections to strengthen community links as well as the Catholic Life of the School.

Parents have many events to which they choose to volunteer their time. Parents work in classrooms and the library to assist classroom teachers and support student learning. Parents are able to assist during literacy groups as well as helping in the library. At appropriate times parents are invited to speak to classes on areas of expertise that align with classroom learning objectives. Further parent patronage and support at school sporting events and excursions is of a high level.

Parent satisfaction is also evident in the number of parents willing to manage and assist in the running of necessary school services such as the school canteen and clothing shop. Parents are also responsible for creating and maintaining a healthy ‘class parent network’ as a means to maintain social contact within each grade, to provide pastoral care to families in need and support the classroom teacher with particular requests during the year.

The P & F enjoys a high level of attendance with parents. The P & F are active in their engagement within the school community hosting both social and fundraising efforts to foster community development and raise funds for the school. The P & F plan and implement several key school events such as the beginning of year social event, school fair, parent golf night, trivia night and dinner dance.

Parents are also offered many opportunities to give and receive feedback on school issues. Half-yearly parent teacher interviews are attended by 98% of all families in the school. Parents also have opportunities to input at P & F meetings and are encouraged to speak to staff members directly if matters arise which need to be brought to the school’s attention.
8. **Financial Report**

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at [http://www.myschool.edu.au](http://www.myschool.edu.au). Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at [http://www.csodbb.catholic.edu.au](http://www.csodbb.catholic.edu.au).

The contents of this annual report have been validated by the School’s consultant, Diann Hynes.