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 www.ccsi.dbb.catholic.edu.au.

Corpus Christi School, St Ives is defined not only by the quality teaching and learning that results in strong learning achievements for all students but also by its particularly strong community spirit. The relationship between the school and the Parish continues to cement and initiatives were put in place this year to further strengthen this. The Parish Administrator, Fr Bernard, spends time in the school in classrooms and is a regular visitor to school events. The school is involved with aspects of the Parish Sacramental Program.

The staff at Corpus Christi are a harmonious blend of experienced professionals and young teachers commencing their careers. They consistently demonstrate respect for the children and strive to model the Gospel values to all the students. They are professional, have high expectations and are determined that all students attain high standards of learning achievement. Leadership focus has been directed to discussion, planning and decision making processes that impact most significantly on student learning.

At Corpus Christi we are continuing to build on the Leading Learning agenda established by the Catholic Schools Office and we are committed to school improvement. Our Catholic Mission has continued to focus on teacher knowledge and understanding of the Scriptures and how to use the Gospels effectively across all aspects of the daily life of the school.

The school improvement focus for teaching and learning has been on improving student outcomes in Mathematics by deepening teachers' understanding of key Mathematical concepts. Through the Extending Mathematical Understanding initiative, teachers have been involved in a range of approaches that has included assessing student Mathematical development and understanding. This includes analysing student assessment data and developing appropriate teaching plans that precisely focus teaching and learning experiences at each student's point of need. Teachers continue to refine classroom practice and are constantly challenging themselves and their students to greater levels of achievement.

In addition to this we have continued to develop Pastoral Care initiatives such as Positive Behaviour for Learning that underpins our approach to managing student behaviour.

At Corpus Christi we have continued to invest in resources for classrooms, including a range of technologies used to enhance learning. The P&F have assisted with the resourcing of these technologies as well as the provision of funds for classroom and school projects. The parent community continues to assist the school by providing opportunities throughout the year to promote and build community and support the school improvement focus. Parents also continue to provide valuable support through their volunteering efforts in classrooms and in other areas across the school.

Our relationship with the Aspect Autism Spectrum satellite class allows our primary students to appreciate and value diversity. They in turn, make a contribution to our school and fully participate in all aspects of school life.

We have continued with our school readiness program with a neighbouring pre-school to allow our Early Stage 1 teachers develop a comprehensive understanding of child development in the early years as well as showcasing our school to the families outside our school community.

At Corpus Christi we take our civic responsibilities seriously. Selected students attend local ANZAC Day and Remembrance Day services as well as participating in the visits to State Parliament House as guests of the local member. We continue to focus on ways to minimise our carbon footprint as well as practise environmentally sustainable approaches to school life.
1.2 Message from the Parent Body

The P&F would like to acknowledge the significant efforts and achievements of the representatives of the Executive Committee of the Parents & Friends Association this past year. The team effort, experience and positive attitude they have brought to the P&F is quite remarkable and a welcome blessing. Most of the work this group does goes unnoticed. It is done behind the scenes with tremendous dedication.

The major contributors to our fund raising activities included the Golf Night, the Trivia Night, Entertainment Book sales and the Fun Fair. The success of these events is matched equally by other non-fund raising events undertaken by the P&F.

Our first P & F sponsored activity for the year was arranged by our Welcoming Committee. We commenced with Tea and Tissues for our new Kindergarten parents. The committee also organised the Icebreakers evening, the Corpus Christi Open Day, Mothers’ Day breakfast, Grandparent’s Day and the Fathers’ Day breakfast. These successful events reflect the warm and welcoming spirit that we share amongst our parent community and the importance of these events cannot be overstated. We also acknowledge the tremendous efforts of the other volunteers who assisted throughout the year.

We can be very optimistic about the ability of the P & F to continue to grow the positive contribution we make at Corpus Christi for the betterment of not just our children, but, importantly for our parents as well. It is satisfying that our P&F Association has the much needed backing from our parents to continue our good work in supporting our school.

1.3 Message from the Student Body

As a student at Corpus Christi we have many opportunities from Kindergarten to Year 6. As the School Captains we are very honoured to have the privilege to be able to watch and encourage all the students at Corpus Christi. Every student at this school is important and we all have many opportunities from sport to playing chess. We all work together no matter whether you’re a boy or a girl.

This year, our Year 6 students fielded a mixed netball team of boys and girls. Our Kindergarten students went to the Zoo, experienced Fairy Tale Day and celebrated 100 days of being at Corpus. From Day 1 they made friends that will stay with them right throughout their time at Corpus Christi. Having the responsibility of being a Kindergarten Buddy was definitely the highlight of our year. This year our Stage Three experienced friendships that grew stronger and was particularly evident during the Year 6 camp and the three day excursion to Canberra.

Our school offered many academic challenges for fun or for competition. This included Maths Olympiad, Da Vinci Decathlon, NSW University tests, Robotics, Future Problem Solving, Public Speaking and Debating. The Band and the Choir have performed at the local shopping centre and a nearby retirement home.

As well as academic opportunities we also have had many sporting events, for instance playing soccer and netball for Corpus, going onto Cluster, Diocesan and even Polding levels in athletics, cross country and swimming. Every child has participated in health hustle and rugby clinics. Students in the primary grades also attended gala days for netball, basketball, rugby and soccer. Corpus has a whole range of activities and opportunities for all students from Kindergarten to Year 6. We have opportunities that will suit all children no matter what their interests.
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 for all students and the development of the whole child. We work in partnership with parents to form faith filled children. We acknowledge the trust parents place in us when they enrol their children at Corpus Christi. We clearly outline this intent to parents, where we the school walk the journey with parents for the 7 years or more while they are parents of children attending our school.

We continue to create an environment where we are educating young people so that they may take their place in the world they will inherit, ready 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 from our dedicated and inspiring teaching and support staff.

Corpus Christi is fortunate to have extensive grounds that house two grassed playing fields, as well as the advantage of shade provided by a magnificent canopy of trees. We have commenced refurbishments to classrooms starting with the oldest building 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. Similar refurbishments are continuing across all the classrooms. We are a well-resourced school and we have acquired a range of technologies that are used in classrooms as a tool to enhance learning. We take great pride in our Library and the extensive collection of books and multimedia material that continue to play a significant role in the education of our students.

2.1 Student Profile

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
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<td>58</td>
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*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy† 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.csodbb.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.

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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 2013 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 95%.

2.5 Teacher Satisfaction

We have a high degree of staff stability. In 2013, the changes to staff were to fulfil leadership appointments elsewhere or movement after a significant number of years on staff at Corpus Christi. We have a successful blend of young and experienced teachers.

Each year teachers engage in professional interviews where they are asked to set their own learning goals for the year. Data collected from these interviews suggest that all teachers appreciate the learning opportunities available to teachers at a school level and at Diocesan level.

In 2013 teachers particularly appreciated the opportunity to engage in high yield strategies such as CASL meetings and Lesson Inquiries with colleagues.

Two of our teachers began study to gain Religious Education qualifications, while another two teachers continued their study in the Master of Theology program.
2.6 Student Attendance and Retention Rates

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<th>Year</th>
<th>Average student attendance rate (%)</th>
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<td>6</td>
<td>97</td>
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</table>

The average student attendance rate for 2013 was 96%.

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 student’s 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 statements are extracted from the 2013 PBL Well Being Survey Data which is conducted annually and the comments summaries include:

- nearly all students indicated they are generally happy;
- nearly all students indicated they usually or always respect other students in the classroom;
- most students indicated they always respect others on the playground;
- most students indicated they usually or always like coming to school;
- nearly all students indicated they feel safe at school;
- nearly all students indicated they have friends at school;
- most students surveyed indicated they can discuss problems with teachers when they feel sad or worried;
- nearly all students indicated they are accepting of those who are different;
- nearly all students indicated they have a positive relationship with their teacher; and
- nearly all students indicated that teachers listen to them when they have a problem on the playground.
3. Catholic Life and Mission

3.1 Catholic Heritage

Corpus Christi Catholic Primary School has been delivering quality Catholic education in St Ives since 1954, when the Sisters of the Brigidine Congregation opened the school.

The school motto “Strength and Gentleness” underpins our approach to student pastoral care. Our school song; ‘We Are the Body of Christ’ is part of our school life and illustrates all we aspire to achieve as disciples of Jesus.

The Discalced Carmelite community lead our Parish and we share in their heritage. 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

Students, staff and families are offered different opportunities to which to respond to the call to discipleship through prayer and liturgy.

Prayer is central to school life. Staff and students are exposed to different prayer experiences in the classroom, at assemblies as well as at meetings.

Whole school Masses are celebrated throughout the year to mark Holy Days Of Obligation, selected solemnities and important occasions in the Liturgical calendar. All staff are committed to planning and co-ordinating Masses and Liturgies to enhance the religious life of all classes. Each grade joins with the Parish in a weekend Mass. Students take responsibility for particular roles within the Mass and families share in morning tea with the Parish community.

The Parish clergy, the Discalced Carmelite Community are active within the life of the school. The Parish Administrator schedules weekly visits to classrooms to connect with students and support learning in Religious Education modules. The school supports the Sacramental program of the parish. Regular classroom visits by the Priest precede the Sacrament of Reconciliation and the Priests assist each primary class prepare for this Sacrament each term.

During 2013, the staff worked towards building capacity to create and lead authentic liturgical experiences, planning class or stage-based liturgies to celebrate learning in Religious Education modules. Staff workshopped strengths and weaknesses of current approaches and identified areas for improvement. Teachers were also encouraged to spend time studying the Gospels with their class in preparation for whole school Masses.

Faith formation for parents has been an area of growth this year. The school hosted parent spirituality sessions facilitated by members of the Mission Services team, which was followed by the formation of a parent prayer and pastoral care group.

3.3 Catholic Worldview

The staff, students and families of Corpus Christi demonstrate a strong commitment to reaching out and supporting others in need, in line with the Catholic Worldview. The success of our many social justice projects is a reflection of the kindness and generosity of the Corpus Christi Community. As a school we have supported appeals for Catholic Aid Agencies. At the Year 6 level, students embarked on a new outreach project in conjunction with the Parish. Through working with the Parish Social Justice Co-ordinator, the students learnt about the conditions of communities in Timor Leste and devised a plan to involve the whole school in a fundraising activity day. We also have a proud tradition of working with the Gethsemane Boarding Houses project to ensure that each resident of the boarding houses in the Sydney area receive a Christmas gift.
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.

Two members of the leadership team have completed the Graduate Certificate of Theology as part of the Master of Theology program at the Broken Bay Institute. An additional two teachers will commence study in the Graduate Certificate program in 2014.

Ministry for Teachers I was attended by two classroom teachers, and three members of the Leadership Team attended Ministry for Teachers II.

Professional learning lead by members of the CSO Mission Services team supported staff in their understanding of the purpose and structure of Liturgy. This resulted in teachers creating more opportunities for informal Liturgical celebrations in the classroom.

The Leadership Team collaborated with the CSO Mission Services team to facilitate staff spirituality to build on the experiences of 2013. This was an opportunity offered all staff members to reflect on their own call to discipleship and personal faith journey as well as making connections between Scripture and the school name ‘Corpus Christi.’

Other professional learning opportunities in Religious Education were implemented in line with current ICLT teaching and learning strategies. All staff learnt about the use of technology to showcase learning in Religious Education. This resulted in students creating multimedia projects and sharing them in the online environment. This will continue in 2014 with the implementation of the Google Apps.
4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Behaviour Management 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’s Pastoral Care Policy is based on the guidelines outlined by the Catholic Schools Office. This policy has three components: Pastoral Care, Behaviour Management and Anti Bullying. These policies have been included into the staff handbook. The school’s Pastoral Care Policy is outlined to relief/casual teaching staff in regularly updated folders, along with information that pertains to individual children and any specific needs they have. Staff are updated on information as required.

We have ensured the wellbeing of students, with special medical needs, have been met. This has been achieved through the Works Project as well as provision of additional time, allocated to teacher assistants, to meet the specific needs of the particular students.

The Pastoral Care Policy incorporates the Positive Behaviour for Learning (PBL) program. The school-wide behaviour management policy at Corpus Christi, PBL, promotes the principles outlined in the school’s Pastoral Care Policy. Each week a different aspect of the school rules becomes the focus and is explicitly taught to the students. The approach to the Peer Support Program has been amended to align more closely with PBL and the Year 6 students, as peer support leaders, have been provided with instruction to use the new lesson format. The language of PBL across the school continues to include reference to the school motto; ‘Strength and Gentleness’. The school rules are consistently promoted across the school. Data collected about student behaviour continues to be analysed, with greater emphasis on the broader trends the data identifies. This is being expanded to determine times of the school year where a greater number of scheduled school activities may impact on behaviour as well as identifying where student behaviour plans would assist students.

4.3 Pastoral Care of Families

Pastoral care of students and their families continues to be a high priority at Corpus Christi. Students and their families who are in need of additional support are identified 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 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.

We continue to use the ‘Tender Loving Care’ (TLC) program for students of concern. Teachers identify students who require some TLC 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 transitions and play breaks.

This year the school has initiated a “Corpus Christi Care, Coffee and Cake Group”. Funding from the Synod and support from the local Parish has enabled a teacher to facilitate the parent prayer gathering each week. Parents and parishioners are invited to meet, to pray together, for the children of our community. The aim of the program is to create a strong pastoral care network within the community and offer support to families experiencing difficulty.
Support is also provided to families who may be experiencing hardship. Many families avail themselves of the assistance offered. The assistance varies from personal contact where appropriate, to consideration of family hardship when financial strain is evident. Corpus Christi has always had a fine tradition of providing assistance to families who may need support. This takes the form of meals and help with other aspects of family life and is generously provided by other parents in the school community.

4.4 Resolving Issues

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

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS 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 2013 continued to be in the curriculum area of Mathematics. While continuing to focus on improving student learning achievements in Mathematics, we have also provided professional learning with the goal of deepening teachers’ understanding of key mathematical concepts.

The inquiry cycle was used to depth the conceptual knowledge and understanding of place value, counting, and multiplication and division for all staff, students and the parent community. Data was gathered by conducting Mathematical Assessment Interviews (MAI). The alignment of teaching strategies with growth point data and other data analysis enabled teachers to plan learning experiences with greater precision and as a result, were more reflective of student needs.

Using high yield strategies such as Collaborative Analysis of Student Learning (CASL) meetings, rigorous discussions have taken place around student achievement data. As a result appropriate learning tasks have been planned to meet the student needs identified. We have also engaged in Practice Analysis Conversations (PAC) where planning and changes to practice are focused on at the Stage level.

Teachers have analysed effective classroom practices using Lesson Inquiry. They have found this a particularly effective tool to turn the spotlight on not only effective teaching but also precise and sequential planning of teaching and learning as well as teacher practice that allows students to develop mathematical understanding.

There has also been professional learning for teachers to improve the effective use of technology as learning tools. The provision of Learning Response Devices in all classes has increased student engagement and provided concurrent feedback allowing teaching and learning opportunities to reflect student needs. The implementation of iPads across the school has provided greater support in meeting the evolving demands of contemporary learning with regard to supporting the learner, enabling the learning and engaging the learner in the contemporary world. These devices have also been used to support student learning outcomes in numeracy with particular regard to the differentiation of learning supported by assessment data.

With CSO instruction to move away from MyClasses and the introduction of Google Apps in 2014, deepening teachers’ understanding of Google Apps was necessary. This instruction was aimed at developing superior learning experiences through a range of Google Apps and centralising learning content to enable more efficient access to information for students.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. 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 2013 cohort, there were (33) students in Year 3 and (26) 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 My School website (http://www.myschool.edu.au/).
Band Distributions (%) – Year 3

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<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
<th>% at or above national minimum</th>
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<td>24.8</td>
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<tr>
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</table>

Student achievement data indicates that more students generally achieve in the top 2 Bands in both Years 3 and 5 compared to State and national students.

At least 67% of Year 3 students scored in the top 2 Bands in all testing areas. This is an improvement from 2012 by about 17%. In Reading, Writing, Grammar and Punctuation and Numeracy 100% of students in Year 3 performed above the national minimum.

In **Reading**: 74% of Year 3 students achieved scores in the top 2 skill Bands compared to 47% of State students and 46% of national students. In **Writing**: 71% of Year 3 students achieved scores in the top 2 Bands compared to 54% of State school students and 47% of national students. In **Spelling**: 67% of Year 3 students achieved in the top 2 Bands compared to 50% of State students and 43% of national students. In **Grammar and Punctuation**: 67% of Year 3 students achieved in the top 2 Bands compared to 54% of State students and 51% of national students. In **Numeracy**: 73% of Year 3 students achieved in the top 2 Bands compared to 39% of State students and 32% of national students.

Overall – Year 3 students generally performed approximately 25 percentage points higher than the state and national students. In all areas of testing 97% of students scored in the top 4 bands.
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>
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<td>15.7</td>
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<td>25</td>
<td>33.3</td>
<td>12.5</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

In Reading, Writing, Grammar and Punctuation and Numeracy at least 71% of Year 5 students achieved scores in the top 3 Bands. In Reading, Writing, Grammar and Punctuation and Numeracy 100% of students in Year 5 performed above the national minimum.

In Reading: 83% of Year 5 students achieved scores in the top 3 skill Bands compared to 66% of State students and 60% of national students. In Writing: 74% of Year 5 students achieved scores in the top 3 skill Bands compared to 66% of State students and 46% of national students. In Numeracy: 71% of Year 5 students achieved scores in the top 3 skill Bands compared to 54% of State students and 51% of national students.

Overall - In all areas of testing 96% of students or more scored in the top 4 Bands. Year 5 students generally performed on average approximately 18 percentage points higher than the state and national students.

5.3 Extra Curricula Activities

Many extra-curricular activities are available for students at Corpus Christi. During school hours, students have the opportunity to participate in sporting events including gala days and carnivals for netball, soccer, rugby, swimming, basketball, athletics, cross country and AFL. This year students have had the opportunity to represent the school at Cluster, Diocesan and Polding level. On the weekend the Netball Club and the Soccer Club field teams from the Under 6s through to Open Men’s and Women’s teams.

Academically, students in the primary grades were challenged in the area of problem solving through participation in Future Problem Solving, the Maths Olympiad, ISDA Debating and Robotics. To further cultural awareness the students have the opportunity to learn Mandarin or Italian after school.

To foster the arts students have the opportunities to learn piano, the violin, guitar, recorder or any band instrument of their choosing. While we have a school choir there is also an opportunity for private voice tuition. The school band and school choir often perform at community events as well as the instrumental ensembles. Socially the ‘Fun Fair’ cements the community as a means of parents, students, teachers and parishioners engaging for a united cause.
5.4 Professional Learning

Once again the focus for Professional Learning in 2013 was in the area of Mathematics. After considerable input from the Australian Catholic University the program *Extending Mathematical Understanding* was implemented throughout the school.

Professional learning opportunities were provided to all members of staff with a focus on improving the conceptual knowledge and understanding of place value and multiplication and division. Stage meetings focused on Mathematical conversations about Growth Points and addressed strategies to support vulnerable students in Mathematics. During Term 1, all teachers completed *Mathematical Assessment Interview* (MAI) data on their students. Professional learning ensured the teachers were able to analyze and use the data when programming Mathematics. Professional readings formed the basis for discussion at staff meetings and new understandings were implemented and put into practice using high yield strategies including *CASL* meetings, *PAC* meetings and *Lesson Inquiries*.

The EMU leaders and Specialist teacher also facilitated parent education evenings and open mornings for parents, demonstrating ways parents could support the home.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

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

- provide opportunities for teachers to deepen their understanding of selected RE units and to develop meaningful teaching experiences for students with stronger emphasis on the Scriptures;
- continue to incorporate Strength and Gentleness into many aspects of daily school life;
- develop prayer opportunities for students, teachers and parents;
- build capacity to create and lead authentic Liturgical experiences;
- plan class or Stage-based Liturgies to celebrate learning in Religious Education modules; and
- encourage teachers to share the Gospels with their class in preparation for whole school Masses.

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

- continue 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;
- use the inquiry cycle to deepen the conceptual knowledge and understanding of place value, counting, and multiplication and division;
- conduct Mathematical Assessment Interviews (MAI) across the whole school and analyse that data to increase precision in teaching and learning designs to meet student identified needs;
- develop teachers’ capacity to effectively differentiate teaching plans to meet the needs of the learner;
- use high yield strategies such as Collaborative Analysis of Student Learning (CASL) to discuss student achievement data and plan appropriate responses to meet the identified needs;
- use Practice Analysis Conversations (PAC) where planning and effective classroom practice in Mathematics are focused on at the Stage level; and
- use Lesson Inquiry to spotlight effective teaching and precise and sequential planning of teaching and learning.

and in addition:

- provide opportunities for teachers to improve the effective use of a range of technologies as classroom tools to enhance learning including the Learning Response Devices which in all classes have increased student engagement and provided strategic and timely feedback to students.
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;
- amend the *Peer Support* program with the language and key goals of *PBL*;
- assist students develop social skills and the necessary skills for conflict resolution;
- amend *Peer Support* Program to align more closely with *PBL* and instruct the Year 6 students as *Peer Support* leaders in using the new lesson format; and
- analyse data collected about student behaviour continuing with greater emphasis on the broader trends the data identifies.

### 6.2 2014 Priorities and Challenges

In the priority area of **Catholic Mission** we aim to:

- improve the student’s relationship with Jesus through the New Testament stories

In the priority area **Teaching and Learning** we aim to:

- raise mean scores in NAPLAN Numeracy in number by 5%, increase scores in PAT Maths by at least 2 stanines and achieve closer alignment of MAI scores with the 'End of Year' achievement requirements from the Curriculum;
- continue with the EMU project;
- administer *Mathematical Assessment Interview* (MAI) for the second year and compare growth data; 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:

- to continue to develop the Peer Support program to build resilience within our school community and to continue to build on the successes of the PBL program; and
- become more aware of the impact of wellbeing on students, staff and parents in developing sustainable relationships.
7. **Parent Participation**

7.1 **Introduction**

A strong sense of community is evident within the parent body of the school. Parent involvement in the school is seen as a major contributing factor to this. The P&F is the main body through which most parents participate in functions within the community.

P&F is responsible for hosting several social and fundraising projects within the parent community and these events 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 and they are invited to celebrate as part of the Catholic Life of the School. Parents also have a high attendance rate at Grade Masses in the Parish across the school year.

Parents assist with a number of areas in the school’s operation which include the school canteen, school uniform shop, book club and as well as assistance with school excursions and sporting events. 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. There is also a parent-prayer group.

Parents are also responsible for creating and maintaining a healthy ‘class parent network’ and maintain social contact within each grade to provide pastoral care to families in need and provide support for teachers with particular programs or events during the year.

The P&F meetings enjoys a high level of attendance with parents enjoying the opportunity to fundraise and support events that underpin the success of the school. The P&F is active in their engagement within the school community hosting both social and fundraising efforts to build community as well as raise funds for the school.

Parents are also offered many opportunities to give and receive feedback on school issues. Half-yearly parent teacher interviews are attended by nearly all families in the school. Parents also have opportunities to input at P&F meetings and support the work of the executive of the P&F Association. The P&F is also represented at the Diocesan Parent Council meeting held every school term.

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. 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

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