Corpus Christi Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal’s Message

Quality teaching supported by quality professional learning for teachers underpins our holistic approach to improving student learning and achievement. With dedication to improving student learning outcomes in Mathematics, we have continued to engage with Extending Mathematical Understanding (EMU) as a means of deepening teacher understanding of how students learn. We have also applied this learning to teaching and learning in Literacy, with particular focus on the area of Writing. In the area of Mission, we are developing staff spirituality with a focus on strength and gentleness for students and enhancing their capacity to assist others. In the area of Pastoral Care, we have commenced the implementation of KidsMatter, focusing on developing a greater awareness of social and emotional learning and its impact on student learning, growth and development. In addition, in 2015 we continued professional learning about the new NSW English and NSW Mathematics syllabuses, implemented the new NSW Science and Technology syllabus and developed scope and sequence plans for the new NSW History and NSW Geography Syllabuses, ready for implementation in 2016.

Parent Body Message

As members of the Corpus Christi Parents & Friends Association (P&F), the parents of Corpus Christi are blessed to belong to a thriving, fun and supportive community.

2015 was a busy and vibrant year for the P&F. With the support of so many of our wonderful parents and volunteer committee, we welcomed new parents and Kindergarten students with “tea and tissues” in February; conducted our community welcoming party “Icebreakers” in March; enjoyed a pitch and putt golf night in April; and celebrated a Mother’s day breakfast in May, a themed trivia night in July, Grandparent’s day in August, Father’s day breakfast in September and our annual end of year dinner dance in November. Our signature event, the annual craft and fun fair was held in August under beautiful sunshine. It was a hugely successful day with many new visitors to the school.

The financial success was equally remarkable enabling the provision of new computer equipment and classroom chairs, and a commitment for investments in new playground equipment. On top of these donations, we will start 2016 in a strong financial position enabling the continuation of our community building and capital support initiatives.

Student Body Message

Year 6 has worked with students across all ages in peer support groups. We learnt about friendship and liking yourself. To support our learning, students went on fantastic excursions including visits to Taronga Zoo, the local shopping community, the city, Gibberagong Environmental Education Centre, Canberra, and Year 6 went to Southern Cross Outdoor Education Centre, Somersby.
This year the SRC raised money for Catholic Mission. We had Help-at-Homeathon where we were sponsored to do chores and odd jobs at home. The money raised went to the Madagascar appeal for clean water supply to schools.

The highlight of the year for us was the school fair. It was one of the best yet. We also enjoyed the cross country, swimming and athletics carnivals in 2015. This year our junior boys relay team competed in the NSW state athletics carnival.

At Corpus Christi we have lived our motto of Strength and Gentleness. We have shown gentleness on our fields, playground and in our classrooms. Our strength has been demonstrated by the way we support our friends. Having gentleness in our hearts is the greatest lesson we have learned at Corpus Christi.
SECTION TWO: SCHOOL FEATURES

School Features

Corpus Christi Catholic Primary School St Ives, is a Catholic systemic co-educational school.

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 provided through quality learning and teaching delivered by a dedicated and highly professional teaching staff.

We acknowledge the role parents play in the formation of their children in faith, in their learning and in their social and emotional wellbeing. We are proud of the relationship we have with the Carmelite priests who staff the parish of Corpus Christi, St Ives.

We also acknowledge that our school has a pivotal role in ensuring that time spent at school for all students is successful academically, socially, emotionally and that all aspects of child development are catered for. We welcome the diversity of all the students in our school and we strive to meet the needs of all the students enrolled at Corpus Christi.

We have created an environment where we are educating young people so that they may take their place in the world they will inherit, 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 to them at our school.

We are committed to maintaining a high standard of contemporary technologies which are used as tools to enhance learning. We are constantly evaluating that the utilisation of these tools aligns with current curriculum expectations and allows students to achieve excellent learning outcomes. Our school library integrates the traditional approaches to teaching and learning with literature and factual texts with the utilisation of the many aspects of information gathering and presenting that multimedia allows.

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. We are committed to a range of physical improvements and enhancements of the school site.
SECTION THREE: Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>115</td>
<td>71</td>
<td>218</td>
</tr>
</tbody>
</table>

* Language Background Other than English

There has been a fluctuation of 6% – 8% over the last five years. The variety of independent and government schools in the area accounts for this. Many of these schools offer students preparatory school entry in Year 5. We work closely with pre-schools and market our profile in the local area.

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 92.60%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>92 %</td>
</tr>
</tbody>
</table>

Student attendance is stable and non-attendance is due mostly to student illness. Our student satisfaction data collected annually indicates over 80% of students are happy to come to school and over 95% indicate they feel safe at school.

Managing Student 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 NSW Education Act (1990) 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
- 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 CSO and the relevant Department of Education 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 CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>

* This number includes 9 full-time teachers and 9 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>18</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Creative Arts, Science &amp; Technology, Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>NAPLAN data analysis, aspects of writing</td>
</tr>
<tr>
<td>Day 3</td>
<td>NSW History and Geography, NSW Science &amp; Technology</td>
</tr>
</tbody>
</table>

We completed the fourth year of professional learning based on Extending Mathematical Understanding (EMU). We are focusing our teaching of Maths on the relational aspects of numeracy and up-skilling students with mental processing skills. We have transferred the learning from Mathematics to English through high yield strategies including learning walks,
Collaborative Analysis of Student Learning (CASL) meetings and co-teaching. We implemented the NSW English and Mathematics syllabuses and introduced the NSW Science & Technology syllabus. We commenced our introduction to NSW History and NSW Geography syllabuses in preparation for 2016.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

Corpus Christi has been an integral part of the St Ives community since 1954. The Sisters of the Brigidine Congregation opened the school and their heritage and motto of “Strength and Gentleness” is still central to the school today. The Discalced Carmelite community lead our parish; we share in their charism and enjoy a close working relationship.

Liturgy is central to school life and a key component of student evangelisation. We gather throughout the year to celebrate and worship. Staff collaborate, create and lead authentic liturgical experiences. During the Lenten, Easter and Advent seasons we reflect through prayer and liturgy. Holy Days of Obligation are marked with masses as are dedicated feast days. We observe national days of commemoration such as ANZAC day and Remembrance day. The school participates in regular Sunday parish masses, and Year 6 students attend the Year 6 cluster mass and the Diocesan mission masses. Through celebrating special occasions such as the opening and closing of the school year, Mother’s day, Father’s day and Grandparent’s day we are able to celebrate, honour and give thanks for those in our school community.

The school enjoys a close relationship with the parish. The school strongly supports the parish sacramental program. The leadership team is actively involved in parent preparation meetings, and the school Religious Education program gives students opportunities to expand their knowledge of the sacraments. Prayer is a major component of school life as students engage in formal and informal prayer, liturgies and meditation. Staff prayer is held on a weekly basis, with particular focus on New Testament scriptures using Lectio Divina.

Our school vision statement in line with the Catholic Worldview encapsulates our approach to social justice: 'As disciples of Jesus we work for the service of others, encouraging a commitment to justice and a call to action.' Students contribute to the Caritas Project Compassion appeal. The SRC lead a highly successful service based fundraising campaign for Catholic Mission. Throughout the Advent season we work with families to make hampers for Gethsemane Community. This tradition in our community ensures that residents of local Sydney boarding houses receive a Christmas gift. We are grateful for the generous spirit that the school community brings to social justice issues.

Staff worked with a Youth Ministry coordinator to learn about faith sharing and the use of
contemporary music in liturgy for young people. Our staff spirituality day dedicated particular emphasis to *Evangelii Gaudium* and the teachings of Pope Francis. Three teachers are studying in the Masters of Theology program through Broken Bay Institute, with one staff member having graduated this year.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The School Improvement focus in 2015 was Mathematics and we are now in our fourth year of Extending Mathematical Understanding (EMU). The focus this year has been on developing multiplicative and divisive thinking and developing a range of open tasks that allow students to apply their knowledge and skills. Two specialist teachers have continued EMU intervention for students identified as at risk in Years 1 and 3. Co-teaching sessions have been employed as a strategy to link the intervention program approach and content with classroom practice in those year groups. Focus continues on professional learning to deepen teachers’ understanding of key mathematical concepts as well as deepening understanding of the content and scope of the Mathematics syllabus. Transfer of professional learning gains have been made between Maths and English.

In English, teachers have focused on developing writing skills of students across the school. A range of professional learning approaches has been utilised in addition to analysis of student writing work samples and provision of teacher and peer feedback to enhance student writing. NAPLAN writing responses were also analysed and strategies identified that would lead to higher levels of proficiency for students in writing. Teaching and learning programs are developed through collaborative planning meetings that analyse assessment data. CASL meetings enhanced this process. Teachers design learning experiences that meet the needs of students and reflect the learning pathways as outlined in syllabus documents.

In 2015, every stage has designed and implemented new teaching plans for the teaching of Science and Technology. This process has also included the constant review of scope and sequence overviews to ensure that links between learning ideas assist students to make connections across all KLAs. The Science & Technology units have been evaluated to ensure that teaching plans target all the learning outcomes. History and Geography scope and sequence plans have been developed for implementation in 2016.

To enhance student learning, a range of technologies are used extensively throughout the school by highly skilled teachers who undertake regular professional learning. Students have been encouraged to make use of the various facilities that cloud based storage offer, including a range of Google sites. A range of applications available through Apple are being used on iPad devices.
available in each classroom. Professional learning has continued to be provided to staff to ensure a broad take up of mobile devices to enhance student learning.
NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School’s planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>62.10 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>83.80 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>72.90 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>64.80 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>56.40 %</td>
<td>33.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>65.00 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>75.00 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>25.00 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>70.00 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>45.00 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

NAPLAN data suggest that students at Corpus Christi continue to demonstrate improvement in
achievement aligned with the focus of the School Improvement Plan (SIP). Student achievement data indicates that significantly more students achieve in the top 2 bands in both Years 3 and 5 compared to national figures.

This is particularly so in Year 3 Reading and Writing, with nearly double the proportion of students in the top 2 bands than in the national cohort. There are also strong performances in Spelling, Grammar & Punctuation and Numeracy with scores on average 20 percentage points above the national figures.

Scores in Year 5 Reading and Spelling are very promising as well. There are also strong performances in Grammar & Punctuation and Numeracy with scores on average 20 percentage points above the national figures.

Results in all areas of assessment are well above national figures for the percentage of students who scored in the top 2 bands. Results in all areas of assessment are significantly better than national figures for the percentage of students who scored in the bottom 2 bands. In Year 5, no students scored in the bottom 2 bands except in Writing. This is an improvement from 2014.

Literacy data indicated very strong performances in Reading in both Year 3 and Year 5. Strong emphasis on small group instruction in reading with teaching plans matched closely to student needs has contributed to consistently strong performance over recent years. Linking Grammar & Punctuation and Spelling to reading instruction has enhanced these areas of student performance as well.

Numeracy data reflects the impact of the targeted EMU intervention with those students who have been identified as having needs in specific areas of numeracy. There are no students in the bottom 2 bands in Year 5 Numeracy. Continued focus on quality teaching and developing deep mathematical understanding with both students and teachers is an integral part of our SIP that continues to pay dividends in terms of student achievement.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Pastoral care of students and their families is a high priority at Corpus Christi. Students and their families who are in need of support are identified, and access to student counselling, as well as family counselling from external support agencies, is offered. These services, provided by CSO, are recommended to families whenever the need is identified. The school counsellor has established a positive relationship with the teachers, built on trust. Recommendations and ongoing access are provided by the counsellor to parents.

Outreach is offered to families experiencing hardship including domestic and marital difficulties, unemployment, financial difficulties and mental health issues. Parenting courses are advertised and made available to parents. We have also introduced a Tender Loving Care (TLC) program for students about whom we are concerned. Teachers identify a particular student in need 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.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The Pastoral Care policy incorporates the Positive Behaviour for Learning (PBL) program. Behaviour Management policy and practices are based on restorative PBL principles. These
practices are respectful of the dignity, rights and fundamental freedom of individual students and at the same time are focused on the effective running of the school for the benefit of all. Inappropriate behaviour is identified as actions and attitudes that challenge the day to day functioning of the school and is contrary to our school rules and behavioural expectations. Major inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of others. The language of PBL across the school includes reference to the school motto. The school rules are consistently promoted across the school and taught in classes each week. Awards are given out each week at assembly to recognise the efforts of students. Data collected about student behaviour is analysed and adjustments are made to aspects of the program or to school routines.

Anti-Bullying Policy

The School’s Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

All members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we all share a responsibility for preventing it. This school policy builds on the school’s Pastoral Care policy and Behaviour Management policies to provide clear procedures and strategies to prevent, reduce and respond to bullying. Flowing from the Christian vision expressed in the Diocesan Pastoral Care policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values we reject ideas, beliefs and behaviours which marginalise or victimise people. In addition, the school’s PBL framework articulates the approach to behaviour management and is encompassed in three school rules: respect self and others, respect learning, and respect the environment, founded on the school motto: strength and gentleness.

Complaints and Grievances Policy

The School follows the Complaints Handling Policy and Procedures for Diocesan Systemic Schools. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by
discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Copies of the *Addressing concern in a school: staff information brochure* (2012) are included as attachments to the staff handbook.

Parents and staff are informed that matters that arise for parents and carers are best dealt with transparently and honestly. Staff are encouraged to come to a member of the leadership team to discuss issues. Staff have opportunities to discuss student management regularly using high yield strategies. Staff wellbeing is a high priority and staff are encouraged to seek appropriate support if required.

Copies of the *Addressing concern in a school: parent & community information brochure* (2012) are included as attachments to the Parent Handbook.

Parents are informed at enrolment interviews that working positively and cooperatively with the school will achieve greater outcomes for their students. There is a high level of accessibility to classroom teachers and the leadership team. Parents are requested to make appointments to discuss any matter of concern with teaching staff. Records of parent meetings are kept by both teaching staff and the leadership team, and action is agreed and acted upon in the appropriate and expected manner.

**Initiatives Promoting Respect and Responsibility**

Peer support groups are formed each year to help establish friendship networks across all grades, with groups incorporating children across all years (K-6). Peer support leaders from Years 5 and 6 are trained to lead activities designed to assist students in learning social skills.

The *Bucket Filler* program continues to be used for social skills development throughout the school. This program has particular emphasis on resilience and maintaining positive relationships. *KidsMatter* component one was implemented this year. The *KidsMatter* framework is a flexible, whole school approach to improving children’s mental health and wellbeing for primary schools. 2016 will be the official launch of the *KidsMatter* framework for students and staff. The language of Positive Behaviour for Learning (PBL) across the school includes reference to the school motto, strength and gentleness. In 2015, a school Strength and Gentleness award was introduced. It is given out monthly for students nominated by staff and linked to our three school rules: respect self and others, respect learning, respect environment.

Students entering Kindergarten are allocated a Year 6 Buddy. A buddy takes special care of the younger children as they settle into school life. The Buddy can check up on the child during break times and be a friendly face in times of need.

Positions of student leadership for the following year are elected from children in Year 5 at the end of each year, following students completing a unit of study on leadership that develops concepts of service to others as outlined in the Gospels. We encourage the children to choose leaders who display qualities such as honesty, positive behaviour, encouragement of others as
well as demonstrating involvement in school life.

The Student Representative Council (SRC) executive is elected from Year 6 students who then hold office for the whole year. Student representatives are elected from each class each term and represent their peers in school matters at regular meetings. The SRC is a branch of the school’s Pastoral Care and is managed by members of the school leadership team. In addition to the formal leadership positions, senior students are involved in leading the environment team and assist as monitors in the school library.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

In Teaching & Learning, the SIP focus is Mathematics. Evidence of growth is apparent both in student achievement data, student engagement and heightened excitement surrounding the teaching of Mathematics. The implementation of the new NSW syllabus is evidenced by the quality documentation and teaching plans developed by teachers across the stages of learning.

In the area of Pastoral Care, PBL is maintained as the core of our behaviour management. The PBL team lead PBL across the school with lesson development and by analysing data to better manage concerns. In 2015 the peer support program encompassed PBL. We have established a Wellbeing team for student and staff wellbeing. A KidsMatter action team has been trained and implementation has commenced.

In Mission, teachers create authentic liturgical experiences both for staff and students. Staff prayer is held on a weekly basis, with focus on New Testament scriptures using Lectio Divina. The SRC leads a service-based fundraising campaign for Catholic Mission. During the Advent season, we prepared hampers for Gethsemane Community. We have had a renewed focus on authentic justice and outreach education.

Priority Key Improvements for Next Year

Teaching and learning priorities continue to be focused on enhancing student achievement in Mathematics, with renewed focus on interventions and strands of the Mathematics syllabus. Developing consistent approaches to the teaching of writing is also a focus for 2016 along with the ongoing implementation of five new NSW syllabuses.

In the area of Pastoral Care, we will maintain our focus on PBL and continue to recognise students who display the qualities of our motto, Strength and Gentleness. We will launch the first component of KidsMatter, Positive School Community in Term 1, 2016.

In the area of Mission, we will continue to explore Evangelii Gaudium, Laudato Si’ and other teachings of Pope Francis. We will explore action in response to justice education as well as focusing on the continuing development of meaningful and engaging teaching plans that make a contribution to our role as educators to evangelise. Two teachers will continue studying for the
Masters of Theology program through Broken Bay Institute and it is hoped that two teachers will attend World Youth Day in 2016.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

A high number of parents engage in activities across the school.

Parents contribute to the school by assisting classroom teachers to support student learning during literacy as well as helping in the library. Parents also assist regularly at school sporting events and school excursions. Parents coordinate school services such as the school canteen and uniform shop.

Parents are also responsible for the *class parent network* as a means of supporting the classroom teacher with particular school events during the year. The class parents also provide pastoral care to families in need.

School masses and liturgies are well attended by parents; 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.

The P&F 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 the community building aspects of their role as well as increasing parent engagement in various aspects of school life.

**Student Satisfaction**

Through our PBL framework we can readily establish behaviour patterns and triggers that may indicate concern of a student or group of students in their relationships with one another. Targeted programs are then implemented to respond to concerns or issues raised. In addition, teachers are encouraged to identify a student or students whose skill set may leave them vulnerable in social interactions and as such, explicit social skills programs are implemented in addition to PDHPE teaching.

Our student wellbeing survey data indicates that on average 75% of students like coming to school regularly, over 80% of students indicate they feel safe at school, 83% indicate that teachers care about their learning and 90% have good friends at school.

In addition, teachers, parents and students work together to ensure that student learning needs are met. Systematic formative and summative assessments are used to design learning plans for all students. Teachers' learning plans are responsive to changing student learning needs and the students themselves are taught to develop learning goals for every school term.
Teacher Satisfaction

We have a high retention rate of teachers at Corpus Christi. The low staff movement tends to be as a result of promotions to higher leadership positions.

Planned wellbeing activities in the middle of each term, including exercise and mediation activities, have indicated our increased awareness of wellbeing issues for all staff. We have also ensured that professional learning around theology has contained aspects of personal theology with time to connect with scripture on a personal level. Staff members have also explored aspects of social and emotional learning and have taken time to consider the impacts on students' learning and development. Staff members have recognised the need to take responsibility for wellbeing, both physical and emotional.

The leadership team and teaching staff demonstrate a positive, caring and pastoral attitude towards one another and the leadership team are acutely aware of the stresses and strains this vocation can have on individuals. Regular staff prayer allows all members of staff to connect with scripture and to be reminded of God’s love for us all.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

**Income**

- Commonwealth Recurrent Grants (54.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.8%)
- Fees and Private Income (24.1%)
- Other Capital Income (4.1%)

**Expenditure**

- Capital Expenditure (2.2%)
- Salaries and Related Expenses (73.3%)
- Non-Salary Expenses (24.5%)

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