

# 2018 Annual School Report



## Corpus Christi Catholic Primary School, St Ives

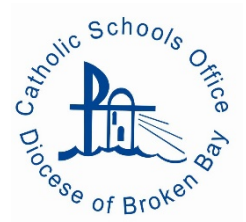
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## ABOUT THIS REPORT

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Corpus Christi Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### Principal's Message

Corpus Christi school has focused on developing agile thinkers who create, critique and collaborate to solve problems. Teachers have pursued a range of professional learning experiences to ensure that learning tasks encourage the children to articulate their thinking and share their problem solving skills.

Teachers have engaged in developing 'thinking routines' and collaborated extensively to ensure teaching and learning opportunities extended all learners to be visible thinkers across all key learning areas.

The new play space was officially opened in March 2018. The new space was named '*Bundaleer*', which is an Aboriginal word meaning 'among the trees'. The new space has been a wonderful addition to the Corpus Christi playground. What has made this play space more remarkable is that the basic design features were developed by the current Year 6 students and then fine-tuned by a play space architect.

Parents support for Corpus Christi happens in a range of ways across the school. Due to these extraordinary partnerships, parents working alongside the teaching and support staff, Corpus Christi despite its small size, continues to provide a wealth of activities for all students.

### Parent Body Message

The funding challenges faced by the school community this year, presented fewer stresses than last year.

End of year staffing changes united the voices of our parent group in the well deserved recognition of the contributions that have been made by the school leadership team. We thank them for their dedication to our children. It must also be acknowledged that the broader teaching group and administration staff have been inspirational this year. Our children have had a great 2018 exemplified by the musical production of Disney's *Lion King Junior*.

This years' attendance at the Bush Dance, the Movie Night, and the Dinner Dance and our Trivia night are all great examples of this. We have had tragedy this year, in particular the passing of one of our fathers, a much loved member of the Corpus family.

The end of 2018 marks the end of a 3 year era for me. I have enjoyed leading the P&F Executive through what has been quite an exciting roller coaster ride and have developed some friendships with those that I have shared office. I have loved your passion and counsel and thank you for the commitments you have made.

## **Student Body Message**

We are very proud to be the School Captains for 2018

We have had many opportunities this year that developed our leadership qualities including our trip to Bathurst. We led weekly Peer Support groups where we focussed on our school motto of Strength and Gentleness. Our kindergarten buddies taught us so much and we have loved having this special responsibility.

The Environment Committee has grown lots of vegetables and we have watered and looked after the new plants in our playground that has made our school look better. Our new play space was officially opened in March. It was named 'Bundaleer'.

Many academic learning opportunities were offered to us including Debating, Da Vinci Decathlon, Public Speaking and Chess Club. The 2018 school musical, Lion King Junior was a great success and we all enjoyed performing. Some people thought it was the best musical ever. Year 6 also had a wonderful time at our school camp at Milson Island.

Our time at Corpus Christi has been great because of all our wonderful teachers who have contributed to our learning and well-being.

Corpus Christi is a great place to be!

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## SECTION TWO: SCHOOL FEATURES

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### 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. Through high quality teaching provided by dedicated, professional staff we provide learning experiences that foster the development of students' intellectual, social and emotional capacities. The particular focus in 2018 has been implementing thinking routines into classroom practice.

We value the role of parents in the learning process and we continue to work in partnership to ensure we are educating faith-filled, capable and confident learners. The relationship we have with the Carmelite priests and the broader parish community is a vital one and we appreciate the contribution they make to our school.

Our motto Strength and Gentleness encourages the students to grow as disciples of Jesus responding to each other and beyond with respect and compassion. We believe that children need to be agile thinkers, problem solvers and need to be able to express their thinking clearly and with purpose as they take their rightful place in the world.

At our school, students and teachers alike view themselves as learners. We also acknowledge that students need to experience success as they acquire skills, understanding, values and knowledge. Students also need opportunities to apply their knowledge and understanding in a real world context. We welcome the diversity of the students and we strive to meet their needs at Corpus Christi.

Through the provision of a range of technologies to enhance learning we provide opportunities for students to be agile learners as they move between devices and mediums to continue to explore their world. We evaluate how these tools allow students to operate within contemporary curriculum contexts. The library integrates 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 continues to provide opportunities for students to challenge themselves across a range of experiences. This year students have participated in Debating, Public Speaking, a school musical, a range of competitive sports activities, school excursions and enrichment programs such as da Vinci Decathlon, Gateways and young Engineers programs. In addition we have participated in Coding & robotic workshops provided by CSO.

Corpus Christi is fortunate to have extensive grounds that include two grassed playing fields; exciting new student designed play spaces that incorporates a sand pit, climbing wall and tree house that takes advantage of the shade provided by a magnificent canopy of trees. We strive to make classrooms contemporary learning spaces by design and through our vision of learning.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
77	98	47	175

\* Language Background Other than English

### 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 2018 was 92.39 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92 %	93 %	91 %	94 %	93 %	93 %	92 %

## 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 [\*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	18
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	3

### 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.

<b>Day 1</b>	Writing with Sheenagh Cameron, Louise Dempsey
<b>Day 2</b>	Jesus of the Cross/Jesus of Love: Fr Greg Chee
<b>Day 3</b>	Cultures of Thinking/ Visible Learning



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## SECTION FIVE: MISSION

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As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Sisters of the Brigidine Congregation founded Corpus Christi School in St Ives in 1954 and the school has been an integral part of the community ever since. The Brigidine heritage and motto of "Strength and Gentleness" is still central to the school today. The Discalced Carmelite community currently lead our Parish and we share in their charism. We are most fortunate to have the opportunity to spend time with Fr Greg Chee as he shares with the teaching staff, some of the profound wisdom that is central to the Carmelites' practice.

Worship through Liturgy as well as the celebration of the Eucharist, is central to school life and a key component to evangelisation. Students, teachers and families, as well as the broader parish community, gather throughout the year to celebrate and worship. Teachers have become confident when creating and leading a range of liturgical experiences. During the Lenten, Easter and Advent Seasons we reflect through specifically designed prayer and liturgical moments to gather as a community united in our love of God.

The school also participates in Sunday Parish and Diocesan Masses throughout the year. In gratitude, we honour all those in our school community and the gifts they share.

The connection between the school and Parish is strong. The connections we enjoy bring together school families, former students, parishioners of all ages and links to the Parish Pastoral Council as well. The school supports the Parish Sacramental Program through the school's Religious Education teaching providing students with the opportunities to expand their knowledge of the Sacraments. Prayer is a major component of school life. Students engage in formal and informal prayer, liturgies and meditation. Staff prayer, often featuring *Lectio Divina*, is held weekly.

Our school vision statement 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 work together to contribute to the Caritas and Catholic Mission appeals. We are committed to justice education initiatives where students have the opportunity to be active for others in our community, nation and across the globe. Throughout Advent, the school community assembles hampers for Gethsemane Community. This tradition in our community ensured that residents of local Sydney boarding houses receive a Christmas gift.

Our staff spirituality focused on deepening teachers' understanding of the God of Love and God of the Cross. The two concepts inextricably linked to salvation, humility and hope. Along with the parish, we engaged in Year for Youth and we are supporting the formation of a new phase of the parish youth ministry.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### **Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (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 Corpus Christi School Improvement Plan for 2018 continued to focus on developing agile thinkers who create and critique and collaborate to solve problems. Teachers have pursued a range of professional learning experiences to ensure that all teaching and learning tasks encourage the children to think, then articulate their thinking and share their problem solving skills with others.

One example of this is the Mathematics professional learning program for teachers in the middle and senior school. They have been engaged with Peter Sullivan from Monash University in a program entitled EPMC (*Encouraging Persistence and Maintaining Challenge*). This has involved some distinctive and new approaches for the students when approaching maths problems solving. The students are presented with a problem, often quite complex. They are encouraged to select, independently, strategies with less teacher initial teacher guidance.

Despite some misgivings at first, the students in Year 4, 5 and 6 have revelled in the opportunities to work in groups and take responsibility for their problem solving. The real learning happens when the students report to their peers about what approach they selected and then robust discussion ensues where the children defend their selected strategy. The logical and mathematical arguments that have been sustained have been quite remarkable. This approach to Maths learning continues alongside more systematic explicit teaching. We have planned to continue this in 2019.

In addition, specialist intervention programs continue to be supported as well as using student work samples to generate data to inform learning and teaching practice throughout the school. Analysis of data gathered though external and standardised testing has been undertaken. Individual student achievements have been explored and strategies adapted to ensure that student achievement continues. This has occurred in practice conversations with the school leadership teams, the learning support teacher and individual class teachers using data to plan for future student achievement growth and demonstrable success.

Teachers participated in professional learning on improving student outcomes in writing. This enabled teachers to explore ways of enhancing students' technical skills of writing but also encouraged improvement in students' writing in the area of generating creative ideas, communicating effectively and ensuring the purpose of the text was achieved.

We have explored the revised Science & Technology Syllabus and the adjustment of the scope and sequence for implementation in 2019. We continue to explore the role that a range of IT devices and mediums enable successful learning experiences for all students.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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](#).

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	73.33 %	53.20 %	3.33 %	8.60 %
	Writing	70.00 %	41.90 %	0.00 %	10.00 %
	Spelling	60.00 %	46.60 %	3.33 %	12.50 %
	Grammar	76.67 %	53.10 %	0.00 %	11.00 %
	Numeracy	68.97 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	53.85 %	38.60 %	0.00 %	12.60 %
	Writing	38.46 %	13.70 %	0.00 %	23.40 %
	Spelling	53.85 %	34.50 %	0.00 %	13.60 %
	Grammar	53.85 %	35.50 %	7.69 %	14.30 %
	Numeracy	61.54 %	27.60 %	0.00 %	14.00 %

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

### **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. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## Complaints Handling 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. There were no changes made to this policy in 2018.

## Initiatives Promoting Respect and Responsibility

At Corpus Christi a range of initiatives promote student voice and agency. The Year 6 leadership responsibilities include leading peer support programs, leading the Student Representative Council, running the schools weekly assembly, supporting Kindergarten buddies and participation in various events throughout the school. The Year 6 leaders also represent the school in local civic and community events that ensure students are aware of the roles they will play in terms of their social responsibility in the future.

In addition to the formal leadership experiences, Year 6 students take on leadership in other domains; the environment group, Library monitors and Tech team. Each group has particular responsibility which they undertake with teacher assistance. In general, all students are provided with clear expectations about their behaviour and the contribution they can make to the school community in general. The school motto of “Strength and Gentleness” permeates through all aspects of school life.

The *KidsMatter* framework is a flexible, whole school approach to improving student's mental health and wellbeing. During 2018 we completed *KidsMatter* Component Three – *Relationships and Belonging*. This involved teacher professional learning and opportunities for parents to connect with KidsMatter as well. A range of classroom incentive programs work affectively across all the grades with the aim of encouraging all students to take intrinsic responsibility for their own behavioural choices. Support is available for teachers to manage behaviours that require additional support or intervention, including seeking professional advice from a range of school counsellors and other qualified personnel.

Positive Behaviour for Learning (PBL) across the school includes reference to the school motto; ‘Strength and Gentleness’. In 2018 we have continued to consolidate policy and responses to managing behaviours as required. The PBL team gathers data on areas of concern and regularly presents these findings to teaching staff with a view to developing real time changes or processes to support behavioural interventions. In addition, student who may require a little additional support are included on a TLC list and teachers are aware to ensure timely and appropriate responses are applied to any concerns as they arise.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### **Key Improvements Achieved**

School improvement for 2018 had focus on enabling students to become agile thinkers who can critique, innovate and collaborate. To achieve this goal we embarked on a whole school approach to incorporate the 'Cultures of Thinking; Visible Thinking, Harvard Project Zero facilitated by Ron Ritchhart. This involved professional learning and co-teaching opportunities for teachers to plan and implement a range of 'thinking routines' across all key learning areas. Teachers now ensure that teaching tasks engage learners and include opportunities for students to engage in robust thinking and then articulate that thinking in class.

We have also continued to ensure improvement of student achievement in Mathematics. We continued with robust analysis of student achievement data. These processes were also applied to student achievement in Literacy, with a focus on enhancing student capacity to write well developed and purposeful texts that communicate effectively with their audiences. Continued development of the Mission domain has ensured that all units identify the key aspects of expected student achievement, namely students identifying themselves in the discipleship role.



### **Priority Key Improvements for Next Year**

In 2019 we will continue to work on our School Improvement goals. In Mission, our goal is to educate students to be disciples of Jesus. The plans include expanding opportunities for students to engage in authentic social justice initiative.

In Learning & Teaching, our goal is to continue the work around visible thinking with the aim of developing agile thinkers who can critique, innovate and collaborate. We interrogate teaching and learning plans to ensure ample opportunities exist for students to engage in robust and creative thinking and also continue to develop in their capacity to articulate their thinking. In 2019, the revised Science & Technology Syllabus will be implemented and professional learning has been planned around the newly released PDHPE Syllabus.

In Pastoral Care our goal is to complete the final component of KidsMatter and to continue to explore the role that social & emotional development has on student achievement. We will continue to track student development as well as create opportunities for student leaders, through the peer support programs, to mentor and coach their peers in maintaining strong relationships.

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## SECTION TEN: COMMUNITY SATISFACTION

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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**

Our most recent survey of the school community indicated that the significant majority of parents are pleased with the overall experience at Corpus Christi as well as Religious Education. The quality of teaching and learning, specifically in regards to student learning achievement received commendation from parents as well. Parents identified significant satisfaction with pastoral care and wellbeing as well as the positive relationships between the staff and the parents.

Parents new to the school strongly indicated their positive experiences of starting school at Corpus Christi: they felt welcomed, they were impressed by the quality of the staff and by the students they met. They were also highly satisfied with the quality of information provided to them from the class teacher once their children had started school.

The Corpus Christi community continues to be a dynamic one, parents engage with many facets of school organisation across the board. Parent participation at P&F social and fund raising events is particularly high. What is most noted is the considerable support provided to families in need, delivered in a low key and respectful manner.

### **Student Satisfaction**

Our most recent wellbeing survey conducted indicated that students are satisfied with the quality of pastoral care offered at Corpus Christi. Students indicated that they knew the school rules and who to ask for help when needed. This included other students, the student leaders, teachers, the leadership team and parents. It was also clear that the students know the school rules and they know that rewards systems in place acknowledge them making good choices. Students also strongly indicated that they feel safe at school and that the students look after one another.

Students indicated that they particularly enjoyed Maths and many older students expressed satisfaction about the mathematical challenges they were encouraged to take up. Students indicated that they enjoy the range of thinking routines used across the school, reporting that using the routines assists them to organise their thinking more clearly. Students demonstrate very high levels of engagement in teaching and learning experiences and the older students mostly identify that they are encouraged when persisting with challenging tasks. Students indicated strong preferences for learning in cooperative groups.

## **Teacher Satisfaction**

Teachers responded that they were highly satisfied with the emphasis placed on students learning and achievement and the schools capacity to assist students to develop their full potential as learners. Teachers also indicated satisfaction with the schools approach to the provision of professional learning. Teachers indicated they are highly satisfied with the Religious education component of the school as well as the faith practices and perspectives.

The staff also noted the high quality of support for families facing difficulties.

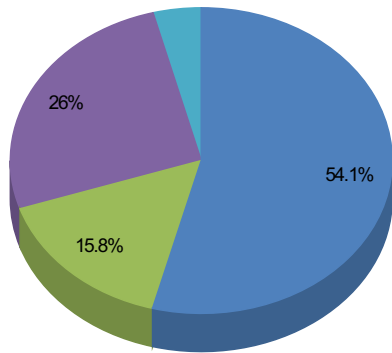
Teachers endorsed that the school community is student centred and supportive of learning growth and wellbeing, as stated priorities. Teachers also indicated that they are supportive of the leadership direction of the school. Teachers also indicated high levels of satisfaction with facilities and resources.

Teachers at Corpus Christi are dedicated and committed to student achievement. They engage with the parent community on a number of levels. Teachers consistently go well above and beyond what is expected of them as witnessed at the recent staging of the school musical.

## SECTION ELEVEN: FINANCIAL STATEMENT

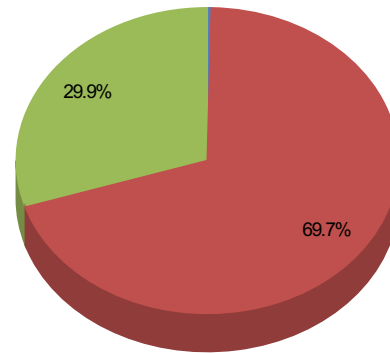
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (54.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.8%)
- Fees and Private Income (26%)
- Interest Subsidy Grants (0%)
- Other Capital Income (4.1%)

Expenditure



- Capital Expenditure (0.3%)
- Salaries and Related Expenses (69.7%)
- Non-Salary Expenses (29.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,534,786
Government Capital Grants	\$0
State Recurrent Grants	\$447,788
Fees and Private Income	\$738,651
Interest Subsidy Grants	\$0
Other Capital Income	\$115,414
<b>Total Income</b>	<b>\$2,836,639</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$9,328
Salaries and Related Expenses	\$1,924,674
Non-Salary Expenses	\$825,794
<b>Total Expenditure</b>	<b>\$2,759,796</b>