



2020

ANNUAL SCHOOL REPORT



Corpus Christi Catholic Primary School

17 Link Road, ST IVES 2075

Principal: Ms Jayne Wheen

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About this report

Corpus Christi Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Every year typically has a few defining moments, but the past year has contained so many world-changing events and developments. I can only imagine the chapter that future students might read one day about this momentous time. We are all living through a major turning point in history, one that will be studied for years to come. Orchestrating school closures, remote learning, social distancing and stringent hygiene practices became the focus of all schools.

The education of the children at Corpus Christi is enriched and inspired by motivated staff with a strong focus on professional development and learning. The strong educational focus is partnered with a genuine care and concern for each child. COVID-19 presented us with opportunities to grow, support others, and become Christ-like in new and different ways. We looked for the silver linings and captured those insights as a school community. It was a year where we survived, revived and then thrived.

Our entire school community including teachers, support staff, students and families banded together to support each other. This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

Parent Body Message

2020 was a year unlike any other that the Parent Body has encountered at Corpus Christi. Despite the uncertainty and associated restrictions that the COVID-19 global pandemic presented, the leadership team and teachers at Corpus Christi excelled in providing high quality teaching and pastoral care to each student during the year.

As can be expected, the activities of the Parent Body in 2020 did not follow the script that was planned at the start of the year. We started the year with a 'Break the Ice' dance party and pizza night in February for all family members, with over 200 people able to attend. Little did we know that this would be the last event of its type for the year. The Trivia Night in Term 3 was substituted for a family-friendly Quarantine Quiz Night which was a great success.

The Colour Fun Run to celebrate the Corpus Christi Feast Day went ahead in Term 4 and cemented itself as a highly effective fundraising event in the school calendar. Congratulations to the teachers for their efforts in managing the Colour Run.

'Shrek Junior' our school musical was the highlight of the school year. The obstacles faced and overcome by the team were daunting, and provided great examples to the students on

how to face and overcome challenges and adversity in life. The musical was screened at the cinema for all to enjoy. Other notable achievements included the school's success in the inter-school debating competition, and the soccer and netball club's continued success in the weekend sporting competitions.

A feature of 2020 was the introduction of Zoom-based Parent Body meetings. A cyber safety presentation via Zoom was organised in Term 3 in conjunction with the school, and was well attended by the parent community. The Annual General Meeting (AGM) of the Parent Body in Term 4 was conducted via Zoom, and was the best attended AGM in many years.

Thank you to the school leadership team for their support of the Parent Body this year and to all the teachers for their care and attention to our children in the most challenging of years.

Student Body Message

Corpus Christi is a school that's small enough to care and big enough to matter. Our school has a lot of events including musicals, fairs, Christmas concerts and Ice Breakers. These events are held every year and everyone is included. Even during this year where many events were cancelled our teachers made our final year in primary school a very memorable and special one.

We have the chance to talk about our school and share our ideas as students. We all had to think about things differently this year and problem solve with our teachers.

We have gifted and talented classes which allow students of all ages to extend their knowledge in areas in which they are talented, such as art and STEM. Last year we received flexible furniture in Years 5 and 6 and recently Year 4 installed flexible furniture. Flexible furniture allows us to make decisions about our learning, we work with others collaboratively and there are health benefits to moving around the classroom.

At Corpus all the Year 6 students have the opportunity to have a leadership role where everyone has their own responsibilities. As Year 6 leaders we have to be role models for all the younger years. We also have the opportunity to lead assemblies and take part in different events.

Overall Corpus is an amazing school with lots of strong and gentle students and teachers. We had many opportunities to extend our knowledge and we feel prepared for high school.

2020 School Captains

School Features

Corpus Christi is a Catholic systemic co-educational school established in 1954 by the Brigidine Sisters. It is situated on the North Shore area of Sydney, in the Diocese of Broken Bay and is part of the Parish of St Ives, under the pastoral leadership of the Discalced Carmelites. Whilst St Ives is the main feeder area for the school, families come from Terrey Hills, Gordon, Turramurra, Wahroonga and Pymble. The School also hosts a small class of students enrolled at the Aspect Vern Barnett School, Forestville. Corpus Christi is a feeder school for St Leo's Catholic College Wahroonga, St Pius Chatswood, Mercy College Chatswood and Brigidine St Ives.

Corpus Christi caters for students from Kindergarten to Year 6 through high quality teaching provided by dedicated, professional staff who provide learning experiences that foster the development of students' intellectual, social and emotional capacities. Teachers employ innovative techniques to provide a comprehensive curriculum that is relevant and engages children in reflective practice, inquiry and critical and creative thinking pathways.

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. Our motto Strength and Gentleness encourages the students to grow as disciples of Jesus, responding to each other and beyond with respect and compassion. 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.

The particular focus in 2020 has been strengthening and expanding our Gifted and Talented program that all children can access. We have also worked in the Digital Technologies and STEM space with our students. We have used the coaching model across all classes to develop our use and understanding of the five spelling strategies. Corpus Christi continues to provide opportunities for students to challenge themselves across a range of experiences. This year students have participated in:

- ISDA debating junior school affiliation with Brigidine College
- SDN Schools Debating Network
- School band and choir
- Individual music tuition taught by contract teachers
- French language instruction out-of-hours
- School camp (Yr 6)
- Public Speaking Competition
- A range of competitive sports activities
- ICAS Competitions
- Chess Lessons

- End of Year School Musical - Shrek Junior

In addition mentors in our community and those in other educational institutions have worked with students in Visual Arts and Science. An astrophysicist worked with children both face to face and via Zoom.

Corpus Christi is fortunate to have extensive grounds that include two grassed playing fields; exciting new student designed play spaces that incorporate a sand pit, climbing wall and tree house that take advantage of the shade provided by a magnificent canopy of trees. We have begun the process of making our classrooms contemporary learning spaces. The school is well resourced with interactive screens, laptops, Chrome books and iPads. The school has a modern and well-resourced library and a multipurpose netball/basketball all weather court.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
90	81	54	171

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.59%. 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
91.73	95.37	92.34	95.39	92.68	92.75	94.86

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	4

Total number of teaching staff by NESA category

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 NESA. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Professional Learning in 2020 had to be amended in light of the face to face restrictions we were presented with. All staff were set to complete GERRIC's Mini Certificate of Gifted Education (Mini-COGE) which provides substantial professional development to teachers and school leaders. This will now be on the 2021 Professional Learning calendar.

We responded to schools closing with our Home Based Learning at a time of great anxiety for our families. Staff stayed in touch through daily Zoom meetings. A weekly phone call to families helped us adjust our processes and assist families with devices or home learning kits and packs. Seesaw and Google classroom helped us to stay connected.

Staff participated in Self Directed Professional Learning based on our School Improvement Plan and the research and discoveries were implemented and reflected upon. Staff then presented their findings and successes with each other.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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.

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. Today the Discalced Carmelite community lead our Parish and we share in their charism and enjoy a close working relationship.

Liturgy is central to school life and a key component to student evangelisation. We gather throughout the year to celebrate and worship. Staff collaborate to create and lead authentic liturgical experiences. During the Lenten, Easter and Advent Seasons we reflect through prayer and liturgies. We celebrate Feast Days (Corpus Christi and Assumption) with a whole school Mass. We observe national days of commemoration such as ANZAC Day and Remembrance Day. The school participates in Sunday parish Masses, Year 6 students attend the Year 6 Cluster Mass at the beginning of the year and the Diocesan Mission Mass in Term 4.

Through celebrating special occasions such as the opening and closing of the school year, Mother's Day Liturgy, Father's Day liturgy and Grandparents Day, we celebrate, honour and give thanks for those in our school community. In 2020 we planned to gather as a community once per term but were unable to do this due to Covid. We managed to celebrate all liturgical experiences via Zoom to all classes and families.

The School continues to enjoy a close relationship with the Parish and supports the Parish Sacramental program. Bishop Anthony Randazzo made some changes to the sacramental program this year and Year 3 will now make the sacrament of First Eucharist. Year 4 will then make the sacraments of Reconciliation and Confirmation. The school Religious Education program gives students the opportunities to expand their knowledge of the sacraments.

Prayer is a major component of school life and students engage in formal and informal prayer. Class prayer bags go home during term time and this year we co-constructed our own Corpus Christi school prayer with the students. Our students have the opportunity to pray in class, Mass, and Liturgies. Staff prayer is held on a weekly basis, with a focus on current events in the world, using Scripture, Lectio Divina and Walking the Way.

Our Mission School Improvement plan for 2020-2022 is to empower students to make authentic connections between Scripture and life. Students are encouraged to have a commitment to justice and a call to action. Students contribute to the Caritas 'Project Compassion' appeal during Lent. We engaged in a social outreach to aged care facilities in our local area in Term 3 themed 'Spring has Sprung' and again in Term 4 for Christmas. We enjoyed 'Sock it to Poverty' and focused on Mission month in October. We have begun to work closely with St Vincent de Paul on the winter appeal, Tinnies for Vinnies and the Christmas hamper appeal. Throughout the Advent season we also work with families to make hampers Gethsemane Communities. This tradition in our community ensured 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.

As a team we continue to support the faith formation program offered by Catholic Schools Broken Bay to further develop our faith. Our staff spirituality day dedicated particular emphasis to Catholic Social Teaching through the lens of authentic social justice and outreach.

Curriculum, Learning and Teaching

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.

In 2020 the focus for professional learning included areas of English, particularly Writing and Spelling, authentic implementation of STEM technologies across the KLAs and consolidation of best practice strategies in Mathematics.

High yield strategies, particularly Mentoring and Coaching models, had a positive impact on teacher confidence and skill. This professional learning led to a change of practice and consequently improved student outcomes in the areas of Mathematics, English and STEM.

The staff consolidated their engagement with Peter Sullivan from Monash University in the Encouraging Persistence and Maintaining Challenge (EPMC) framework. This involves students being encouraged to persist, which includes them concentrating, applying themselves, believing that they can succeed and making an effort to learn. The tasks and lessons that are likely to foster such actions are challenging, in that they allow for the possibility of sustained thinking, decision making, and some risk taking by the students.

Complimenting this pedagogy, Extending Mathematical Understanding (EMU) intervention groups continued in 2020 with mathematically vulnerable students in Year 2 and in Year 3 receiving support from specialist teachers to improve conceptual understanding in the number strand. Teachers' pedagogical practices and Mathematics programs reflected the implementation of successful EMU interventions across Kindergarten to Year 6 to further consolidate and improve student learning outcomes.

Each of these initiatives were further consolidated by a dedicated Mathematics Coordinator who worked with teachers to co-plan, model and co-teach a variety of mathematics lessons using the strategies of EPMC and EMU in all classrooms.

Teachers engaged in two cycles of coaching focused on Spelling and Writing. This included professional learning sessions led by the school's Literacy Coordinator with assistance from the Catholic Schools Broken Bay Literacy consultant. Teachers then worked with both the Literacy Coordinator and CSBB Consultant to co-plan, observe modelled lessons and co-teach lesson sequences that explored implementation of the Effective Spelling Strategies

model (Topfer) and Bump It Up Walls in Writing that assist students to self assess their Writing and ultimately improve their Writing outcomes.

Provision for the diverse learning needs of students through both our Gifted Program (ASPIRE) and Learning Support targeted intervention programs are features of the school's differentiation practices. The Learning Support team continued to support students across all classes in small group and one on one interventions. Adjustments were continually made for students to achieve success at their point of need. Learning Support timetables were refined to ensure that support was provided at the most effective times and in classrooms with the highest needs. Students continued to be offered many opportunities for enrichment across the curriculum. Specialist Visual Arts cross grade workshops were well attended as were Gateways sessions, public speaking and debating, with the Primary B team victorious in the highly regarded Schools Debating Network inter-school debating competition.

A dedicated STEM coordinator engaged teachers in coaching cycles of planning, modelling and co-teaching where digital technologies were explored in order to enhance student learning. Students continued to extend their learning in this area, interacting with a variety of new technologies and using programming and coding to problem solve in a logical and creative way.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

Corpus Christi prides itself on building the values of respect and responsibility in our students and the value of respect underpins our school rules of showing respect to Self, Others, Learning and the Environment. The school participates in numerous school and community events to promote respect and responsibility. In the community, students and student leaders represent the school at local civic and community events, enhancing their awareness of their social responsibility.

At school, Student Representative Council leaders promote the value of respect through communication at the weekly assembly of the school rules and the expectations of respectful behaviour that illustrate these rules. The whole school community participates in role plays and sharing examples of respectful behaviour to help students understand what respectful behaviour looks like in action. All students are allocated to cross grade Friendship Groups from the beginning of the year. Children meet termly to celebrate Wellbeing Week through a focused theme (eg Belonging) and participate in shared classroom and playground activities to promote respect for each other. In Term 3, Friendship Groups are conducted weekly and led by Stage 3 students to promote responsibility in our senior students and further consolidate respectful relationships school wide. These activities are also shared with families through Home Learning to encourage students to understand that the value of Respect permeates all areas of our lives.

Students also participate in many local, national and global events across the year to enhance respect and an awareness of social responsibility. These events include Harmony Day, student representation at local Anzac Day services, World Safer Internet Day, Vinnies Winter Sleepout, bushfire and drought assistance programs, targeted social outreach opportunities and participation in local parish initiatives to name just a few. Joining with other

local schools to create joint social justice opportunities is another authentic means to enhance the values of respect and responsibility in students.

As a school, we raise awareness of the world around us and current events that may require us as Catholic disciples of Jesus to reach out to others and take responsibility for the needs of our school and local community. The school employs a number of action based learning platforms, such as Project Based or Challenge Based Learning, that assist students to authentically connect with and help others in their world. Teachers frequently work with their students to brainstorm areas of need within our communities that may require our active assistance and incorporate these areas into students' learning so that students understand that the need for respect and responsibility are woven into all aspects of our lives.

School Improvement

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

In 2020 key improvements were noted in the following areas:

- The strengthening and expanding of our ASPIRE (Gifted and Talented) program.
- Flexible Learning Spaces established in Stage 3 with the contemporary vision of catering for the wide range of student learning styles that exist in the 21st century classrooms of today.
- The coaching model used to lead selected teachers to develop exemplary practice in pedagogy for Mathematics (EPMC), Spelling and Reading.
- Expanding opportunities for students to engage in authentic social justice initiatives.
- Home Learning required the use of student platforms to share work and access the curriculum. Skills in digital technologies were greatly enhanced.

Priority Key Improvements for Next Year

Key improvement areas for 2021 have been identified as:

- Strengthening our ASPIRE program and introducing a Symposium for students to showcase their learning in this area.
- Develop a Gifted and Talented network starting with a group of schools in the diocese. Each school offers a gifted workshop and invites schools within the network to attend.
- Parent Workshops in Spelling including classroom visits to participate in Spelling lessons throughout the school.
- All teachers trained in Gifted Education through the University of NSW.
- The continuation of the coaching model used to lead selected teachers to develop exemplary practice in pedagogy for Mathematics (EPMC), Spelling, Reading and STEM.

Community Satisfaction

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

Each year, parents feedback is sought through a variety of avenues including P&F meetings, Class Parent Meetings, enrolment and parent/teacher meetings and through a variety of surveys. Consistent strengths have been identified across all forums. Many respondents referred to the warm, welcoming community, focus on faith, strong partnership between the school, parish and parents, dedicated staff who have energy and enthusiasm, strong academic results and many opportunities for students.

During our period of Home Learning Corpus Christi continued to foster strong communication with parents and encourage parental involvement in their child's schoolwork. Staff made weekly phone calls to families to monitor well being and to stay connected. Daily Zoom lessons and breakout rooms were organised along with take home packs and Numeracy Kits.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. In this survey Corpus Christi scored highly in the area of school communication and relationships and it was evident that parents appreciated the fact that students felt safe and clear about our Positive Behaviour for Learning program. Parents identified significant satisfaction with pastoral care and well-being and valued the positive relationships between the staff and the parents. The teachers were described as dedicated and accessible.

Many parents missed the social aspects and community events in 2020 but were very appreciative of the use of social media to stay connected with the school and the various events that were captured and shared throughout the year.

Student satisfaction

The School participated in the 'Tell Them From Me' (TTFM) survey to gather opinions from students in Years 4-6 about student outcomes and school climate. 95% of Corpus Christi students stated that they have friends at school they can trust and who encourage them to make positive choices. This was compared to 80% of students in the TTFM Norms. Children were very highly satisfied in the areas of student participation in sports and extra curricular

activities. The extension Art Classes, STEM opportunities and the school musical "Shrek Junior" were highlights for our students. Students expressed that they were highly engaged in school most of the time. Many students commented on the caring nature of the staff and that they felt they were known and treated fairly.

There were many opportunities to engage with exciting activities. The flexible furniture implemented in Stage 2 and Stage 3 was valued and appreciated by the students as was the Colour Fun Run.

Students at Corpus Christi have made a positive difference in their local community during Covid-19. Each class reached out to a local nursing home and wrote letters, sent artworks and established relationships that will continue into the future.

Teacher satisfaction

Due to the limited professional learning available to staff and the restrictions in place the team at Corpus Christi were given the opportunity to become involved in some Self Directed Learning. Staff used this valuable time to research and implement teaching strategies in line with our School Improvement Plan. This learning was shared with colleagues and experts and reflected upon for the future.

Staff were also invited to complete the TTFM survey. The report from this survey included measures of satisfaction for eight drivers of student learning. The results indicated that the staff mean was higher than the diocesan mean in numerous areas including satisfaction with leadership, the existence of challenging and visible goals, a positive learning culture, planned learning opportunities, overcoming obstacles to learning, the use of effective teaching strategies, parental involvement and having an inclusive school.

Staff embraced the challenges presented to them in 2020 and commended the leadership on the strong and reliable forms of communication adopted over the year. They valued the continual school improvements and engaged enthusiastically and reflectively in the various coaching cycles in English, Mathematics and STEM which allowed them to participate in planning sessions, as well as implement and reflect on their teaching practice.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,354,919
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$378,494
Fees and Private Income ⁴	\$651,284
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$99,256
Total Income	\$2,483,953

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$3,657
Salaries and Related Expenses ⁷	\$1,782,690
Non-Salary Expenses ⁸	\$677,913
Total Expenditure	\$2,464,260

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT