



CATHOLIC SCHOOLS
Broken Bay

2022

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 at local school level and 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](#).

Message from key groups in our community

Principal's Message

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. We are an inclusive community that provides a supportive and personal education experience for our families.

As Principal of Corpus Christi Catholic Primary School, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish. All of whom enhance, inspire and support our school. 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.

As we look back over the year, the school community should do so with a great sense of achievement and gratitude for what has been accomplished. We have continued to identify and track our gifted students, offered extension programs for a number of students and enrichment programs for all students. Mentors in our community and beyond have worked with students in Mathematics, STEM, Visual Arts and Digital Technologies. We continued to resource and develop our flexible learning spaces throughout the school. Our STEAM Room and Music Room were refurbished this year and are utilised by all students.

Building Community at Corpus Christi is central to our purpose. The community of Corpus Christi is a very blessed community. Our community and parish reached out and embraced other communities and a highlight for 2022 was our Thousand Hearts Kindness Project. Members of our local community both young and old managed to “sew” hearts together.

We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

The school year began with the children returning to the new school markings painted on our playground. These games and activities are so bright and cheerful and the children engage with them constantly. It was impressive to see the finished renovations to the Music and STEAM rooms and hearing about what classes get up to in these learning spaces. We managed to plan around the early restrictions at the beginning of the school year and hosted a parent welcome event in place of our usual family event on the school grounds. Throughout the year, some of the P & F key achievements included:

- Icebreakers

- Trivia Night
- Virtual Book Fair
- Cocktail Night

The Movie Night that the school hosted in September was extremely well attended after having to reschedule because of the weather in May. The new format on the quad and the use of the canteen as a candy bar made the evening feel cosier. Seeing the children dancing to the music and families gathered together made for a very special evening.

We were excited to welcome many new families into our school this year including an additional Kindergarten class. It was great to see how these families were welcomed and how quickly they became involved in school life at Corpus Christi.

Student Body Message

This year at Corpus Christi was a musical year. The whole school performed Aladdin and it was so much fun. Year 5 and Year 6 auditioned and prepared for the lead roles and each class performed throughout the musical.

Our teachers offered many Lunch Clubs for us to attend this year. We had the choice to go with our friends during the week to Construction Club, STEM Club, Chess Club, Minecraft Club and Music Club where we have fun singing and dancing along to our favourite songs.

This year we continued to learn all about URSTRONG in class. This program teaches us how to make healthy friendships and use the Friend-O-Cycle to sort out any problems we are having.

The Gifted and Talented art classes were held every Friday at school. These classes help students extend their techniques and skills in different art styles and learn about different art periods. Our art pieces featured on the walls of St Ives shopping centre in their gallery.

It was great to be able to represent the school at various sports this year including swimming, athletics, cross country, soccer and netball. We even competed at the Penrith Netball Gala Day which was so much fun.

School Features

Corpus Christi is a Catholic systemic co-educational school established in 1954 by the Brigidine Sisters. It is situated in 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, a number of 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 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 2022 has been implementing the Collaborative Coaching Diocesan Initiative and familiarising and preparing for the new K-2 Curriculum implementation (Mathematics/English) in 2023.

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)
- Digital Technologies and STEM initiatives
- School band and choir
- Individual music tuition taught by contract teachers
- School camp (Yr 6) and an overnight excursion to Bathurst (Stage 3)
- Public Speaking Competitions
- A range of competitive sports activities
- Maths Olympiad Australian Mathematics Competition
- ICAS Competitions
- Chess Lessons
- Tournament Of The Minds
- Davinci Decathlon

A highlight of the 2022 school year was our whole school performance of the musical Aladdin Junior.

As part of our ASPIRE (Gifted & Talented) program mentors in our community and those in other educational institutions have worked with students in Mathematics, STEM, Visual Arts and Digital Technologies.

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 completed the goal of making our classrooms contemporary learning spaces with the opening of our new music and STEAM rooms this year. 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 2022. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 88 | 94 | 82 | 182 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2022 was 89.20%. 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 |
| 90.40 | 89.40 | 86.90 | 91.10 | 87.90 | 88.90 | 88.00 |

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 Quality Assurance and Improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

| | |
|------------------------------------|----|
| Total number of staff | 22 |
| Number of full time teaching staff | 9 |
| Number of part time teaching staff | 6 |
| Number of non-teaching staff | 7 |

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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2022, Catholic Schools Broken Bay (CSBB) launched their Learning Improvement Program (LIP). Our school was chosen to participate in the Collaborative Coaching Project. Our professional learning focused on English, particularly Writing and editing. Weekly coaching sessions were augmented with external professional learning for all teachers.

The formal implementation of the URSTRONG Program across the school required numerous professional learning sessions. URSTRONG is a skills-based strategy that teaches kid-friendly concepts, skills and language to help students build and maintain healthy friendships.

A major focus for professional learning in 2022 was in the area of Gifted Education. We began the year with a Staff Development Day on Curriculum Compacting. This professional learning complements our ASPIRE program which seeks to extend and enrich learning for all of our students.

Staff Development Days also consisted of Safe Guarding awareness, compliance matters, whole system strategic planning and the familiarisation and engagement with the Catholic Charter.

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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

The new Religious Education Curriculum was implemented in Kindergarten this year. It is designed to provide children with opportunities to respond to the stories of Jesus through presentations, free expression and journaling in order to draw them into the mystery of God. This program was supported and resourced by Catholic Schools Broken Bay and opportunities were provided for Kindergarten teachers to come together and collaborate and deepen their understanding of the new curriculum.

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 along with the Feast of Mary Mackillop through Liturgy. Throughout the school year our school community participate in Parish Family Masses. Year 6 students

attend a leadership workshop in Term 1 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 Grandparent's Day Mass, we celebrate, honour and give thanks for those in our school community.

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.

Year 3 students participated in the Sacrament of Confirmation and Year 4 participated in the Sacrament of Reconciliation and Communion. The School supports the Parish Sacramental program by providing opportunities to expand student knowledge of these sacraments through the Religious Education program.

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 enjoyed Socktober and focused on Mission month in October. Staff prayer is held on a weekly basis, with a focus on current events in the world, using Scripture and Lectio Divina.

Corpus Christi is involved in spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2022 we again reached out to our local aged care residents with a kindness initiative called "Pockets of Love". This involved teaching our Corpus Christi students to sew felt pocket hearts which we gave to our local nursing homes at Christmas. Many parents and grandparents also shared in this experience.

We again worked closely with St. Vincent de Paul and participated in *The Vinnies Winter Sleepout* in August. Throughout the Advent season we also partnered with families to make hampers for the Gethsemane Communities. This tradition in our community ensures that residents of local Sydney boarding houses receive a Christmas gift. This year we also teamed up with the Parish to collect hampers to assist them in reaching their goal of 100 Christmas hampers for Mt Druitt Parish, which they have been supporting for many years.

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.

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 2022 the focus for professional learning centred around the implementation of the Collaborative Coaching model. Teachers worked closely with the Collaborative Coach in the area of English, particularly Writing, with a strong focus on editing skills. Weekly coaching sessions were augmented with external professional learning for all teachers from The Literacy Place (NZ), again focusing on editing skills to improve student writing outcomes.

An additional focus on continued authentic implementation of STEM technologies across the KLAs and consolidation of best practice strategies in Mathematics continued for the school in 2022.

Gifted Education remained a focus in 2022 with teachers working together to provide differentiated learning experiences for all students and in particular catering for gifted learners across grades. Specific students, where identified, engaged in subject specific acceleration and teachers worked closely with the CSBB HPGE Learning Partner to tailor learning for these students. This professional learning complements our Gifted Program (ASPIRE) which seeks to help extend and enrich learning for all of our students.

Further provision for the diverse learning needs of students through both our ASPIRE and Learning Support targeted intervention programs are features of the school's differentiation practices. The Macquarie University Mini-Lit program was also implemented to assist students with learning needs in Reading across the school. 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 public speaking and debating in the highly regarded Schools Debating Network and ISDA inter-school debating competitions. Nominated students also participated in a range of competitions targeted at creative and high potential learners, such as the Davinci Decathlon and Tournament of the Minds.

A dedicated STEM facilitator engaged teachers in coaching cycles of planning, modelling and co-teaching as well as STEM immersion days 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 participating in a number of 'competition' style events where students enhanced their skills and talents using new technologies in motivating ways.

Through the implementation of the URSTRONG program, teachers were provided with a step by-step guide for teaching students how to build and maintain positive friendships. Underpinning the program are the '4 Friendship Facts' that became part of each class mantra for how we interact with others.

Student Performance in Tests and Examinations

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 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 73% | 52% | 4% | 12% |
| | Reading | 79% | 54% | 4% | 11% |
| | Writing | 74% | 50% | 0% | 7% |
| | Spelling | 73% | 48% | 2% | 15% |
| | Numeracy | 60% | 34% | 2% | 15% |
| NAPLAN RESULTS 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 73% | 31% | 0% | 14% |
| | Reading | 82% | 39% | 0% | 11% |
| | Writing | 73% | 25% | 0% | 18% |
| | Spelling | 68% | 37% | 0% | 14% |
| | Numeracy | 50% | 25% | 0% | 16% |

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

Corpus Christi prides itself on building the values of respect and responsibility in our students as underpinned by our school rules of Respect for 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 participate in local civic and community events, enhancing their awareness of their social responsibility. At school, Student Representative Council leaders promote the value of respect at the weekly assembly through role plays and examples of respectful behaviour to help students see positive behaviours in action. All students participate in 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.

In Term 3, Friendship Groups are conducted weekly and led by Stage 3 students to promote respect and responsibility and further consolidate respectful relationships school wide. Home Learning activities highlight the value of Respect across all areas of our lives.

Students also participate in many local, national and global events to enhance respect and an awareness of social responsibility. These events include Harmony Day, Anzac Day services, World Safer Internet Day, Vinnies Winter Sleepout, natural disaster assistance programs, targeted social outreach opportunities and participation in local parish initiatives. Students join with other local schools to create joint social justice opportunities. The School focusses on 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 pedagogies, such as Project Based and Challenge Based Learning, that assist students to authentically connect with and help others in their world. Teachers frequently work with students to brainstorm areas of need within our communities that require 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.

In 2022 the school implemented the URSTRONG positive relationships program via the Friendology 101 curriculum across all classes. URSTRONG is a whole-school friendship strategy that has improved the social climate in schools around the world. The aim of the program is to connect children, parents, and teachers with a common language of friendship. The URSTRONG program teaches child-friendly concepts, skills and language to help children build and maintain healthy friendships.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2022, Catholic Schools Broken Bay (CSBB) launched their Learning improvement program (LIP). A collection of projects from the Towards 2025 discernment and consultation process over 2021. Our school was chosen to be part of the Collaborative Coaching Project. This project targets coaching for every teacher, every week in a curriculum area chosen by the school based on data. We prioritised English with a focus on Writing. Our Assistant Principal is assigned the coaching role and is strongly supported by the team at CSBB. Our teachers have had opportunities to collaboratively:

- determine essential outcomes (the “must-knows”), unwrapping them and identifying specific learning targets
- create common formative assessments that reflect the “must-knows”
- analyse the data and develop effective instruction
- implement the plan and share and reflect on the effectiveness of their instructional practice through the lens of student learning

Teacher teams use the following 4 Critical Questions of Learning to shape their work:

1. What is it we want our students to learn?
2. How will we know our students are learning?
3. How will we respond when some students don't learn?
4. How will we respond when some students are already proficient?

The second Key Improvement Area was the formal implementation of the URSTRONG Program across the school. URSTRONG is a program that empowers children with friendship skills. It is a skills-based strategy that teaches kid-friendly concepts, skills and language to help students build and maintain healthy friendships. We have been encouraged by the way the common language has been adopted in classrooms and by families when communicating to staff and children.

Our ASPIRE program continued to offer many rich learning opportunities in Creative Arts, STEM and more recently Project Based Learning. Using the Collaborative Coaching model we have worked with staff and experts in Spelling, Writing and Gifted Education across the school.

Our NAPLAN results in 2022 were strong which was encouraging despite the previous two years of disrupted learning.

Our Year 5 and 6 debaters managed to make the Final for the third year in a row. They proudly achieved runner up in the Schools Debating Network competition, competing against independent primary schools located in Northern Sydney.

Lunchtime extra-curricular clubs tapping into many varied interests such as Robotics, Dance, Drama, Construction and Educational Minecraft were very popular and gave students an opportunity to make new friends, have somewhere to be at lunchtime and to develop skills.

Priority Key Improvements for Next Year

The main Key improvement areas for 2023 are:

- RE Curriculum K-2 (Implementation Year 1 and familiarisation Year 2)
- The implementation of the new English / Mathematics Curriculum K-2
- The familiarisation of the new English / Mathematics Curriculum 3-6
- Continuation of the Collaborative Coaching Model - Reading Focus
- Diverse Learning - Gifted/High Potential Students
- URSTRONG embedded into the existing Personal Development / Health Syllabus

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' opinions are sought through P&F meetings, Class Parent Meetings, at enrolment and parent/teacher meetings and through 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.

Corpus Christi has endeavoured to foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school. 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 felt welcomed and the students safe and clear about our Positive Behaviour for Learning program. Parents identified significant satisfaction with pastoral care and wellbeing as well as the positive relationships between the staff and the parents. The URSTRONG program has been well received and parents have adopted the common language used throughout the school as we describe healthy friendships and address friendship concerns.

Many parents responded in the open comment section of the survey with positive comments about the inclusive nature of the school and the concern and dedication of the staff. Families appreciated the efforts made by the P&F to organise community events. The attendance at Rock Masses, the movie night and our whole school musical Aladdin exceeded expectations.

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. The majority of Corpus Christi students stated that they have friends at school they can trust and who encourage them to make positive choices. Children were very highly satisfied in the areas of student participation in sports and extra curricular activities. Students are interested and motivated in

their learning and strongly believe they are part of a culture where they try very hard to succeed.

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 have someone at school who consistently provides encouragement and can be turned to for advice. Students feel teachers are responsive to their needs and encourage independence with a democratic approach. The highest scores from students validated that school staff emphasise academic skills and hold high expectations for all students to succeed.

Students overwhelmingly acknowledged in the survey that their school helps them to know and love God and that Religious Education is relevant to their lives. They also expressed gratitude for the many opportunities to engage with exciting activities. The Movie Night was valued and appreciated by students as was the School Disco. The highlight of the school year was the opportunity for all students to be involved in presenting Aladdin Junior to the community.

Students at Corpus Christi have had many opportunities to come together in peer support groups to support each other across grades and the Student Representative Council have been working in the environmental space looking at ways to further care for our environment and make a positive difference.

Teacher satisfaction

Staff were 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 considerably higher than the diocesan mean in all eight 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 acknowledged the leadership team being strongly connected and working collaboratively with all staff. School leaders were commended for their support in establishing challenging and visible learning goals for students. Teachers commented on the Collaborative Coaching model and expressed appreciation for the opportunity to work collaboratively with peers and experts to examine data and plan learning opportunities together. Value was emphasised in discussing strategies with other teachers that increase student engagement.

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 Aladdin Junior.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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 2022 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$1,658,905 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$442,852 |
| Fees and Private Income ⁴ | \$866,829 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$15,785 |
| Total Income | \$2,984,373 |

| Recurrent and Capital Expenditure 2022 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$89,901 |
| Salaries and Related Expenses ⁷ | \$2,197,803 |
| Non-Salary Expenses ⁸ | \$1,243,062 |
| Total Expenditure | \$3,440,865 |

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 2022 REPORT