

2025

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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 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 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 offer many rich learning opportunities in all Key Learning Areas including Creative Arts and STEM. Our High Potential and Gifted students continue to engage in complex tasks that encourage critical thinking and opportunities to apply knowledge and skills to new situations. Using the Collaborative Coaching model we have worked with staff and experts in Mathematics across the school to improve student outcomes.

Highlights of the year included many excursions, camps, carnivals, the disco, numerous wellbeing initiatives and competitions. Our Aussie Bush Christmas extravaganza was enjoyed by all families on the oval.

This year, our community has really focused on helping others. We took part in Project Compassion, supported Catholic Mission and St Vincent de Paul, and donated items for parish hampers and the Gethsemane communities. Our students also visited elderly residents at Bupa where possible.

Our students lived out our motto of Strength and Gentleness in so many ways in 2025.

Parent Body Message

A strong partnership between parents and the school is at the heart of everything we do. At the beginning of the school year (2025) we formed our Parent Engagement Group (PEG) and had our first official meeting with many parent representatives across the school in attendance.

The PEG is built on trust, open communication and a shared commitment to helping every student grow and succeed. We agreed to regular meetings, class parents and volunteer coordination and making sure there are clear and welcoming opportunities to get involved.

Our PEG plays an important role in building community spirit, supporting school initiatives and giving families a voice.

Our first community event started off with our Annual Bush Dance on the school grounds, the evening was achieved by a collective effort from both our PEG and the school as we welcomed all new and Kindy families. We also planned a Mum's 'Paint n Sip' Icebreaker and a Dads fun 'Meet n Greet' event playing lawn bowls.

As the year progressed our jungle themed Trivia Night was a well attended event. This was followed up with a our much loved Movie Night bringing all our families together for an evening under the stars with a delicious offering of food.

The generosity and commitment of our parent community truly enriches school life. Many parents give their time and expertise to events, fundraising and community activities throughout the year. These contributions help create special experiences for students and strengthen connections across our community.

Fundraising and voluntary contributions also allow the school to enhance resources and provide enriching opportunities that benefit all students. We are incredibly grateful for the partnership we share with our families. Together, we create a supportive, engaged and welcoming community where students are always at the centre. By continuing to work side by side, we ensure our school remains strong, responsive and focused on delivering the very best outcomes for every child.

Student Body Message

This year students at Corpus Christi had so many opportunities to grow, learn and be inspired. Our school offers a wide range of events and activities. Corpus is an amazing school and we feel proud to be school leaders. All students at Corpus Christi are encouraged to actively live out our school motto of Strength and Gentleness. We participated in many programs over the year. URSTRONG and our Positive Behaviour for Learning programs help us to build positive friendships and follow our school rules.

At Corpus Christi we actively celebrate diversity and create understanding for our wellbeing as a whole. We follow in Jesus' footsteps, learning to be missionaries from Kindergarten through to Year 6. Our community works to raise awareness for social justice initiatives. This year, we donated essentials to people in need at Christmas including the Mt Druitt Parish and the Gethsemane Community Houses. We supported Caritas-Project Compassion, Catholic Mission-Socktober, Vinnies Winter Appeal and Cana Farm.

Corpus is a school that's big enough to offer a wealth of opportunities, but small enough to care for the needs of each and every child. The school continued the 'Aspire program' in 2025, giving students the ability to challenge their learning pathways through extension

opportunities including the Da Vinci Decathlon, Tournament of Minds, Debating, Maths Olympiad, STEM and Maths Masterclass.

Students throughout the year are able to participate in many varied school events. Each of these are designed to discover and showcase the extraordinary talents of individuals. These include the swimming and athletics carnivals, cross country carnivals, musicals, Christmas concert, choir and our school band.

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. 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. Our dedicated, professional staff provide learning experiences that foster the development of students' intellectual, social and emotional capacities. Teachers employ innovative techniques to provide a comprehensive curriculum that focuses on essential knowledge.

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.

Corpus Christi continues to provide opportunities for students to challenge themselves across a range of experiences. This year students have participated in:

- ISDA and SDN debating (with Brigidine College) and North Shore Cluster debating
- Digital Technologies and STEM initiatives
- School band and Choir
- Individual music tuition taught by contracted teachers
- School camp (Year 6) and an overnight excursion to Canberra (Stage 3)
- Public Speaking Competitions
- A range of competitive sports activities
- Maths Olympiad Australian Mathematics Competition
- ICAS Competitions
- Chess Lessons
- Tournament of Minds
- Da Vinci Decathlon
- Genius Hour Projects

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

Corpus Christi is fortunate to have extensive grounds that include two grassed playing fields and a multi-purpose netball/basketball court. Play spaces incorporate a sand pit, climbing wall and tree house that take advantage of the shade provided by a magnificent canopy of

trees. The school has a modern and well-resourced library and classrooms equipped with interactive screens, laptops and iPads.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
111	110	115	221

* 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 2025. 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 2025 was 92.50%. 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
93.10	93.23	91.62	93.54	91.25	92.19	91.90

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	32
Number of full time teaching staff	11
Number of part time teaching staff	11
Number of non-teaching staff	10

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	1
Provisional Teachers	2
Proficient Teachers	19

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Each year, Corpus Christi participates in the Annual Religious Education Creative Arts Prize coordinated by Catholic Schools Broken Bay. This year's theme, Witness, inspired strong student engagement. A student from Early Stage 1 and another from Stage 3 were selected as finalists in the Visual Art Category, while a Stage 2 group achieved second place in the Drama Category. All winners attended the Term 4 showcase awards evening, hosted by our 2025 Vice Captains.

During the Seasons of Lent, Easter and Advent, our community engaged in prayer and meaningful reflection. We celebrated major Feast Days, including Corpus Christi, the Assumption and Mary Mackillop with whole-school masses or liturgies. We also recognised important national commemorations such as ANZAC Day and Remembrance Day. Parish Family Rock Masses continued throughout the year, and significant community celebrations including Mother's Day, Father's Day and Grandparents Day provided opportunities to honour and give thanks for the members of our school community.

Our strong relationship with the Parish remained central to our faith life. The Parish Priest visited classrooms each term, and we continued our collaborative involvement in the Sacramental Programs. Year 3 students prepared for Confirmation, while Year 4 students participated in Reconciliation and First Communion.

Students at Corpus Christi are encouraged to embrace justice and take action in service of others. As a school, we contributed to Caritas' Project Compassion during Lent and supported Catholic Mission through Socktober and Mission Month. A diocesan initiative that is held each year to raise money for Mary Mac's Place on the Central Coast saw us offer a hot chocolate stall which proved to be very successful.

Our Intergenerational Program with Bupa Aged Care in St Ives continued. Small groups of students, including the choir, visited residents during Terms 1 and 4, and at Christmas students created cards and gifts for all residents.

As a whole school, we raised funds through a "Pyjama Day," for St Vincent de Paul. During Advent, our community created hampers for the Gethsemane Communities, an ongoing tradition providing Christmas gifts to residents of local Sydney boarding houses. Additionally, we supported the Parish by collecting Christmas hampers for the Mt Druitt Parish, continuing a long-standing outreach initiative.

We remain grateful for the generosity our school community shows toward social justice initiatives. As a staff, we continued our involvement in the faith formation programs offered by Catholic Schools Broken Bay to deepen and strengthen our own 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 2025, professional learning was delivered through Collaborative Coaching. This process is well developed and strongly embedded in our teaching and learning cycle. Teachers worked closely with the Collaborative Coach in Mathematics, with a strong focus on deepening teacher knowledge of the new NSW syllabus to improve student outcomes. Additional whole school professional learning was undertaken with a particular focus on effective implementation of Daily Review, reasoning and fluency strategies, and programming structures. These foci aimed to support student achievement of mathematics outcomes in line with the NSW Mathematics Syllabus (K-6).

Teachers consolidated their understanding of explicit direct instruction and its role in facilitating foundational learning, proficiency and mastery learning for students. Teachers also engaged in professional learning to enhance their skills in effective data analysis of student learning with learning opportunities delivered by Essential Assessment.

Gifted Education remained a focus in 2025 with teachers providing differentiated learning experiences for all students and catering for gifted learners within classes. Specific students, where identified, engaged in subject or grade acceleration and teachers worked closely with the school's HPGE Coordinator to tailor learning for these students. This professional learning complements our ASPIRE Program which seeks to help extend and enrich learning for all students.

Further provision for the diverse learning needs of students through targeted intervention programs is another feature of the school's differentiation practices. The Macquarie University Mac-Lit program is used to assist students with learning needs in Reading. Adjustments were continually made for students to achieve success at their point of need. Learning Support timetables ensure that support is 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 such as through specialist art workshops, Maths Masterclass, public speaking, and debating in the highly regarded SDN 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 STEM immersion days where digital technologies were explored to enhance student learning. Students extend their learning by interacting with a variety of new technology in motivating ways and participating in events that enhance their skills.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Corpus Christi Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	62%	54%
	Reading	78%	66%
	Writing	82%	76%
	Spelling	78%	62%
	Numeracy	74%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	88%	63%
	Reading	88%	73%
	Writing	90%	65%
	Spelling	100%	69%
	Numeracy	88%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

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

The 2025 Culture Survey displayed an upward trend across nearly all survey measures reflecting a school culture that inspires confidence within the wider parent community. Strong gains in Strategic Alignment, Leadership Style, and Continuous Improvement demonstrate a clear vision for the future and a leadership team committed to listening, evolving, and delivering excellence.

High levels of collaboration among staff and a visible commitment to student wellbeing and faith formation reassure parents that their children are supported academically, socially, and spiritually. Collectively, the 2025 results signal a connected and forward-focused school community, strengthening trust and partnership between home and school.

The improved eNPS score and rising response rate suggest growing trust and engagement within the community. Families recognise the school's commitment to maintaining a supportive culture while striving for continuous improvement. Parents value the strong sense of collaboration and the clear commitment to providing a high-quality Catholic education.

Student satisfaction

The strong staff commitment to students is clearly reflected in the Culture Survey with a high score for Commitment to Students, alongside growth in areas linked to continuous improvement and innovation in teaching and learning. A collaborative and student-centred approach ensures that students benefit from consistent, high-quality learning experiences grounded in faith and wellbeing.

Improvements in Wellbeing and Safety also suggest a stable and supportive environment where students feel secure and cared for. Staff create engaging and responsive learning environments that place students at the heart of decision-making.

The emphasis on collaboration and innovation also supports engaging and contemporary learning experiences. Overall, students are learning in a positive, empowering and faith-filled environment where their wellbeing and success are prioritised.

Students share that they feel safe, included, and encouraged in their learning, with many appreciating the supportive relationships they have with both teachers and peers. Together, these results reflect a positive, connected school culture where all members of the community feel heard, supported, and proud to belong.

Teacher satisfaction

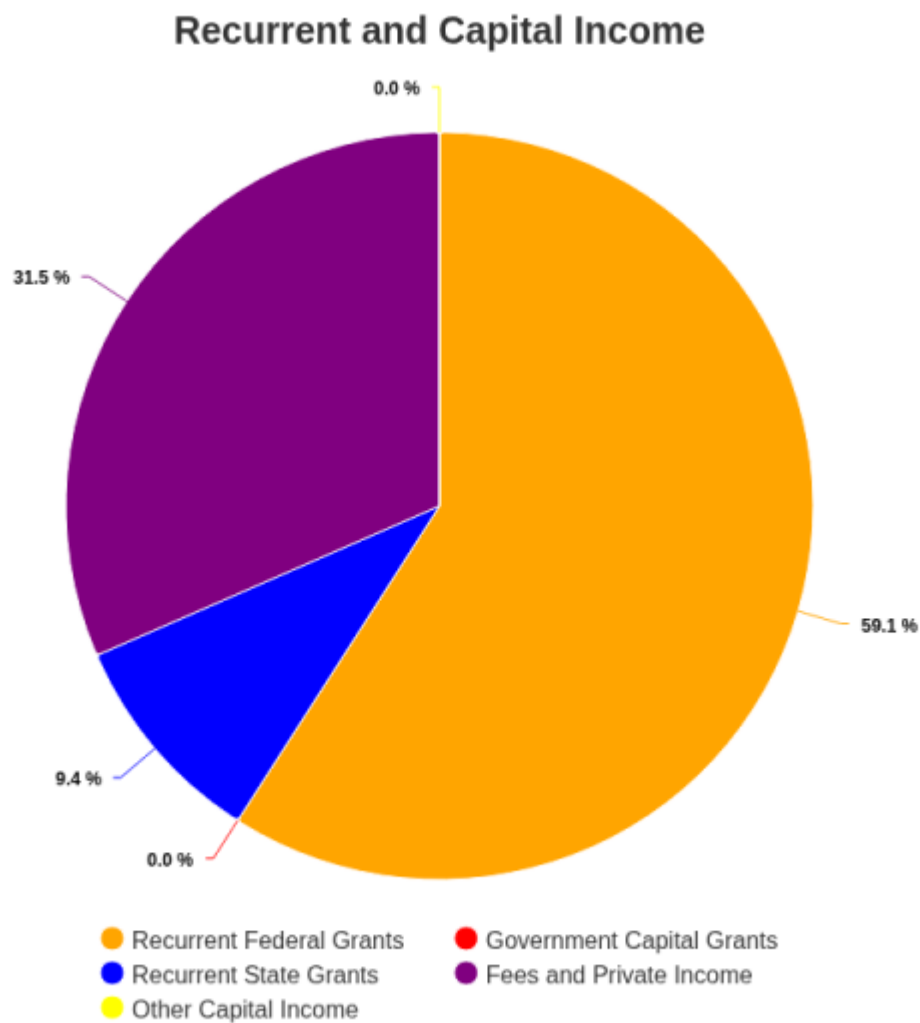
The 2025 Culture Survey shows a significant uplift in staff satisfaction across all key domains, reflecting a positive and strengthening workplace culture. Scores improved notably, demonstrating growing confidence in leadership, clarity of purpose, and alignment with the school's mission. Strong results in Commitment to Students and Peer Collaboration reinforce that collaboration remains a core value, with staff working together to support one another and enhance student outcomes.

Job Satisfaction has risen considerably, suggesting improving morale and professional fulfilment. Wellbeing and Safety and Work Enablement indicate that staff feel increasingly supported and positive about their roles, while recognising ongoing opportunities to streamline processes, strengthen professional learning, and reduce workload pressures.

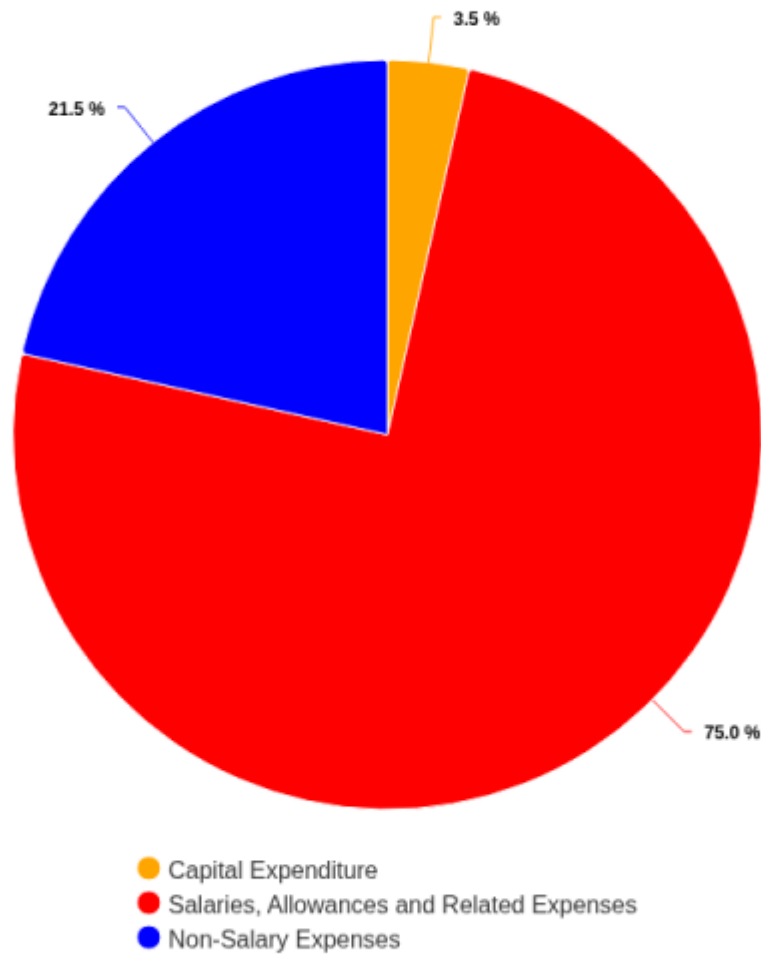
Overall, the data reflects an empowering, faith-filled culture where staff feel valued, aligned, and motivated.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT