



# 2021

## ANNUAL SCHOOL REPORT



### Corpus Christi Catholic Primary School

17 Link Road, ST IVES 2075

Principal: Ms Jayne Wheen

Web: [www.ccsidbb.catholic.edu.au](http://www.ccsidbb.catholic.edu.au)

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## About this report

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Corpus Christi Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by 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 be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

Every year typically has a few defining moments, but the past year has contained so many. COVID-19 challenged us for a second year in a row. However, it also presented us with opportunities to grow and to support others 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.

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. 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.

As we look back over the 2021 year, the school community should do so with a great sense of achievement and gratitude for what has been accomplished. Our ASPIRE program continued to offer many rich learning opportunities in Creative Arts, STEM and more recently Project Based Learning. Technology helped us to connect with all corners of the globe. Using the coaching model we have worked with staff and experts in Spelling, Writing and Gifted Education across the school. Our NAPLAN results in 2021 were outstanding with the majority of our students falling into the top two bands in all areas.

### Parent Body Message

2021 has been a year that presented some curve balls and perhaps more than many of us expected. However, I think we should all feel very proud of the way our school and community adapted. Rather than dwell on the endless challenges we have all faced, I thought we should focus on our achievements, and on that front, I'd like to start with the Movie Night.

We all came together on our oval to watch Aladdin under the stars. Apart from raising funds and the generous support of our sponsors, the school successfully hosted another great evening for our families and their friends. We extended the invitation to the local community and our pre-schools. The children had a great night, it was a relaxed setting for our parents, and everyone was well fed and happy. Over time the school has developed a really strong track record of hosting nights like these. So, a huge congratulations to our team for their hard work in preparation for the night and on the night itself.

The P&F worked in partnership with the school on several initiatives. We initiated an online Book Fair to replace our traditional Book Fair and our community contributed complete sets of books to be used in our primary classes (around 120 books in total), a welcome upgrade to our learning resources and a meaningful, immediate contribution for our children. Towards the end of the year we contributed some significant funds to replace the already existing playground markings with new brightly coloured games and activities for the children to engage with.

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 loving community that is filled with fun and amazing opportunities.

Some events that are held at our school include Swimming and Athletics carnivals which students love participating in. At Corpus Christi we have musicals which are held once every two years to showcase the talents of our students.

In our classrooms we are lucky enough to have the opportunity to have flexible furniture which enriches our learning experiences and makes us more focused on our work. Students at Corpus Christi have the chance to extend and challenge their thinking with our gifted and talented programs for all subjects.

We are grateful to have many robots in our STEM room to really enhance our coding and digital technology knowledge. Not only does STEM happen in class time but if you are interested we offer a lunch club of activities to do with STEM.

In 2021 we introduced a program called URSTRONG to empower all students to work towards improving their friendship skills and to make our school an even kinder place. We are learning about healthy friendships and how to put out "friendship fires" when they occur.

Corpus is an amazing community and we strive to follow our school motto of Strength and Gentleness in our day to day life.

2021 School Captains

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## School Features

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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, 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 2021 has been strengthening and expanding our Gifted and Talented program that all children can access. Our School Improvement Plan has included areas of English, particularly Writing and Spelling, authentic implementation of STEM technologies across the Key Learning Areas and consolidation of best practice strategies in Mathematics.

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
- School camp (Yr 6)
- Public Speaking Competition
- A range of competitive sports activities
- ICAS Competitions
- Chess Lessons

- Da Vinci Decathlon

In addition, mentors in our community and those in other educational institutions have worked with students in Visual Arts, Science, Coding, Digital Technologies and Problem Solving.

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. Our classrooms are 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.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
79	79	65	158

\* 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 2022. 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 2021 was 96.04%. 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
96.65	95.03	97.31	96.70	96.07	95.56	94.98

## 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.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	5

### 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: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 2021 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. A major focus for professional learning in 2021 was in the area of Gifted Education with all staff participating in intensive learning in this field via the Mini COGE program provided by the University of NSW.

Participation in this course led to a change of practice, particularly in helping to raise teachers' expectations for student learning, which consequently improved student outcomes in all learning areas. This professional learning complements our ASPIRE program which seeks to extend and enrich learning for all of our students.

Teachers continued to engage in 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 Student Enablement leader. Teachers then worked with the Literacy Coordinator to co-plan, observe modelled lessons and coteach lesson sequences that explored implementation of the Effective Spelling Strategies (Topfer) and Bump It Up Walls in Writing that assist students to self assess their Writing and ultimately improve their Writing outcomes.

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## Catholic Identity and Mission

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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. This 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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. This year we celebrated 200 years of Catholic Education in Australia and we attended a special Mass with Brigidine in the Corpus Christi Parish Church. 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 Family Rock Masses, Year 6 students attend the Year 6 Leaders 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 Grandparent's Day, we celebrate, honour and give thanks for those in our school community. In 2021 we planned to gather as a community once per term but were unable to do this due to Covid. We managed to celebrate many liturgical experiences via Zoom to all classes and families.

Another initiative we embarked on in 2021 in order to reach out to our greater community and our local aged care residents was called "Wrapped in Love." This involved teaching some of our Corpus Christi students to knit and inviting members of our community to assist us to make knitted squares. We then gave the knitted squares to our local nursing homes, parents and grandparents of our school community, who all sewed them into beautiful generational blankets which were donated to the Hornsby Women's Shelter, wrapped in love.

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 last year and Year 3 now makes the sacrament of Confirmation. Year 4 then makes the sacraments of Reconciliation and Communion. The 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. We have co-constructed our own Corpus Christi school prayer with the students. 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 have been engaging in a social outreach to aged care facilities in our local area with a focus on making connections and spreading kindness. We enjoyed Socktober and focused on Mission month in October.

We work closely with St.Vincent de Paul and participated in The Vinnies Winter Sleepout in August. Throughout the Advent season we also partner with families to make hampers for St Vincent de Paul and the Gethsemane Communities. This tradition in our community ensures that residents of local Sydney boarding houses receive a Christmas gift. We are grateful for the generous spirit that the school community brings to social justice issues. As a team we continue to support the faith formation program offered by Catholic Schools Broken Bay to further develop our faith.

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## Curriculum, Learning and Teaching

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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 2021 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.

A major focus for professional learning in 2021 was in the area of Gifted Education with all staff participating in intensive learning in this field via the Mini COGE program provided by the University of NSW. The program aims to enhance teachers' differentiation skills and ability to cater to gifted learners. Mini-COGE courses are practical professional development for educators to support high potential and gifted students. High potential students are not necessarily high achievers; the course helps teachers to focus on how to engage and support these students to reach their potential. Participation in the Mini-COGE program has assisted our teachers in:

- identifying gifted, high potential and talented students;
- differentiating the curriculum for high potential students;
- implementing ability grouping and/or acceleration;
- understanding gifted education research and best practices; and
- developing existing or new units of work to best suit the needs of the differentiated classroom and gifted students.

Participation in this course led to a change of practice, particularly in helping to raise teachers' expectations for student learning, which consequently improved student outcomes in all learning areas. This professional learning complements our ASPIRE program which seeks to extend and enrich learning for all of our students.

Teachers continued to engage in 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 Student Enablement Leader. Teachers then worked with the Literacy Coordinator to co-plan, observe modelled lessons and co-teach lesson sequences that explored implementation of the Effective Spelling Strategies

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

Further 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 our Primary team being finalists 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 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 using programming and coding to problem solve in a logical and creative way.

## 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	85%	54%	0%	11%
	Reading	85%	55%	0%	10%
	Writing	80%	53%	0%	6%
	Spelling	70%	49%	0%	13%
	Numeracy	65%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	67%	35%	6%	14%
	Reading	83%	40%	0%	11%
	Writing	50%	20%	0%	18%
	Spelling	61%	38%	11%	14%
	Numeracy	56%	29%	6%	15%

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## Pastoral Care and Student Wellbeing

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### 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 2021.

### 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 2021.

### 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 2021.

### 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 illustrates 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 respect and 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, flood 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 is woven into all aspects of our lives.

In 2021 the school introduced the URSTRONG program to our whole school community via an online forum. 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. Students were introduced to the main themes of the program during Term 4 which will be further explored in 2022. The URSTRONG program teaches child-friendly concepts, skills and language to help children build and maintain healthy friendships.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

In 2021 key improvements were noted in the following areas:

- The strengthening and expanding of our ASPIRE (Gifted and Talented) program by developing a Gifted and Talented network starting with a group of schools in the diocese. All teachers trained in Gifted Education through the University of NSW.
- Flexible Learning Spaces established in Stage 2 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 Writing.
- Parent Workshops in Spelling including classroom visits to participate in Spelling lessons throughout the school.
- 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

The main Key improvement area for 2022 is the Collaborative Coaching Project.

Corpus Christi has been selected to participate in the Collaborative Coaching Initiative whereby teachers engage in a cycle of continuous improvement around Writing Outcomes across the school. Teachers will 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 will 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 is 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.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

The following list comprises statements made by current parents in a Culture Survey prepared by Barrett Values Centre. Parents were asked what they value the most about Corpus Christi Primary School:

- student being recognized for their work/involvement
- highly experienced class teachers
- large grass fields
- extension programs such as art extensions and young engineers program
- technology focus
- extra curricular activities on offer such as band, choir and chess club
- a beautiful school with a beautiful community
- the fact that the teaching staff are always approachable and they make new and existing families feel welcome
- the focus on striving to achieve academic excellence
- the focus on faith and giving back to the community
- the caring attitude towards students and parents
- our school is welcoming, supportive, inclusive and understanding of the individual's needs in context of the cohort
- the leadership team is visibly active and has the support of a wonderful body of staff
- the safe environment the school has created for children

The Net Promoter Score for Corpus Christi fell into the excellent range. Our parents are promoters of our school and recommend Corpus Christi to friends in the community.

### 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. A high percentage of students voted positively on the following drivers for student outcomes:

- school staff emphasise academic skills and hold high expectations for all students to succeed

- students feel teachers are responsive to their needs and encourage independence with a democratic approach
- students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn
- students find classroom instruction relevant to their everyday lives

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. The extension Art Classes, STEM opportunities and the Young Engineers program for Stage One were highlights for our students. We managed to host our carnivals and there were many opportunities to engage with exciting activities, including the Colour Fun Run. This year we introduced “Corpus Has Got Talent” which was our final whole school activity before going into lockdown. What a great addition to our school calendar that was. HBL saw many Kahoot Sessions and even a Virtual Disco as we remained connected from a distance.

Students continued to make 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

In our 2021 Culture Survey prepared by Barrett Values Centre there were many aspects of the culture at St Ives that are to be celebrated. The staff at Corpus Christi are focused on continued improvement as they strive for academic excellence. Our current culture and desired culture are aligned with each other. The survey reflects a passion for learning with staff embracing the coaching and mentoring approach to continual improvement. A strong sense of belonging is evident where staff have expressed an optimistic outlook and enthusiasm for building knowledge, with opportunities to guide and learn from others. When asked what the staff see as important for the future of the school they expressed the importance of working closely with parents in pursuit of the highest standards of education.

The following statements were made by the teaching staff in regards to what they value the most about Corpus Christi:

- the sense of community among all stakeholders
- the way we make a difference in our world
- the development of our Gifted Education program and the way staff are differentiating the learning for all students
- the students' level of engagement with their learning
- the dedication shown by staff and parents
- strong, dedicated leadership

- the school has a great sense of community and high standards for all teachers that is then reflected in student outcomes. Teachers are encouraged to be the best they can be and potential is identified and nourished

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,631,675
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$443,154
Fees and Private Income <sup>4</sup>	\$698,426
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$2,773,255</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$3,851
Salaries and Related Expenses <sup>7</sup>	\$1,974,593
Non-Salary Expenses <sup>8</sup>	\$693,587
<b>Total Expenditure</b>	<b>\$2,672,030</b>

### 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 2021 REPORT