



2023

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 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 2023 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, Science, STEM, Visual Arts and Digital Technologies.

Highlights of the year included many excursions, camps, carnivals, the disco, numerous wellbeing initiatives and competitions including our success in the Religious Education Creative Art Prize. Our Market Stall Day led by Year 6 was a first and a fun day for all the school. We then ended the year with our Christmas Concert and the Nativity story.

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 2023 was our engagement across all class groups with our local aged care facility, BUPA. Our students continued to reach out to the elderly residents in our community to sing, play games, share stories and develop the art of conversation.

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

Parent Body Message

The 2023 academic year at Corpus Christi commenced with vibrant enthusiasm. During the beginning-of-year event, we welcomed new Kindergarten students and families to our inclusive community and established the community setting for the year.

The Parent and Friends Committee, supported by the school team and gauging feedback from the school community, fosters engagement and collaboration.

With the school's guidance, the team supported enhancing the educational environment, with the school community raising \$15,390. These funds were allocated towards advancing technology, enriching reading resources, and bolstering literacy development, reflecting a collective commitment to educational excellence.

The Parent Engagement Coordinator and class parents were also pivotal in amplifying the parental voice, further bridging the gap between families and the school. They are crucial in ensuring parental perspectives and insights are integral to the school's decision-making processes and development strategies, which are well established at Corpus Christi.

Organised events by the committee have significantly strengthened community bonds, providing parents with numerous opportunities for involvement and support. The school ensures transparency and fosters active participation in its ongoing evolution through effective communication channels.

This partnership, enriched by the contributions of the parent engagement coordinator and class parents, underscores a shared dedication to creating a dynamic, nurturing, and responsive educational environment. The collective efforts of all stakeholders underscore a promising journey towards meeting the diverse needs of the school and its community, setting the stage for further years filled with growth, learning, and unity.

P&F President

Student Body Message

Corpus Christi is a warm and caring school community that is filled with many amazing opportunities both in learning and through quality education. We believe Corpus has enabled us to build lasting friendships that will continue as we move onto our various high schools.

We are so proud to see Corpus Christi growing and thriving as a school community, a school where each student knows the names of all the other students within the school. 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.

This year the school continued to grow the 'Aspire program' – giving students the ability to challenge their learning pathways via extension opportunities and programs like the Da Vinci Decathlon, Tournament of Minds and Maths Olympiad.

Students throughout the year have the ability to participate in many and varied school events. Each of these are designed to discover and showcase the extraordinary talents of our

student body. These include swimming and athletics carnivals, musicals, Christmas concerts, choir, and school band.

Corpus is an amazing school to have been a part of and we encourage all students at Corpus Christi to actively live out our school motto of Strength and Gentleness. As school leaders of Corpus Christi in 2023 we wore our badges and carried out our responsibilities with great support and pride.

School Captains 2023

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 2023 has been consolidating the Collaborative Coaching Diocesan Initiative, implementing the new K-2 Syllabus and familiarising and preparing for the new 3-6 curriculum implementation (Mathematics/English) in 2024.

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 (Gifted & Talented) 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 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. The school is well resourced with interactive screens, laptops 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 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
96	99	93	195

* 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 2024. 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 2023 was 92.01%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.80	91.90	90.60	90.90	92.80	93.90	92.20

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 2023:

Total number of staff	17
Number of full time teaching staff	10
Number of part time teaching staff	7
Number of non-teaching staff	4

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA 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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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 2023, Collaborative Coaching was the vehicle for professional learning. Teachers worked closely with the Collaborative Coach in English, particularly reading, with a strong focus on fluency and comprehension skills to improve student reading outcomes. Additional internal professional learning related to the implementation of the new NSW English and Mathematics Syllabi (K-2) and familiarisation of the new 3-6 English and Mathematics Syllabi to be implemented in 2024.

A shift in pedagogy towards explicit direct instruction and the use of decodable materials in English facilitated the need for a revamping of our reading resources in the K-2 classrooms. Teachers also engaged in external professional learning to enhance their skills in effective teaching of phonics and using explicit direct instruction to improve student learning.

Staff planned and participated in a Spirituality Day at Cana Farm in Orchard Hills. Cana is an independent, not-for-profit charity. Their sole purpose is to provide relief from poverty, suffering, destitution and helplessness to people living with mental illness, addiction, homelessness and other factors alienating them from society. The staff worked alongside members of the community on the farm in the vegetable garden, in the chicken shed and wrapping Mother's Day gifts. We shared our experiences with the children who are familiar with the farm through various school initiatives.

Summary of professional learning at Corpus Christi in 2023 Inclusive of 3 Staff Development Days:

- Implementation of the new NSW K-2 Syllabi in English and Mathematics
- Familiarisation of the new NSW 3-6 Syllabi in English and Mathematics
- Focus through Collaborative Coaching, Twilight Professional Learning evenings, Staff Development Days and additional staff meetings on English, particularly Reading, with specific exploration of reading comprehension and fluency practices to improve students reading outcomes
- Phonics instruction and reading development strategies using decodable texts with external experts
- Exploration of the new Mathematics syllabus; engagement in University of Sydney specialist Mathematics sessions; attendance at the Australian Catholic University MTLC Mathematics Conference in Sydney
- Ongoing professional learning in High Potential and Gifted Education
- Dedicated HPGE Coordinator and Principal engaged in pilot project through Catholic Schools Broken Bay to upskill in current best practices in HPGE

- Exploration of new Religious Education curriculum for Years 2, 5 and 6
- Upskilling of all teachers in strategies to support students learning English as an Additional Language or Dialect (EAL/D) by expert CSBB learning partner
- System wide staff development day with external experts exploring Explicit Direct Instruction
- Staff Development Days also consisted of Safe Guarding awareness, compliance matters and whole system strategic planning.

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 explore 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 1 as well as Years 7-10 classrooms in 2022/2023 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.

Each year Corpus Christi participates in the Annual Religious Education Creative Arts Prize run by CSBB. This year the theme was compassion and students from Stage 2 and Stage 3 achieved success for their entries. Student in Year 4 achieved first place for their digital presentation of the Good Samaritan and Year 5 achieved second place by recreating the story of the Good Samaritan through Minecraft. All winners attended a showcase awards night in Term 4.

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 their knowledge of these sacraments through the Religious Education program.

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 promote Catholic Mission by participating in mission workshops, fundraising through *Socktober* and 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 2023 we returned to our local aged care residents with regular visits from small groups of students including the choir. At Christmas we made cards and gifts to all the residents of Bupa St Ives.

We again worked closely with St Vincent de Paul and Year 4,5 and 6 participated in *The Vinnies Winter Sleepout* in August. Throughout the Advent season we also partner 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 again assisted the Parish by collecting hampers to assist them reach 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 2023, Collaborative Coaching was the vehicle for professional learning. Teachers worked closely with the Collaborative Coach in English, particularly Reading, with a strong focus on fluency and comprehension skills to improve student reading outcomes. Additional internal professional learning related to the implementation of the new NSW English and Mathematics Syllabi (K-2) and familiarisation of the new 3-6 English and Mathematics Syllabi to be implemented in 2024.

A shift in pedagogy towards explicit direct instruction and the use of decodable materials in English facilitated the need for a revamping of our reading resources in the K-2 classrooms. Teachers also engaged in external professional learning to enhance their skills in effective teaching of phonics and using explicit direct instruction to improve student learning.

Gifted Education remained a focus in 2023 with teachers providing differentiated learning experiences for all students and in particular catering for gifted learners across grades. Specific students, where identified, engaged in subject or grade acceleration and teachers worked closely with the school's HPGE Coordinator and the CSBB HPGE Learning Partner 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 Mini-Lit program is used 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 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 Visual Arts cross grade workshops, 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 Da Vinci Decathlon and Tournament of Minds.

A dedicated STEM facilitator engaged teachers in co-teaching and STEM immersion days where digital technologies were explored to enhance student learning. Students extended their learning by interacting with a variety of technologies and participating in events that enhanced their skills and talents using new technologies in motivating ways.

Continued implementation of the URSTRONG Friendology curriculum provided teachers with a step by step guide for teaching students how to build and maintain positive friendships.

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.

From 2023, 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	71%	54%
	Reading	86%	67%
	Writing	93%	76%
	Spelling	79%	61%
	Numeracy	71%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	81%	64%
	Reading	90%	74%
	Writing	90%	66%
	Spelling	72%	69%
	Numeracy	81%	68%

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 significant changes made to this policy in 2023.

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 2023.

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 2023 to reflect new system processes.

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. A strong outreach program was initiated in 2023 with BUPA, a local aged care facility, that provides students with an opportunity to interact with elderly residents.

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 encourages 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.

The School facilitates 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

The main Key improvement areas for 2023 were:

- 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

A shift in pedagogy towards explicit direct instruction and the use of decodable materials in English facilitated the need for a revamping of our reading resources in the K-2 classrooms. Teachers also engaged in external professional learning to enhance their skills in effective teaching of phonics and using explicit direct instruction to improve student learning.

Priority Key Improvements for Next Year

The main Key improvement areas for 2024 are:

- RE Curriculum Implementation Years 2, 6 and 6
- The continued implementation of the new English / Mathematics Curriculum K-6
- Continuation of the Collaborative Coaching Model - Writing Focus using *The Writing Revolution* Resource
- Diverse Learning - Gifted/High Potential Students
- URSTRONG Parent Information Sessions
- Curriculum Reform - Professional Learning to achieve the following Outcomes:
 - The learning entitlement of every student is that teachers know the content of the NSW Curriculum and deliver it through evidence-based practices
 - Teachers know the continuum of learning outcomes
 - Teachers consistently align achievement of outcomes to the curriculum and assessment standards
 - Consistent teacher judgement of standards informs the image of the learner.

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 various surveys.

In 2023 our parents were invited to respond to a Culture Survey issued through the Barrett Values Centre to find out what is and what is not working. This School Assessment provides you with an overview of what is important to your people, how they see the organisation operating now and provides you with a roadmap for change. Key performance indicators, such as values alignment and the Culture Entropy score can help you measure the success of change initiatives as you monitor progress and needs year by year.

The Culture Score for Corpus Christi Catholic Primary School, St Ives is above average for the sector. The culture is healthy and people have confidence in the current direction. Corpus Christi is a highly relationship-oriented school that creates a welcoming and understanding atmosphere, working well with others and the local community, building bonds around shared beliefs. There is a sense of alignment across the school.

The school was described by parents as operating in the following way:

- Benevolence and a generosity of spirit, showing consideration and support
- People sharing beliefs and feeling a sense of kinship, with support for local society
- Attention to involving everyone and welcoming differences
- Opportunities to learn from one another
- Group efforts in an upbeat environment, where new ideas are encouraged

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.

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.

Student satisfaction

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 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.

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

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. In 2023 our staff were also invited to respond to a Culture Survey issued through the Barrett Values Centre to find out what is and what is not working. Below are a collection of staff responses taken directly from the survey in response to the question - What do you value the most about your school/workplace?

- The excellent leadership. Their continual holistic approach to supporting teachers and other staff, the way they consistently treat others with respect and dignity. Their ability to balance professionalism and build a supportive team is incredible.
- There is a sense of cooperation between staff members, everyone supports one another no matter the experience or length of time teaching. The sense of community is strong (with students, parish, parents). The executive team promote improvement for all staff and everyone has opportunities to do great professional learning to enhance teaching.
- The sense of teamwork and collaboration among our staff. Over the past 5 years I have seen this grow from a tentative base to a really strong foundation with leadership,

teachers and support staff supporting each other professionally and personally. The team is very welcoming to new staff members and all staff are included and encouraged to contribute to our school community regardless of their role (e.g. office staff, learning support, teachers etc). Our school promotes enrichment for all students, targeted at their specific talents. We do not just focus on academics but seek to recognise the different gifts and talents of all students and cater for each student at their point of need. Our principal is an absolute role model of fairness and inclusion who invites and includes the viewpoint of staff and parents, while maintaining a decisive and determined outlook. These qualities help to create a safe and respectful workplace and school environment.

- I value my colleagues and the way we work together as a team. I value staff dedication to their students and the way they always go above and beyond in all that they do. I value the students in our care and strong connections with families.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$1,914,327
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$508,135
Fees and Private Income ⁴	\$1,076,944
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,243
Total Income	\$3,500,650

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$47,333
Salaries and Related Expenses ⁷	\$2,736,803
Non-Salary Expenses ⁸	\$1,107,341
Total Expenditure	\$3,844,144

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 2023 REPORT