



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community

CORPUS CHRISTI



### Corpus Christi School

380 Geelong Road, KINGSVILLE 3012

Principal: Anthony Hyde

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

Registration: 1466, E Number: E1155

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## Principal's Attestation

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I, Anthony Hyde, attest that Corpus Christi School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

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## About this report

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Corpus Christi School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **Vision Statement**

In seeking what is true, beautiful and good, we strive to build a Catholic school community where each is given time and support in learning to know, to do, to live together and to be.

### **Mission Statement**

Inspired by the work of St Mary of the Cross Mackillop along with the Sisters of St Joseph who founded our school, we too share in the one mission of Jesus, sent by the Father to proclaim the Kingdom. We aim to Live in the Spirit of St Mary of the Cross MacKillop by supporting one another through friendship, prayer and service to make a difference in our local area and so further the reign of God.

### **Philosophy enactment**

At Corpus Christi School, our school vision is lived out when faith and knowledge are in partnership and the child is at the heart of all learning and teaching. Learning and teaching engages, challenges and inspires students to respond to and be successful in their world.

We are committed to:

- Placing the child at the heart of all learning.
- Creating personalised, targeted and inclusive learning and teaching experiences based on student needs, backgrounds, perspectives and interests.
- Building student voice and ownership of learning.
- Promoting student creativity, independence, interdependence and self-motivation.
- Building the capacity of all teachers.
- Building a safe, supportive, reflective and responsive learning environment where students experience success.
- The wellbeing of all, building school connectedness and developing partnerships.

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## School Overview

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At Corpus Christi School the child is at the heart of all that we do. Established in 1942, Corpus Christi School is a Josephite school and as such is inspired by Saint Mary of the Cross MacKillop, the founder of the Sisters of St Joseph who opened our school.

As a Catholic community, Religious Education occupies a pre-eminent place in both curriculum and practice and children are immersed in opportunities to 'Know, Worship and Love' God.

Corpus Christi works in partnership with parents to educate children to seek what is true, beautiful and good. We provide a safe, stimulating, technologically rich learning environment where learning and teaching engages, challenges and inspires students to respond to and be successful in their world.

At Corpus Christi there is regular contact with parents via newsletters, social media, class blogs, information nights, reporting procedures, open classrooms and the like.

Over the past 15 years there has been an extensive building and development program and our school has been transformed into an inviting, contemporary learning environment with expansive play areas of natural and synthetic sports grass. In 2019 Stages 3 & 4 of our Master Plan, which saw the redevelopment and completion of the entire north-western wing encompassing the Year Prep and Year 1/2 Learning Communities, the refurbishment of the student toilets and the development of the new Library and Resource Centre were completed.

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## Principal's Report

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In 2023 we battled a nationwide staff shortage and struggled to fill sick leave positions along with those created by staff accessing maternity leave. I am grateful for the understanding shown by our parent and student community and acknowledge the resilience of our teaching staff for being able to navigate so successfully throughout this difficult period.

Nevertheless, this report celebrates our successes and documents our achievements throughout the 2023 school year.

In 2023, our school was 'up for review'. Every four years, Catholic schools in the Archdiocese of Melbourne undertake a single model of review using the School Improvement Framework Rubric. The School Review is used to support deep learning and ongoing monitoring of improvement throughout the four-year continuous improvement process within the School Improvement Framework (SIF).

School Review has two main dimensions – improvement and compliance.

### Improvement

Through self-assessment and reflection and evidence collection, schools consider their school improvement through the four-year CIP. This supports the development and implementation of a new four-year School Improvement Plan.

### Compliance

Through verification of the minimum standards and other requirements for registration, Child Safe Standards and other State and Commonwealth requirements for Victorian Catholic schools, both schools and MACS are ensuring that external legislative and regulatory requirements are being met.

Throughout the year we worked through the process extensively with staff and with the assistance of our Regional Learning Services to prepare our report which was presented to our External Reviewer in September and the Evaluation of Performance was presented back to the school in November, the findings of which are discussed later in this report.

2023 was also a year of redevelopment for our garden and grounds.

In 2023 we took on the task of resurfacing our well-loved, yet well-worn, synthetic grassed playing surfaces in the main quadrangle. We once again contracted TigerTurf to remove and re-lay over 1200 square meters of turf encompassing a basketball court, running track, 4 square and 8 square courts as well as hopscotch and passive play areas. The vibrant works have revitalised the playground.



We also made the decision to redevelop our natural grassed playground (the paddock) creating an all-weather 'adventure track' around the outside leading to a pirate ship, boardwalk, cargo net climbing frame as well as a Ga Ga Pit and nature play activities for the children to enjoy all year round. There is still plenty of room for soccer and cricket and it has made the area a far more exciting and inviting area for the children to enjoy.

In 2023 we were successful in obtaining further Supplementary Capital Fund Assistance of \$108,740 from MACS to put towards the extension and refurbishment of the existing Administration and Staff Amenities which will be Stage 4 and the Final stage of our Master Plan. The project will be put forward for final approval in May 2024.

We were also successful in our application for a \$25000 grant under the Australian Government Department of Education School's Upgrade Fund which will be used to develop a Catholic Identity Outdoor Learning and Reflective Space in the Ormond Road Playground scheduled for completion in June 2024.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### GOAL:

- To enhance the Catholic Identity of our school

#### INTENDED OUTCOMES:

- Teachers are supported in their faith formation and professional development in Religious Education
- The charism of Mary MacKillop is renewed
- Leaders support teachers in planning rigorous Religious Education units focused on faith life connections
- Catholic Social Teaching underpins and drives curriculum design
- Learners to make authentic connections between their life, the Gospel and Catholic Social Teachings
- All children (especially boys) are comfortable to talk about their faith and ideas and explore their own questions and ideas

### Achievements

During the year we focused on continuing our efforts to enhance the Catholic identity of the school with an emphasis placed on the charism of St Mary of the Cross MacKillop and making explicit links between faith and life. Teachers were supported in their faith formation and knowledge of the Catholic Social Teachings through professional development.

The 2023 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSIS): the MACSIS Parent and Student Surveys illustrate that the perception of engagement with the overall Catholic Identity of the school is above the average for Catholic Schools in Melbourne.

#### Corpus Christi School Parents:

Catholic Identity Positive Endorsement of 78% compared to MACS average of 64%

#### Corpus Christi School Students:

Catholic Identity Positive Endorsement of 73% compared to MACS average of 65%

## Value Added

- A staff professional development day was conducted by Dr Margaret Carswell. The sessions focused on teaching scripture using the three components of the Composite Model exploring the Gospel of Matthew. We continued trialing the planning of RE units using Margaret Carswell's process and sample units developed by Margaret which are available on her website *KIP (Key Information for Pupils) and Friends* in conjunction with the Archdiocese of Melbourne Religious Education Framework and Coming to Know Worship and Love. We developed resources such as The Land of Jesus Walls in each community.
- The charism of St Mary of the Cross was explored with the students in Religious Education units across the school.
- Continuation of the presentation of the St Mary of the Cross MacKillop Awards: at the end of each term teachers nominate a child from each Learning Community who has demonstrated they have lived out St Mary's motto: Never see a need without doing something about it.
- To enhance our Catholic identity the staff chose scripture quotes they believed were relevant for the Learning Communities and administration areas. These quotes have been displayed on decals on entry doors and some walls.
- The student Social Justice Committee promoted the Catholic Social Teachings in the school and encouraged our community to live out the teachings. Fundraising activities were organised to assist the school community to support organisations which included Caritas Australia's Project Compassion, St Vincent de Paul Food Drive, Catholic Mission, Mary MacKillop Foundation and Rotary.
- We placed a strong emphasis on the importance of maintaining meaningful school prayer opportunities through daily class morning prayer. Prayers and reflections, related to the Church seasons, feast days and community events, were prepared and conducted by each year level for the weekly school assembly.
- Prayer table resources were purchased to enhance the prayer spaces in each community for morning prayer.
- New bibles were purchased for use in Religious Education lessons and prayer times in the Year 3/4 and 5/6 Learning Communities.

- Staff reflections at weekly Staff Meetings included the use of symbolism, scripture, prayers and current community and world events.
- The Year 6 students received the Gifts of the Holy Spirit in the Sacrament of Confirmation led by Bishop Martin Ashe, the Auxiliary Bishop of the Western Region of Melbourne. The Sacrament of the Eucharist was received by the Year 3 students and the Sacrament of Reconciliation was received by children in Year 2.
- The Confirmation candidates and the First Communion children, along with their families, participated in faith formation evenings facilitated by Mrs Samantha O'Dwyer. The Confirmation candidates explored the sacrament with Bishop Martin Ashe who visited the children prior to them being confirmed.
- Whole school Masses celebrated included: Ash Wednesday, Beginning of the Year, End of Year, Feast of St Mary of the Cross MacKillop, Feast of the Assumption, Combined Parish Schools Masses for staff and students.
- Each Learning Community attended Mass each term and was provided with opportunities to participate in the Sacrament of Reconciliation. Our parish priest visited the Learning Communities on a regular basis over the year.
- A Holy Week celebration was led by our Year 5/6 community who re-enacted the key events for the other students, teachers and families to view at various points in our school grounds
- Other liturgical celebrations included Advent liturgies that explored the Sunday Gospels of Advent leading up to Christmas and an Anzac Day Prayer Service was shared with the school community.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### GOALS:

- To build capacity of teachers to interpret (and own) student assessment data and use it to plan, deliver and assess a differentiated program focused on each student's point of need learning
- To build a common and shared understanding of agreed pedagogical practice

#### INTENDED OUTCOMES:

- Teachers can analyse data (for, of and as) learning and design and adjust learning experiences accordingly
- Teachers can identify and use specific teaching strategies
- Teachers are able to differentiate teaching and learning practices to meet student needs
- Improved Student Outcomes

### Achievements

Our school offers a variety of programs to meet the needs of students. Teachers implement specific learning programs including Personalised Learning Plans, for those in need and Learning Support Officers assist in the delivery of these programs. We also provide Reading Recovery, Macqlit, and Levelled Literacy Intervention (LLI). Students were extended both in the classroom by their classroom teacher as well as in an Enrichment Maths program with the Director of Learning and Teaching.

#### Professional Learning Teams

The MACSSIS 2023 data indicated that staff valued the quality and coherence of the professional learning opportunities offered in 2023. The data was higher than the MACS average of 62% with our school staff rating at 70%.

Professional Learning Team (PLT) meetings are a high priority and are facilitated during school hours. Analysis of data and observations during the regular Learning Walks undertaken by the Principal and Director of Learning and Teaching assists in the development of these PLTs as well as the annual action plan focus. In 2023, Professional Learning Teams continued to deepen the capacity of teachers to inquire into their practice and their impact on student learning. Teachers tracked their teaching over a period of time

and analysed their impact with team members. A core part of this learning was the enactments in the classroom.

### **Staff Feedback Professional Learning Teams**

- Professional learning experiences are connected to the school's improvement plan – Corpus Christi School Positive Endorsement of 75% compared to MACS average of 61%.
- Professional learning experiences in the past year have improved your teaching practice - Corpus Christi School Positive Endorsement of 68% compared to MACS average of 55%.
- Professional learning experiences in the past year have been designed in response to teachers' learning needs - Corpus Christi School Positive Endorsement of 58% compared to MACS average of 50%.

Our staff highly value the opportunity to work in teams to improve learning and teaching. The 2023 data shows a positive endorsement of 91%. This is significantly higher than the MACS average of 71% positive endorsement. Teachers participate in facilitated planning weekly with the Director of Learning and Teaching. This involves planning for students' needs based on data and evidence noticed and collected across the week prior. Each lesson has a clear intention and success criteria. These learning intentions and success criteria are made visible in all classrooms and planning documents. This has enabled students to self-regulate their learning against the success criteria and to determine their levels of achievement.

Teachers continued to provide differentiated learning experiences for the range of learners in their classrooms. Learning programs include enabling and extending points across Literacy and Maths. All NCCD students are identified and their differentiated program is recorded. This was reflected in our 2023 MACSSIS data (see below) with 84% of teachers positively endorsing the discussion of data and the use of assessment data as a springboard for discussions about teaching.

### **Staff Feedback Learning and Teaching: Collaboration in teams**

- Team discussion of student work - Corpus Christi School Positive Endorsement of 95% compared to MACS average of 68%.
- Discussion of assessment data - Corpus Christi School Positive Endorsement of 84% compared to MACS average of 67%.
- Use student assessment data as a springboard for discussions about teaching - Corpus Christi School Positive Endorsement of 84% compared to MACS average of 64%.
- Team discussion of lesson plans - Corpus Christi School Positive Endorsement of 74% compared to MACS average of 66%.

- Modifying teaching based on data - Corpus Christi School Positive Endorsement of 79% compared to MACS average of 63%.
- Team discussion of instructional practices - Corpus Christi School Positive Endorsement of 79% compared to MACS average of 64%.

## Student Learning Outcomes

In 2023, we continued with the implementation of a synthetic phonics program – Jolly Phonics. From Years 1 – 4, the Jolly Grammar program was introduced to provide a sequenced spelling and grammar program for students. Our English online data showed that all students made a gain in the EOI scale of between 11 and 36.

MacqLit was continued in 2023. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Data from the MacqLit program showed a marked improvement in student fluency and recognition of sounds. 80% of students involved improved their reading rate by 18 words per minute or more while the other 20% improved their reading rate by 10 words per minute or more.

In 2023, our Essential Assessment and PAT data continued to display that there were students across the school who were consistently achieving above standard results in Maths. To extend and enrich these students, we decided to continue to offer the Maths Enrichment Program. Small groups in Years 3 and 4, and Years 5 and 6 engaged in problem-solving activities aimed at enhancing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The Years 3 to 6 groups all participated in the Australian Maths Trust Maths Challenge competition.

The data presented below clearly illustrates our academic success across the school and makes visible the success of our learning and teaching program. In Year Prep, 93% of students reached the expected level of reading (level 1). 82% of the students in Year Prep were at or above our school target level for reading (level 5). In Year 1, 96% of students reached the expected level of reading (level 15). 62.5% of these students were at or above our school target for reading (level 20). In Year 2, 92% of students reached both the expected and school target for reading (level 26 and/or 28).

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	423	58%
	Year 5	507	67%
Numeracy	Year 3	420	73%
	Year 5	482	64%
Reading	Year 3	439	85%
	Year 5	517	79%
Spelling	Year 3	430	69%
	Year 5	499	76%
Writing	Year 3	435	88%
	Year 5	511	82%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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## Student Wellbeing

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### Goals & Intended Outcomes

Goals:

- To create a school climate that promotes enhanced relationships and learning confidence and empowers students to be confident, independent and resilient individuals.
- To establish a culture where students are true participants in their learning

Intended Outcomes:

That:

- Teacher capacity to educate for Social Emotional Learning is furthered developed, ensuring a consistent school-wide approach to student wellbeing.
- Our Wellbeing program be taught and embedded across all year levels consisting of Friendly Schools Plus, CASEA and Respectful Relationships.
- Teachers and students understand positive behaviour plan, expectations and consequences.
- CEM Excel framework be implemented across the school.
- Assessment is shared with the children and children can track their learning
- Children can 'speak' about their learning (i.e. the how and the why)  
Children can develop and follow their own questions  
Children seek, accept, follow and give feedback in regards to their learning  
Student voice is a key element in planning

### Achievements

In 2023 there were 4 core initiatives that were implemented by the Wellbeing Leader:

Better Buddies Program -

Year 5 Students participated in the Better Buddies Program throughout Term 2 in conjunction with the Kingsville Early Learning Centre. This has been an ongoing initiative which has proved to be successful and loved by the students.

Each week, small groups of students visited the kindergarten and engaged in a range of activities with the kinder group.

The aim of the program is to build the leadership skills required to be a 'Better Buddy' in the following year when they have a Year Prep Buddy of their own, as well as build meaningful relationships with our local kindergarten.

Circle Time Program -

With a range of social-emotional needs throughout the school, it was pivotal that a program was developed in order to target the social-emotional needs of our students.

Using previously collected data from families, as well as input from classroom teachers, children were carefully and thoughtfully selected to partake in the program. The groups were made up of students from Years Prep to Year 4 with similar social-emotional needs.

The focus areas were Emotional Awareness and Skills, Positive Communication Skills and Promoting the Positive for Resilience.

These groups were well-received by the students, who looked forward to their sessions. The students all showed improvement in their area of need and felt supported and comforted knowing that other students struggled with the same issues as them. We received very positive feedback from parents, who all saw improvements in their children and their children spoke highly about these groups at home.

Behavioural Matrix Lesson Plans –

Along with the aforementioned Behaviour Matrix, the School Wellbeing Leader worked with classroom teachers to develop lesson plans that address the following values:

We have the right to feel safe and be safe

We have the right to learn

We have the right to be respected for who we are and what we have to offer

We have the right to be part of a happy and peaceful school

We have the right to work and play in a clean, comfortable environment

Each year level teaching team developed two lessons addressing each of the above values. These lessons became the core focus of our wellbeing lessons for an entire term. This ensured children understood each section of the Matrix.

## Value Added

In 2023 we introduced the Kindergarten to Year Prep Transition program.

As we have developed a strong partnership with Kingsville Early Learning Centre, we welcomed their 4 year old kinder students into our Prep Classroom throughout Term 4 to prepare them for their start to school. Our Year Preps engaged in a range of activities with them, showing them what it means to be a Year Prep at school. They also ate their lunch with our students and practiced packing their own lunchboxes with meals that fuel their brain, allowing them to help them learn.

Not only was this program beneficial for the kindergarten students, but it was also an opportunity for our Year Prep students to act as young leaders for the kindergarten students. They were able to share their experiences as Prep students and pass on advice for the children beginning their primary school journey.

## **Student Satisfaction**

School Belonging - Students positive perception is above the MACS average

73% of the students feel they are valued members of the school community.

Learning Disposition - Students positive perception is above the MACS average, with 77% of students having a positive mindset about themselves as learners.

Student voice - Students positive perception is above the MACS average with 62% of students feel they have the opportunities to have an impact on their school.

Circles Time Program -

Many students who participated in Circles Program expressed their gratitude for the program and felt heard as they were given the opportunities to talk about thoughts and ideas that may be harder to share in larger group sessions.

Better Buddies Program -

The Better Buddies Program always proved to be a hit with the students as they enjoyed reminiscing on their kindergarten days while building meaningful relationships with students who would be joining the Corpus Christi Community in the following year.

## **Student Attendance**

Students are expected to attend school during normal school hours every day of term, unless there is an approved exemption from school attendance for the student. Attendance is

recorded twice daily via our electronic roll procedures. Parents, and guardians are contacted about any unexplained absences, on the same day, as soon as practicable.

The Principal contacts parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences. This is documented in the student attendance software package.

Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organized. Unresolved attendance issues may be reported by the Principal to the Department of Human Services. Student attendance and absence figures (including 'late arrivals' and 'early dismissals') appear on student half year and end of year reports.

Studies show that the relationship between student wellbeing, student engagement and student connectedness with school are strengthened by regular attendance. In other words, students who attend school regularly and arrive at classes punctually are much more likely to feel safe and happy at school, develop a positive attitude towards learning and engage in learning activities. Children who regularly miss school are not only missing out on vital learning but also run the risk of feeling as though they are no longer part of the school community.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.9%
Y02	93.7%
Y03	91.3%
Y04	87.3%
Y05	89.0%
Y06	91.3%
Overall average attendance	90.8%

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## Leadership

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### Goals & Intended Outcomes

#### GOAL:

- To further develop and sustain a professional learning culture characterised by positive morale, active staff engagement (teamwork, empowerment, ownership) and a focus on continuous improvement.

#### INTENDED OUTCOMES:

- That staff are more empowered through the collaborative decision-making processes of the school; and that the professional learning culture is further strengthened in order to improve student outcomes.
- That there will be a stronger sense of voice and collective responsibility among staff & students
- That there will be regular opportunities for appraisal and feedback

### Achievements

At Corpus Christi School we have developed a welcoming, supportive culture of professionalism and collegiality which was reinforced in the School Improvement Framework (SIF) Evaluation of Performance Executive Summary which concludes that:

*'Corpus Christi School is a welcoming school, providing a quality education for its students and is highly valued by families as inclusive and supportive, a place where students feel happy and safe.'*

*The school's Improvement Plan (SIP) 2021–24 and the Annual Action Plan (AAP), underpin the current school improvement cycle. The school had maintained its established leadership over the last review cycle and overcame the challenges of COVID, successfully re-engaging families back into school life. The school's vision 'In seeking what is true, beautiful and good, we strive to build a Catholic school community where each is given time and support in learning to know, to do, to live together and to be' together with the school's values, underpins the school's Catholic tradition, philosophy, and dedicated learning community.*

*Excellent organisational structures supported the process whereby many of the priorities outlined in the last strategic plan were met. The school has maintained strong leadership across all spheres of the School Improvement Framework (SIF). A key priority in the last review cycle was to enable learners to 'make authentic connections between their life, the*

*Gospel and Catholic social teachings'. The priority has been met by renewing the charism of Mary MacKillop in planning Religious Education (RE) units across the year levels. This, together with ongoing professional development, has empowered staff to teach RE with confidence.*

*The learning and teaching at Corpus Christi School is supported by knowledgeable and passionate leaders with a strong instructional leadership focus to maximise student learning. There are effective facilitated planning structures, targeted professional learning, wellbeing processes, intervention programs and learning support officers (LSOs). There also exists a strong rapport among all staff, demonstrated in collaborative teams and a high level of trust in supportive leadership.*

*Corpus Christi School has a strong commitment to ensuring all students are provided with an inclusive, safe, positive and respectful place for learning to occur. Student wellbeing and the social and emotional learning (SEL) programs across all year levels are embedded, along with a school-wide behaviour matrix to model acceptable behaviour and showcase school-wide expectations.*

*The school has a number of excellent structures in place to assist all students. It has implemented a P-6 sequential, evidence-based SEL program with embedded capabilities to address social and emotional wellbeing concerns.*

*Voice and agency are strong among the student leadership groups across the school. The leaders are particularly proud to advocate for the school, conducting school tours for prospective families.*

*Strong organisational and instructional leadership across the spheres is evident, including developing the school's Catholic identity, wellbeing and community engagement. The leadership team has a strong commitment to build staff's capacity through professional development and researching new initiatives.'*

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

Allocated School Closure Days for 2023 were:

- Enhancing Catholic Identity: The Composite Model for Exploring Scripture with Dr Marg Carswell (Australian Catholic Education)
- Positive Behavioural Support: Sarah Morgante (One Red Apple)
- School Improvement Framework- Self Reflection Report: Liz Hockey (Regional Learning Support)
- Assessment and Reporting

Staff Professional Learning is ongoing at Corpus Christi School and includes Weekly Professional Learning Team Meetings and Professional Learning Staff Meetings.

Additional Professional Learning undertaken in 2023 includes:

#### Religious Education-

- Education in Faith
- Catholic Social Teachings
- Religious Education Framework
- Exploring Scripture

#### Student Wellbeing-

- Anaphylaxis Training
- Emergency Management
- Social & Emotional Learning
- A Positive Approach to Managing Student Behaviour

#### Child Safety

- Mandatory Reporting
- Respectful Relationships

#### Learning and Teaching-

- Literacy Leadership Cluster Meetings
- Numeracy Intervention
- Learning Framework in Number
- High-Impact Teaching Strategies
- Curriculum Mapping
- E-Learning: AI, e-Safety
- MAQLit

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• Jolly Phonics</li> <li>• Mathematics Clusters</li> <li>• Reading Recovery</li> </ul>	
<u>Leadership and Management-</u>	
<ul style="list-style-type: none"> <li>• Principal, Deputy Principal, Religious Education, Student Well-being Leaders and e-Learning Leader Network Meetings and Briefings</li> <li>• Deepening Spirituality</li> <li>• School Improvement Framework</li> <li>• VRQA Compliance</li> <li>• ICON: eSys, eFin, eHR, Staff Onboarding</li> <li>• Teaching and Learning Network</li> <li>• Finance</li> <li>• NCCD</li> </ul>	
<u>Administration -</u>	
Transition to ICON: e-Sys, e-Fin, eHR, Staff Onboarding	
Number of teachers who participated in PL in 2023	16
Average expenditure per teacher for PL	\$18000.00

## Teacher Satisfaction

For a long time now, Corpus Christi School has maintained a welcoming, supportive culture of professionalism and collegiality as once again evident in data sources. This is evident in historical data along with the 2023 MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) data comparing our school's (Staff) % Positive Endorsement with that of MACS average for :

- School Climate: School % Positive Endorsement (91) compared to MACS Average (73)
- Staff-Leadership Relationships: School % Positive Endorsement (81) compared to MACS Average (80)
- Collective Efficacy: School % Positive Endorsement (86) compared to MACS Average (74)
- Psychological Safety: School % Positive Endorsement (88) compared to MACS Average (74)
- Collaboration Around School Improvement: School % Positive Endorsement (88) compared to MACS Average (74)



- Support for Teams: School % Positive Endorsement (86) compared to MACS Average(67)
- Collaboration in Teams: School % Positive Endorsement (91) compared to MACS Average(69)

As a collective, we are committed to working together to continually challenge one another to enhance teacher pedagogical competence to enhance the well-being and academic performance of our children.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	10.3%
Graduate	13.8%
Graduate Certificate	10.3%
Bachelor Degree	34.5%
Advanced Diploma	13.8%
No Qualifications Listed	17.2%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	16.2
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	7.0
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### GOAL:

To strengthen the collaborative partnership between home, school and the wider community to support learning and wellbeing.

#### INTENDED OUTCOMES:

That authentic engagement with families is enhanced; and that partnerships and connections with the community are improved to support student learning.

### Achievements

Corpus Christi School provides a welcoming and accepting environment for all who enter our school. From the moment they enter our school people are greeted with a friendly smile... such a small gesture but one that leaves a lasting impression. At Corpus Christi School the child is at the heart of all we do and this extends to ensuring all families are treated with respect and are listened to with the heart.

During the 2023 school year, our PFA was the driving force in continuing to organise and conduct many successful events. Some of the wonderful opportunities provided for our community to connect include:

- Annual Big Breakfast
- Mothers' Day and Fathers' Day Breakfasts
- Mothers' Day and Fathers' Day Stalls
- School Athletics Carnival
- Multicultural Day
- Movie Night
- School Disco
- Special Lunch Days
- AFL Footy Tipping Competition for families

In 2023 we also offered a myriad of extra-curricular activities that proved successful at our school in developing community spirit including:

- Student Wellbeing Program
- Student Leadership Program
- Buddy Program
- Footsteps Dance Program
  
- Keyboard, Violin and Guitar Programs
- Year Level and Whole School Masses
- Celebrations of Sacraments- Reconciliation, Eucharist, Confirmation
- Family Sacramental Formation Nights
- Feast day celebrations
- Celebrations of Liturgical Seasons (Lent, Easter, Advent, Christmas)
- Social Justice activities and awareness
- Interschool Sports
- Swimming Program
- Camp Program
- PE Program: Prep –Year 6
- Sporting Clinics

Corpus Christi School has incorporated the use of technology as a tool to engage parents in the life of our school. Our school website is a valuable communication resource for our community. Our Facebook page continues to celebrate activities through a medium many prefer. Our Facebook page is a place where we build our community by building school spirit and connectedness. We also have a dedicated YouTube channel and Vimeo Channel to which we post our school videos.

## **Parent Satisfaction**

The 2023 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSIS): Parent Survey illustrates how satisfied parents are with our school and the welcoming climate they experience. Figures are consistently above the average for Catholic schools in Melbourne.

### School Climate

Corpus Christi School Positive Endorsement of 87% compared to MACS average of 84%

### School Fit

Corpus Christi School Positive Endorsement of 78% compared to MACS average of 75%.

### Family Engagement

Corpus Christi School Positive Endorsement of 57% compared to MACS average of 46%.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.cckingsville.catholic.edu.au](http://www.cckingsville.catholic.edu.au)