



# Corpus Christi School Kingsville

## 2021 Annual Report to the School Community



Registered School Number: 1466

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## Contact Details

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## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

04/04/2022

**NOTE:** The School's financial performance information has 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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School 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.

*Soli Deo*

For God Alone



## School Overview

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.

In 2020/21 we submitted applications to assist with the construction of the final stage of the Master Plan which will see the complete redevelopment of the Administration building.

## Principal's Report

This report provides a 'snapshot' of our school and documents our achievements in 2021 and therefore I would like to take this opportunity to thank everyone who to the year that was.

To Father John O'Connor, for his leadership of the parish community of which the school forms an important part.

To all the children of Corpus Christi - thank you for your interest, enthusiasm and resilience as you strove to meet the challenges, both academically and personally while moving in and out of lockdowns. Thank you for your friendliness, your hard work, your flexibility and the cheerful way in which you engaged in school life.

To all parents, for your understanding, persistence and trust as you continued to navigate through periods of remote learning. Thank you for the time you needed to devote to your children through the 'schooling from home' process while still performing work duties and running the household.

Finally, thank you to all our staff, whose efforts often go unrewarded. I am grateful for your dedicated work and so proud of your achievements as you continue to learn and grow in your profession. I commend you for your commitment to enhancing student learning and for your efforts in providing an environment whether online or face-to-face where each is valued and our students are encouraged and challenged to aspire for personal academic success; to become respectful, compassionate and resilient members of the community.

## Education in Faith

### 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

In 2021 we once again faced the many challenges of the COVID-19 restrictions and lockdowns which greatly limited Eucharistic and non -Eucharistic celebrations as well as the Social Justice initiatives we were able to participate in for most of the year.

However, whether on site or teaching and learning remotely, 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.

#### VALUE ADDED

During remote learning our community continued to pray together and learn about our faith:

- A staff Spiritual Reflection conference was conducted at Lancefield by Dr Margaret Carswell. The staffs from our other parish schools St Augustine's and Annunciation also participated.
- The charism of St Mary of the Cross was explored with the students in Religious Education units across the school and a whole school incursion - *Young Mary* was organised which explored Mary MacKillop's life

- Religious Education units were planned and developed using the Archdiocese of Melbourne Religious Education Framework and Coming to Know Worship and Love
- A student Social Justice Committee was established to promote the Catholic Social Teachings in the school. We were limited to supporting Caritas Australia's Project Compassion due to COVID-19 restrictions and lockdowns.
- During remote learning we placed a strong emphasis on the importance of maintaining meaningful school prayer opportunities through daily class morning prayer, led online, by the class teachers
- Online school assemblies were conducted weekly with each year level being invited to lead prayer for the whole school community
- Staff reflections at online weekly meetings included the use of symbolism, scripture, prayers and current community and world events
- Although attendance and involvement in sacramental programs and celebrations was limited we were able to celebrate the Sacrament of Confirmation led by Rev Albert Yogarajah, the Episcopal Vicar for the Western Region of Melbourne. The Sacrament of the Eucharist was received by the Year 3 and Year 4 students and the Sacrament of Reconciliation was received by children in Year 2
- A Confirmation Sacrament Workshop evening was facilitated by Michele from Presentation Family Project for the candidates and their families. Michele made meaningful links to the sacrament, the Church and life
- Prayers and reflections, related to some of the Church seasons, feasts and community events, were prepared and conducted by each year level for the weekly school assembly when we were onsite and permitted to participate in whole school celebrations

- Some Eucharistic and non-Eucharistic celebrations planned by the Religious Education Leader included Beginning of the School Year Mass, End of the Year Mass and weekly Advent student-led prayers which were celebrated with the staff and students
- The opportunity for Years 3 to 6 to reflect on life choices through the Sacrament of Reconciliation was provided when restrictions permitted

## Learning & Teaching

### 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 child
- To build a common & shared understanding of agreed pedagogical practice

#### INTENDED OUTCOMES:

- Assessment schedules are reviewed and developed by all staff
- Teachers can understand the various assessment tools: their purposes and procedures
- Teachers can analyse data (for, of and as) learning and design and adjust learning experiences accordingly
- Teachers are able to differentiate assessment tools for various students
- Teachers can identify and use specific teaching strategies
- High impact teaching strategies (HITS) are embedded in practice
- Teachers can identify what a year's growth looks like for each child

### Achievements

MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) data showed that teachers maintained high expectations of students across the year. Students felt that their teachers held them to high expectations for their effort, understanding, persistence and performance. The data below illustrates that our students' perceptions were well above that of the Melbourne Archdiocese of Catholic School (MACS) average with positive endorsements up to 97%.

Rigorous Expectations (Students view)	MACS % positive endorsement Primary School Comparison	Corpus Christi School % Positive Endorsement
Teachers encourage you to do your best	90%	97%
Teachers take time to make sure you understand the material	83%	89%
Teacher high expectations	79%	81%

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 and Numeracy Intervention to identified students. Students were extended both in the classroom by their classroom teacher as well as in a reading program with the Director of Learning and Teaching and a Maths program with the Number Intervention Teacher.

### **Remote Learning Program - Continuity of Learning**

During the remote learning program, teachers facilitated their Learning and Teaching programs via Google Classroom. Students were offered learning in the following areas:

- Literacy - Reading and Writing
- Maths
- Inquiry
- Religion
- Wellbeing
- Specialists - Physical Education, Languages (Italian), Visual Arts

Teachers would provide a daily timetable to students. This timetable was flexible and students were able to decide what order and time they would complete the work. Across the period of remote learning in 2021, students continued to participate in whole-class live meets as well as small focus group meets. Teachers provided feedback to students on their work as well as during scheduled meets with student groups. It was noted by our Parent Community that the live meets were of most benefit to their children and as a school, we made a decision to prioritise these across the remote learning period.

Students with additional/diverse needs and students on NCCD were given the option to attend our Onsite Learning program during the COVID pandemic.

Our Learning Diversity Leader made check-in phone calls throughout the COVID pandemic to parents in regard to family and child well-being and if any extra support was needed, as well as discussing the option for onsite learning.

Personal Learning Programs (PLP's) were continued and implemented during the COVID pandemic and Parent Support Group (PSG's) were conducted online.

### **Professional Learning Teams**

The MACSSIS 2021 data indicated that staff valued the quality and coherence to the professional learning opportunities offered in 2021. The data was higher than the MACS average of 55% with our school staff rating at 63%.

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 Director of Learning and Teaching assists in the development of these PLTs as well as the annual action plan focus.

Learning and Teaching: Professional Learning Opportunities	MACS % positive endorsement Primary School Comparison	Corpus Christi School % Positive Endorsement
Professional learning experiences are connected to the school's improvement plan.	59%	73%
Professional learning experiences in the past year have improved your teaching practice.	48%	61%
Professional learning experiences in the past year have been designed in response to teachers' learning needs.	44%	56%

Our staff highly value the opportunity to work in teams. 2021 MACSIS data shows an increase in this perception from 2019 with the positive endorsement for 2021 at 95%, up from 91% in 2019. This is significantly higher than the MACS average of 70% 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.

During the Remote Learning Program, teachers continued to make learning intentions and success criteria visible by clearly stating them in the lesson activities and slideshows provided to students. This made the learning involved in the activities clear for families to understand when learning at home. Students are involved in co-creating success criteria with their class and teacher.

**Data Collection**

The use of electronic data walls for collating evidence of student learning was continued in 2021. Teaching teams worked together to analyse and discuss patterns in the data and learning growth shown across the cohort. Learning was then designed for the students at their point of need.

During remote learning in 2021, teachers continued to provide differentiated learning experiences for the range of learners in their classrooms. This was reflected in our 2021 MACSSIS data (See below) with 100% of teachers positively endorsing the discussion of data and the use of assessment data as a springboard for discussions about teaching.

<b>Learning and Teaching: Collaboration in teams</b>	<b>MACS % positive endorsement Primary School Comparison</b>	<b>Corpus Christi School % Positive Endorsement</b>
Team discussion of student work	73%	88%
Discussion of assessment data	68%	100%
Use student assessment data as a springboard for discussions about teaching	66%	100%
Team discussion of lesson plans	68%	87%
Modifying teaching based on data	65%	93%
Team discussion of instructional practices	66%	93%

### **Tutor Learning Initiative (TLI)**

In 2021, we received funding for the Tutor Learning Initiative (TLI) from the Victorian Government. This funding was provided to enable schools to recruit tutors to deliver additional targeted teaching support to students in a way that best suits their local circumstances. For Corpus Christi School, we utilised staff already members of our school to provide tutoring from Year 1 to Year 6.

The support was offered to selected students in Literacy and was an opportunity to extend and support children in small group sessions focusing on the specific needs of students in the group.

From Years 1 to 4, tutors used the Fountas and Pinnell Levelled Literacy Intervention System (LLI). The LLI system is a short-term intervention, that provides intensive, small-group instruction, which supplements classroom literacy teaching.

In Years 5 and 6, the tutor used the Strategies to Achieve Reading Success (STARS) program to extend the student's use and understanding of twelve reading and comprehension strategies. Some identified students also took part in the Reciprocal Teaching strategy for focus group reading with the Director of Learning and Teaching.

**Numeracy Intervention**

Numeracy Intervention is a research-based intervention with the prime goal of accelerating number and arithmetical learning in the first five years of school by targeting those students performing in the lowest achievement bands.

Over 2021, our Numeracy Intervention teacher met with Year 3 and 4 students, during Semester 1 to build their skills in Number. In Semester 2, students from Years 1 and 2 participated in the program back to face to face in Term 4 after our return from remote learning. Students were taught concepts in eight aspects of number knowledge. This builds student confidence and helps students attain success in their Mathematics sessions in the classroom.

**STUDENT LEARNING OUTCOMES**

The data presented in the following tables clearly illustrate our academic success across the school and makes visible the success of our learning and teaching program.

Year Prep - 2 Literacy Advance Reading Text Level data, indicating the percentage of children achieving at various levels, is well above that or on par with 'like' and 'all' schools (see below).

Year 1	Expected Level: 15+	Target level: 20+	Level 28
Corpus Christi	96.55%	72.41%	62.07%
Like Schools	83.28%	67.89%	38.20%
All schools	83.28%	67.89%	38.20%

Year 2	Expected Level: 26+	Target level: 28
Corpus Christi School	92%	84%
Like Schools	77.22%	69.40%
All schools	77.22%	69.40%

Year Prep	Expected Level:1+	Target level:5+	Level 15+	Level 20+
Corpus Christi	100%	92.59%	44.44%	37.08%
Like Schools	96.60	80.32%	29.22%	19.64%
All schools	96.60%	80.32%	29.33%	19.64%

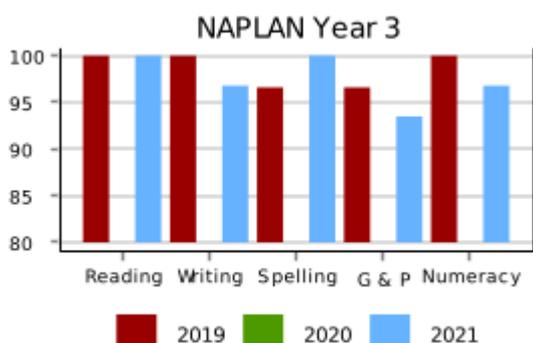
Year 3-5 NAPLAN data reports that 100% (or ever so close to) of students are meeting the minimum standards

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%		Changes	%	Changes
		*	*		*
YR 03 Grammar & Punctuation	96.6	-	-	93.5	-
YR 03 Numeracy	100.0	-	-	96.8	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	96.6	-	-	100.0	-
YR 03 Writing	100.0	-	-	96.8	-
YR 05 Grammar & Punctuation	100.0	-	-	92.3	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### GOAL:

- 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

At Corpus Christi School our Student Wellbeing Program is constructed by triangulating three core programs:

- The Friendly Schools Plus program - a whole school approach to Student Wellbeing remains in place at Corpus Christi School as our base program. This program involves a range of structured and explicit lessons, designed to target students' social and emotional learning. Some key areas of focus are building social skills, creating supportive environments and developing resilience.
- Respectful Relationships Program - Respectful Relationships has come from the Royal Commission into Family Violence identifying the critical role that schools and early childhood education have in creating a culture of respect to change the story of family violence for future generations. The program supports schools and early childhood education settings to promote and model respect and equality. It also supports educators to teach our children how to build healthy relationships, resilience and confidence.

- CASEA Program - developed by The Royal Children's Hospital, funded by the Mental Health branch of the Victorian Government's Department of Human Services, and supported by the Victorian Department of Education and Training, CASEA is an evidence-based program established from our understanding of the risk and protective factors that influence Conduct Disorder. CASEA has been designed as a multilevel, multidisciplinary, and comprehensive team approach, where mental health professionals, schools and parents work together with children, to optimize their ongoing mental health and wellbeing.

Under the guidance of our Student Wellbeing Leader and Director of Learning and Teaching, the program is co-constructed with staff and skills taught explicitly to students across the year. Lockdown didn't stop us from incorporating such activities with wellbeing check-ins being implemented across all year levels each week.

#### VALUE ADDED

In 2021 there were 2 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 Kingsville Kindergarten. Each week, small groups of students visited the kindergarten and facilitated a range of activities for 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 -**

After multiple lockdowns and transitioning to and from remote learning, there was a high need for focused and targeted workshops that met the emotional needs of our students.

We conducted a school-wide survey, where classroom teachers and parents/guardians were asked to fill out a Strengths and Difficulties Questionnaire (SDQ). From this data, we were able to form small groups of students from year levels Prep -4 with similar social- emotional needs.

These students participated in the Circles Program. 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.

## STUDENT SATISFACTION

Student satisfaction results from the MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) indicates students are connected, have good relationships with their teachers and that their teachers hold high expectations of them; and believe the school is free from bullying with all indicators above Melbourne Archdiocese Catholic Schools (MACS) average scores\_

- Student Belonging - Students positive perception is above MACS average at 76%, stating they feel as though they are valued members of the Corpus Christi School community
- Physical and Psychological Safety - Student's positive perception is above MACS average at 64%, which increased from the 2019 survey teachers Student
- Relationships - Students positive perception is above MACS average at 85%, agreeing that teachers at CCK hold them to high expectations of effort, understanding, persistence and performance.

## 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, 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.

NOTE: Due to COVID-19, student attendance requirements were modified for students during periods of remote learning. As per advice from Catholic Education Victoria and in compliance with Victorian Curriculum and Assessment Authority (VCAA), attendance was recorded on a daily basis according to student engagement with online tasks.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.8%
Y02	93.4%
Y03	94.3%
Y04	94.8%
Y05	94.0%
Y06	95.7%
Overall average attendance	94.0%

## Child Safe Standards

### Goals & Intended Outcomes

The following principles underpin our commitment to child safety at Corpus Christi School

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, well-being and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

### Achievements

At Corpus Christi School the child is at the centre of all learning and teaching. We hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and is inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel (CECV Commitment Statement to Child Safety).

The purpose of this policy is to demonstrate the strong commitment of Corpus Christi School to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#) and applies to school staff, including school employees, volunteers, contractors and clergy.

Over the past 12 months Corpus Christi School has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student wellbeing programs such as Friendly Schools Plus and Respectful Relationships have encouraged the students to engage in conversations about their welfare and safety.

With Melbourne Archdiocese of Catholic Schools (MACS) assuming governance and operations of our school we updated a number of policies, resources and templates around child safety, child abuse, child safety and child safety code of conducts, were updated, ensure we were compliant with VRQA standards.

All staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually);
- Corpus Christi School's Child Safety Policy and Code of Conduct (Annually);
- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management - Excursions and Camps;
- School Attendance Requirements.

We have continued to actively engage the school community in all aspects of Child Safety to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

A review of all Child Safety Standard documents will take place annually to ensure that they remain relevant.

Corpus Christi School continues to implement Human Administrative and Human Resource practices to ensure its recruitment and performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions

- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working with Children Checks and National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

Corpus Christi School maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.

## Leadership & Management

### 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.

### Achievements

In 2021 we once again needed to respond to the challenges of the coronavirus pandemic as it wasn't too long into the school year before schools were asked to respond to snap lockdowns. We shifted in and out of remote and flexible learning throughout Terms 1 and 2 and just when things were looking promising, and society and schools were preparing to 'open up' we were sent into a snap 5-day circuit breaker lockdown (which eventually turned into an eighteen-week long struggle for families across the Melbourne metropolitan area).

As such we moved into phase 5.0 of our Continuous Learning Program (Remote and Flexible Learning) implemented via the Google Classroom Platform. We can be very proud of the manner in which our community transitioned into Remote Learning 5.0. In less than two hours our staff were able to switch their entire learning program into our online space. Google Classrooms were re-enacted and children were joining their teachers for their morning Meet while most other Melbourne schools scheduled last-minute school closure days or had limited learning opportunities made available at best. Not a bad effort considering less than 24 hours earlier we were planning for ways to reconnect our community and 'opening up' our classrooms.

The implementation of our Years Three to Six 1-1 Chromebook Program certainly made the transition in and out of lockdown far more seamless for all. We called upon the Cyber Safety Group to work with children and their families to educate them about all things (cyber) safe prior to children receiving their Chromebook and to ensure everyone was aware of their responsibilities. With devices on hand, students were able to have access to their program 24-7. Teachers kept their Google Classrooms active and simply uploaded all learning tasks for continued access throughout the year. The program also freed up school devices to be loaned out to families of children in Years Prep-2 who didn't have access to adequate technology at home.

Throughout the extended lockdown, we continually adjusted our learning program in response to community need and mood. We commenced each week with our usual Monday Morning Assembly which saw 200 smiling faces join online and our weekly Friday afternoon Super Quiz was a fun and engaging way we could connect with families to end off the week.

From a leadership perspective, the year was all about connectedness and trust, and we can be proud of the manner in which we supported our staff, students and families throughout the year that was.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

Staff at Corpus Christi have a high level of commitment to Professional Learning and continuous improvement. Improving teacher pedagogical competence and confidence has been a significant part of the improvement agenda. As such, targeted observation and feedback have been pivotal to success in achieving a strong professional learning culture.

2021 was a year in which all schools continued to spend time developing their skills in the area of Remote and Flexible Learning. Corpus Christi School was no exception. I applaud the openness and willingness of staff to immerse themselves in the suite of online tools, namely G-Suite and its associated add-ons under the guidance of our e-Learning leader.

For our Administration Team it was a time of magnanimous change as the school's administration package (Human Edge) was migrated to the Integrated Catholic Online Network (ICON); a 3-month project that is still proving problematic and cumbersome.

In 2021, approximately \$26475 was spent on professional learning for all teachers (including Principal and Deputy Principal). The figure represents all costs incurred by the school in regard to professional development including registration costs, payments to presenters and replacement costs of staff who attend external Professional Development and so on. The cost does not factor in the major form of professional development being Professional Learning Teams which take place on a weekly basis or staff meetings that occur outside of teaching hours.

### Allocated School Closure days for 2021 were:

- Exploring Autism Spectrum Disorder: Kevin Hanasyk (MACS Western Zone Learning Diversity Consultant)
- Remote and Flexible Learning: Developing our Continuous Learning Program using Google Classroom
- Spirituality: Dr Marg Carswell (Australian Catholic Education)
- Assessment and Reporting

### Additional Professional Learning undertaken in 2021 included:

#### Religious Education-

Charism of St Mary of the Cross MacKillop

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

Student Wellbeing-

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

Learning and Teaching-

- Literacy Leadership Cluster Meetings
- Numeracy Intervention
- Beginning Teachers Induction Program
- Learning Framework in Number • High Impact Teaching Strategies
- Curriculum Mapping
- E-Learning: G-Suite and Google Classroom

Leadership and Management-

- Creating and Sustaining a Professional Learning Culture
- Principal, Deputy Principal, Religious Education and Student Well-being Leaders Network Meetings and Briefings
- Teaching and Learning Network
- Finance
- Assessment and Reporting
- VIT Beginning Teacher Support
- NCCD

Administration -

- Transition to ICON: e-Sys, e-Fin

Number of teachers who participated in PL in 2021	18
Average expenditure per teacher for PL	\$1471

**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. 2021 MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) data reports-

<b>MACS Staff Response: Domain</b>	<b>MACS % positive endorsement Primary School Comparison</b>	<b>Corpus Christi School % Positive Endorsement</b>
School Climate	80	87
Staff-Leadership Relationships	81	83
Collaboration around School Improvement	58	88
Team Collaboration	70	95
Collective Efficacy	80	85
School Climate	80	87

As a collective we are committed to working together to continually challenge one another to enhance teacher pedagogical competence, especially in the current climate.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	79.3%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	83.3%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	16.7%
Graduate	27.8%
Graduate Certificate	11.1%
Bachelor Degree	61.1%
Advanced Diploma	27.8%
No Qualifications Listed	11.1%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	18.0
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### 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 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.

The 2021 school year provided its challenges in regard to connecting with families as so many events needed to be cancelled or just could not get past the planning stage. However, even through lockdowns families were able to connect via our weekly e-Assembly! That's right... a Google Meet Assembly each and every week to enable all 140 plus families on over 200 devices to connect with each other. Not even a Google Upgrade which limited the number of participants could keep us apart for too long.

On either side of lockdown 5.0 we did manage to sneak in some wonderful opportunities for our community to connect (under strict COVID-Safe practices) including our -

- Annual Big Breakfast
- Mother's Day Breakfast
- Footsteps Dance Presentation
- School Athletics Carnival
- Year 6 Graduation

And not even several last-minute COVID-related cancellations and a 'flash flood' could prevent us from finally celebrating our Year 3 & Year 4 First Holy Communion (albeit at a different venue).

The continued evolution of remote learning tools enabled us to use a variety of platforms to conduct Parent/Teacher Interviews, Parent Support Group Meetings, school tours as well as the full distribution of all regular school communications.

## PARENT SATISFACTION

2021 was really difficult for all involved. Moving in and out of lockdown and having classrooms not accessible by families was a real test of trust between home and school. It was important for us to listen to and act upon what our parents were saying so opportunities were provided to collect and collate parent 'voice' via school conducted surveys and through systemic tools such as MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

All in all, the efforts of staff were truly appreciated throughout our Continuous Learning Program: Remote and Flexible Learning (during the periods of state-wide lockdown), as too was the forum for parents to be heard. Feedback received via school-based surveys indicate the high level of appraisal from families.

Comments include:

*The teachers are doing a wonderful job, and I'm very grateful for their commitment and engagement!*

*I just want to say all the teachers are doing an amazing job with the kids in this hard time.*

*Teachers are doing an amazing job under very difficult circumstances.*

*I think that as a school having to continue to revert back and forth to remote learning you have set up a fantastic and easy to navigate platform, so please be proud of that.*

*You guys are doing an amazing job and we are so grateful for everything you have done so far!*  
X

*We would also like to send our huge thanks and congratulations to the whole CCK staff on the efforts throughout remote learning 2020/21 - we think you have all done an amazing job in keeping children engaged and learning during these difficult times - THANK YOU*

AND:

*I am glad that you have sent out this survey to get the parents input. It is great to know that you are all trying your hardest to continue to keep the children engaged and haven't just stuck to the same way of doing online learning from lockdown 1.*

*Thank you CCK team, appreciate the opportunity to have a say.*

MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) reinforces the partnership that continues to develop between school and home with scores in all domains above that of Melbourne Archdiocese Catholic Schools (MACS) average percentage of favorable responses.

MACS Family Survey: Domain	MACS % positive endorsement Primary School Comparison	Corpus Christi School % Positive Endorsement
School Climate	85	89
School Fit	76	88
Student Safety	73	76
Communication	74	81
School Climate	85	89