



# Corpus Christi School Kingsville

## 2022 Annual Report to the School Community



Registered School Number: 1466

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## Minimum Standards Attestation

I, Tony 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

06/04/2023

**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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### **Mission:**

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 MacKillop by supporting one another by friendship, prayer and service to make a difference in our local area and so further the reign of God.

### **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.

### **Values**

At Corpus Christi School we value integrity, inquiry, excellence, spirituality, a sense of community and respect. Our values set out expectations for all members of the school community.

### **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.





## 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 2022 we were successful in our application for a \$25000 grant under the Victorian Government's Shade Sails for School Program. The aim of the Fund is to help schools maximise the use of their outdoor learning areas and environments by creating new safe and shaded outdoor learning spaces in schools to help prevent the spread of coronavirus (COVID-19). The grant was used to erect shade sails over our newly developed Year 5/6 outdoor learning area which also doubles as a popular play space during recess and lunch.

In 2022 we re-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 2022 and therefore I would like to take this opportunity to thank everyone who contributed 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 through the after-effects of COVID. 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 we continued to navigate through the COVID-Recovery period. Thank you for all you do for your children as parents and as first educators of your children. And, thank you to the many parents (and grandparents) who were involved in reinstating the many community activities across the year which were so important in restoring school connectedness.

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 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.



## Catholic Identity and Mission

### 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

By Term 2 2022, with the easing of the COVID-19 restrictions, we were once again able to participate more fully in Eucharistic and non -Eucharistic celebrations as well as Social Justice initiatives.

During the year we focused on continuing our efforts to enhance the Catholic identity of these 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.

#### 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 Luke. We began trialling the planning of RE units using Margaret Carswell's process in conjunction with the Archdiocese of Melbourne Religious Education Framework and Coming to Know Worship and Love.
- The charism of St Mary of the Cross was explored with the students in Religious Education units across the school. The Year 3/4 and Year 5/6 students were given the



opportunity to visit the Mary MacKillop Heritage Centre in East Melbourne. The Year 3/4 students participated in sessions about St Mary's devotion to the Eucharist, a tour of the museum of artefacts related to St Mary's life and work, an exploration of sacred symbols and a prayer service in the chapel where Mary MacKillop used to pray.

- The Year 5/6 students participated in a session about the Gifts of the Holy Spirit in preparation for the Sacrament of Confirmation and a tour of the museum to learn more about St Mary's life and work. The students also participated in a reflective walk in the Fitzroy Gardens, where Mary MacKillop used to walk, with the focus on how Mary incorporated the Gifts of the Holy Spirit in her life and work. The children also toured St Patrick's Cathedral and were given the opportunity for personal prayer.
- Introduction of the St Mary of the Cross MacKillop Award: 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.
- 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, 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, feasts and community events, were prepared and conducted by each year level for the weekly school assembly.
- 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 their families participated in an online faith formation evening facilitated by Ms Maria Forde. The students also explored the sacrament with Bishop Martin Ashe who visited the candidates prior to them being confirmed.
- As we were still affected by COVID restrictions in Term 1 the parish priest and Religious Education Leader prepared Ash Wednesday prayer services which were conducted in each Learning Community. The priest blessed the ashes and delivered them to the school so the teachers could distribute them to the students.

## Learning and 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 student's point of need learning
- To build a common & 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 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.

#### Professional Learning Teams

The MACSSIS 2022 data indicated that staff valued the quality and coherence to the professional learning opportunities offered in 2022. The data was higher than the MACS average of 60% with our school staff rating at 77%.

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. The MACSSIS data shows improvement in the endorsement towards Professional Learning Opportunities as compared to 2021.

In 2022, Professional Learning Teams from Years 3 – 6 deepened the capacity of teachers to inquire into their own practice and their impact on student learning. Teachers tracked their focus group teaching over a period of time and analysed their impact with team members. In Years Prep – 2, some of the team participated in the MACS and the University of Melbourne Professional Learning 'Explicit Teaching in the Early Years'. A core part of this learning was the enactments in the classroom. The team worked together to analyse writing and develop agreed practices around specific writing strategies.

Teachers also participated in Direct Observations with the Principal. They also conducted Peer Observations connected to their Professional Learning Goals. This involved them observing other teachers and providing feedback and asking questions to further their own learning. These observations were well received by the participating teachers.

<b>Learning and Teaching: Professional Learning Opportunities</b>	<b>MACS % positive endorsement Primary School Comparison</b>	<b>Corpus Christi School % Positive Endorsement</b>
Professional learning experiences are connected to the school's improvement plan.	60%	83%
Professional learning experiences in the past year have improved your teaching practice.	53%	68%
Professional learning experiences in the past year have been designed in response to teachers' learning needs.	48%	53%

Our staff highly value the opportunity to work in teams to improve learning and teaching. 2022 MACSSIS data shows an increase in this perception from 2021 with the positive endorsement for 2022 at 97%, up from 95% in 2021. This is significantly higher than the MACS average of 71% positive endorsement. There was 100% positive endorsement towards the use of student work as the basis for teaching decisions as well as discussing specific instructional practices with your team.

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.

### **Data Collection**

The use of electronic data walls for collating evidence of student learning was continued in 2022. 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.

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 recorded. This was reflected in our 2022 MACSSIS data (see below) with 93% 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%	100%
Discussion of assessment data	68%	93%
Use student assessment data as a springboard for discussions about teaching	65%	100%
Team discussion of lesson plans	67%	93%
Modifying teaching based on data	65%	100%
Team discussion of instructional practices	66%	100%

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

In 2022, we continued to receive 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 3 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.

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. The MacqLit program was partly funded by the TLI funding.

### **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 2022, 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. 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**

In 2022, we introduced new programs at Corpus Christi School. The first being Jolly Phonics in Years Prep, 1 and 2. Jolly Phonics provides systematic teaching of phonics, grammar, spelling, and punctuation. At the beginning of the year 25% of the 2022 Prep cohort knew 45



and above upper and lower case letters in the Letter ID assessment. By the end of 2022, 77% of the cohort knew 45 and above upper and lower case letters in the Letter ID assessment.

We also introduced the MacqLit program. 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. The school invested in training two teachers in the MacqLit program to ensure consistency and effectiveness in its implementation. This program is targeted at low-progress readers in Years 3 to 6. Data from the MacqLit program showed a marked improvement in student fluency and recognition of sounds. 75% of students involved improved their reading rate by 17 words per minute or more while the other 25% improved their reading rate by 10 words per minute or more.

In 2022, our data clearly displayed that there were students across the school who were consistently achieving above standard results in Maths. To extend and enrich these students, we introduced the Maths Enrichment Program. Small groups in Years 1 and 2, 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. 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.

In Year Prep, 92% of students reached the expected level of reading (level 1). 66% 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). 92% of these students were at or above our school target for reading (level 20). In Year 2, 93% of students reached both the expected and school target for reading (level 26 and/or 28).

2022 NAPLAN results indicate that the school is maintaining Australian benchmarks with minimal variance between 2021 and 2022 data.

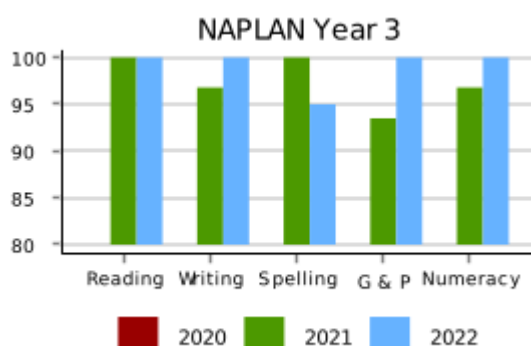


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	93.5	-	100.0	6.5
YR 03 Numeracy	-	96.8	-	100.0	3.2
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	95.0	-5.0
YR 03 Writing	-	96.8	-	100.0	3.2
YR 05 Grammar & Punctuation	-	92.3	-	94.4	2.1
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	94.4	-5.6
YR 05 Spelling	-	100.0	-	94.4	-5.6
YR 05 Writing	-	100.0	-	100.0	0.0

\* 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 from a range of resources:

- 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 Wellbeing program is co-constructed with staff and skills taught explicitly to students across the year.

#### Introduction of the Corpus Christi Behaviour Matrix.

In 2022, the Corpus Christi Community developed a Behaviour Matrix that outlines children's expectations across all areas of the school. It includes inside the classroom, play ground, Eating Area, Lining up, Toilets and Online.

The matrix was developed alongside our existing 'Everywhere, All the time' Corpus Christi rules and was designed to provide real examples of what behaviours children should be displaying around the school. The children spent Term 2 creating the matrix collaboratively so that it was understood and cohesive across all year levels. It is also referred to when children break a school rule and are completing a Behaviour Sheet. Children are to identify which school rule they are breaking and identify which behaviour in the matrix would be the preferred behaviour.

#### VALUE ADDED

In 2022 there were 3 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 Hive Kindergarten. 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 -**

After multiple lockdowns and transitioning to full time onsite learning, there was a high need for focused and targeted workshops that met the 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.

## 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\_

- School Belonging - Students positive perception is above MACS average in the following areas. 81%, stating they feel as they are supported by the adults at their school. 83% of students, enjoy being together with the students in their class, 73% feel as though they are accepted for who they are and 70% of students feel like they belong at their school.
- Student Safety – Students have a positive perception of behaviour in the school yard, well above MACS average at 54% agreeing that children display respectful behaviour in the school yard.

### **Circles Time Feedback:**

Children expressed that they enjoy being a part of the Circles Time groups and feel heard by their Wellbeing Leader and Peers.

## 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.

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	89.0%
Y02	84.3%
Y03	88.3%
Y04	85.0%
Y05	91.7%
Y06	86.8%
Overall average attendance	87.5%



## 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 Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards 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 conduct, were updated, to 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

### 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

At Corpus Christi School we have developed a welcoming, supportive culture of professionalism and collegiality as evident in the historical data along with the 2022 MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) data

MACS Staff Response: Domain	MACS % Positive Endorsement Primary School Comparison	Corpus Christi School % Positive Endorsement
School Climate	74	88
Staff-Leadership Relationships	79	87
Instructional Leadership	54	66
Feedback	39	72
School Leadership	57	70
Psychological Safety	64	71
Collaboration Around School Improvement	65	81
Support for Teams	65	89

The return to 'somewhat normal' learning allowed as to once again focus on improving teacher pedagogical competence and confidence. Our school's engagement in Creating and Supporting a Performance and Development Culture (PDC) which has led to all teachers having individual development plans, regular opportunities for observation and receiving ongoing feedback to support improved practice.

Targeted observation and feedback have been pivotal to success in achieving a strong professional learning culture. Each term, all teachers participate in peer and direct observations and feedback to support the achievement of individual and school goals. Our leaders conduct

weekly learning walks, followed by specific feedback to teachers at an individual and team level. This has allowed teachers to be true participants in their learning with a strong focus on continual school improvement.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

In 2022, approximately \$22943 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 2022 were:

- Creating Harmonious Classrooms: Positive Behaviour Learning (PBL)
- Enhancing Catholic Identity: The Composite Model for Exploring Scripture with Dr Marg Carswell (Australian Catholic Education)
- First Aid
- Assessment and Reporting

#### Additional Professional Learning undertaken in 2022 included:

##### Religious Education-

Charism of St Mary of the Cross MacKillop

- 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
- Respectful Relationships

##### Learning and Teaching-

- Literacy Leadership Cluster Meetings
- Numeracy Intervention

- Learning Framework in Number
- High-Impact Teaching Strategies
- Curriculum Mapping
- E-Learning: G-Suite and Google Classroom
- MAQLit
- Jolly Phonics
- Mathematics Clusters
- Reading Recovery

#### Leadership and Management-

- Creating and Sustaining a Professional Learning Culture
- Principal, Deputy Principal, Religious Education, Student Well-being Leaders and e-Learning Leader 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 2022

16

Average expenditure per teacher for PL

\$1433

### 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. 2022 MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) data reports-

MACS Staff Response: Domain	MACS % positive endorsement Primary School Comparison	Corpus Christi School % Positive Endorsement
School Climate	67	88
Staff-Leadership Relationships	79	87
Collaboration around School Improvement	65	81
Team Collaboration	71	97
Support for Teams	65	89

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.

Staff compilation data is detailed below. Please note that Attendance Data is skewed as it encompasses all types of leave including staff accessing Long Service Leave and Parental Leave.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	59.4%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	80.8%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	20.0%
Graduate	26.7%
Graduate Certificate	13.3%
Bachelor Degree	60.0%
Advanced Diploma	26.7%
No Qualifications Listed	13.3%

#### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	18.0
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0.0



## Community Engagement

### 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 2022 school year provided its challenges as we re-connected with families and reintroduced events. Our newly formed PFA were the driving force in reinvigorating our community and were responsible for the success of the events held.

Some of the wonderful opportunities provided for our community to connect included:

- Annual Big Breakfast
- Mother's Day & Father's Day Breakfast
- School Athletics Carnival
- Italian day
- Trivia Night
- School Disco
- In 2022 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 and Guitar Program
  - Year Level and Whole School Masses
  - Celebrations of Sacraments- Reconciliation, Eucharist, Confirmation
  - Family Sacramental Activity Nights
  - Corpus Christi Day and other feast day celebrations
  - Celebrations of Liturgical Seasons (Easter, Advent)



- Social Justice Activities and Awareness
- Interschool Sports
- Swimming Program
- Camp Program
- PE Program: Prep –Year 6
- Sporting Clinics
- Ride to School Day



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. In addition 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 post school videos.

## PARENT SATISFACTION

In 2022 we commenced our COVID-Recovery and community events of the past returned albeit initially in hybrid formats.

Our classrooms were re-opened to our parent community. The Parents and Friends Association was re-created with the aim of enhancing connectedness.

The 2022 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.

MACS Family Survey: Domain	MACS % positive endorsement Primary School Comparison	Corpus Christi School % Positive Endorsement
School Climate	85	93
School Fit	76	85
Student Safety	72	79
Communication	72	78