



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community

CORPUS CHRISTI



Corpus Christi School

380 Geelong Road, KINGSVILLE 3012

Principal: Anthony Hyde

Web: www.cckingsville.catholic.edu.au

Registration: 1466, E Number: E1155

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2025

About this report

Corpus Christi School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

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

Mission Statement

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

Philosophy enactment

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

We are committed to:

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

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 18 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 late 2024, we received approval for our final stage of the Masterplan: the redevelopment of the Administration Building to proceed to tender.

Principal's Report

The 2024 school year commenced with seven new classroom teachers distributed across all year levels, marking a significant shift in our teaching team. This presented a unique opportunity to redevelop and reinvigorate our school culture, aligning all staff with our shared vision, values, and expectations for high-quality teaching and learning.

The addition of new teaching staff required a proactive and supportive induction process to ensure a smooth transition into our school culture and expectations. This included:

- **Comprehensive Induction Program:** All new staff participated in a structured induction process that introduced them to our school's values, routines, teaching frameworks, and wellbeing practices.
- **Mentoring and Peer Support:** Each new teacher was paired with an experienced staff mentor to provide guidance, share resources, and support classroom practice throughout the year.
- **Professional Learning:** Targeted professional development sessions were delivered, with a focus on the Vision for Instruction, our pedagogical framework (see below), and the effective use of formative assessment tools.

In Term 2, a system-wide initiative—Vision for Instruction—was introduced across all Melbourne Archdiocese Catholic schools. This initiative provides a clear and consistent framework that defines what high-quality teaching and learning should look like in every classroom.

The Vision for Instruction is built around six key components:

- **Explicit Instruction:** Teachers clearly explain the concepts and skills students are expected to learn. Explicit teaching is the most effective method for delivering new knowledge, especially when introducing unfamiliar content.
- **Modelling:** Effective teachers break down learning into smaller, manageable steps and model each one, demonstrating exactly what is expected of students.
- **Guided Practice:** Students are given multiple opportunities to practise new skills with support from the teacher, which is gradually reduced as students gain confidence and understanding.
- **Independent Practice:** Once students demonstrate a solid grasp of the content, they complete tasks independently while the teacher provides feedback and monitors progress.
- **Formative Assessment:** Effective questioning and frequent checks for understanding are central to formative assessment. Interactive instruction allows teachers to identify misconceptions and adjust teaching in real time.

- **Regular Review:** Regular rehearsal and review strengthen memory and make prior knowledge more accessible. Low- or no-stakes quizzes are used to reinforce learning. When review reveals gaps in understanding, teachers can provide quick re-teaching sessions to address them.

In late 2024, we received approval for our final stage of the Masterplan: the redevelopment of the Administration Building to proceed to tender.

The stage will see the realization of our Master Plan and be the final piece of the puzzle in the transformation of every building and playground since my time as Principal.

The proposed works will increase our physical identity (and orientation to the church) and embody and represent the school's Catholic context and contemporary pedagogy.

Specifically, the proposed works in and around the existing Administration Block will address the need for:

- Separate reception areas for the public and student population
- A sickbay visible and accessible to staff alone
- Private and discreet office spaces to conduct meetings
- Designated administration work area that does not become a thoroughfare for traffic
- Increased provision of staff amenities (for a staff that has doubled in size in recent years)
- A clearly visible Entrance and Gathering Space

As with any school building project, necessary changes and adjustments are expected to ensure the work proceeds safely and efficiently. Nonetheless, we look forward to the exciting developments ahead.

Catholic Identity and Mission

Goals & Intended Outcomes

GOAL:

- The Catholic Identity of the school is explicitly visible, engaging and expressed through quality, contemporary and recontextualising rituals, symbols, artworks and sacred spaces.

INTENDED OUTCOMES:

- Staff have a common language and shared understanding of how Catholic Identity is expressed through the school's mission and practices.
- The charism of Mary MacKillop and Catholic Social Teachings are expressed in everyday interactions.

Achievements

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

Value Added

- All staff participated in a professional development day at the Mary MacKillop Heritage Centre (MMHC) conducted by Sr Rita Malavisi and Mr Jude Caspersz. In Session 1 we experienced a presentation and exploration of the museum at the MMHC using the lens of Catholic Social Teachings. In Session 2 we experienced Mary's Little Lons walk. We explored significant sites related to Mary MacKillop's life and work in East Melbourne, St Patrick's Cathedral and Little Lonsdale Street.
- 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, focusing 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 to spend time in personal prayer.

- 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 in supporting 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 morning prayer in each Learning Community, at school assemblies and staff meetings.
- In March 2024, we welcomed our new parish priest, Fr Werner Utri and continued celebrating class and whole school Masses for feast days, and the Sacraments. We continued our links with the other schools in our parish, celebrating staff and student Masses as a wider community.
- Our student-led Holy Week and Advent liturgies gave children the opportunity to explore scripture and the events leading up to the seasons of Easter and Christmas
- Walls of Jesus were developed in each Learning Community, showing the areas Jesus lived in and spread His word.
- To enhance our Catholic identity, we engaged an artist, Jenny Steiner, who designed, developed and created an outdoor reflection space which reflects our school name, Corpus Christi, which means the Body of Christ. The installation shows the risen Christ standing by His cross, indicating that He is always with us. A circular disk in the centre of His body symbolises the host received in Holy Communion, which is at the centre of His cross, replacing His crucified body. A dove representing the Holy Spirit is in flight on the wall behind the installation.

Learning and Teaching

Goals & Intended Outcomes

Priority 2: Powerful Teaching & Learning

GOAL:

Teachers utilise high-impact evidence-based pedagogical practices to ensure every student receives the appropriate level of support, instruction, and adjustments to succeed across the learning, behaviour, and health and wellbeing domains.

INTENDED OUTCOMES:

- Teachers know their students and how they learn.
- Teachers teach using an explicit instruction sequence.
- A school-wide instructional model for learning and teaching including embedded pedagogies is developed.
- Students are empowered, supported and inspired to succeed in a culture of high expectations for learning

Achievements

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

Across 2024, Corpus Christi School achieved:

- **Professional Learning Teams** - Professional Learning Team (PLT) meetings are a high priority and are facilitated during school hours. Analysis of data and observations during the regular Learning Walks undertaken by the Principal and Director of Learning and Teaching assists in the development of these PLTs as well as the annual action plan focus. In 2024, Professional Learning Teams continued to deepen the capacity of teachers to inquire into their practice and their impact on student learning. The school's MACSSIS data showed that the perception of staff towards the school setting the conditions for teams to collaborate effectively was at 79% compared to the MACS

average of 68%. Staff also perceived that teachers worked well together in teams to improve learning and teaching with the school average at 89% compared to the MACS average of 70%.

- **Learning Expo** - Parents were invited to attend a Learning Expo to celebrate student learning.
- **Learning Walks** - The Principal and Director of Learning and Teaching conducted regular learning walks with specific foci across the year. The foci for the learning walks corresponded with the school's professional learning focus so feedback was timely and able to be used immediately. The school's MACSSIS data showed that the perception of staff towards the quality of relationships between staff and members of the leadership team was 83% compared to the MACS average of 81%. Feedback was also rated at 54% compared to the MACS average of 41%.
- **Vision for Instruction** - cognitive load theory - With the introduction of MACS Vision for Instruction, the school dedicated time for staff to build their knowledge about the core concepts included in the document. This involved 20 minutes in most staff meetings across the year, having a focus on cognitive load theory, biologically primary and secondary knowledge, checking for understanding and multi-tiered systems of support. The school's MACSSIS data showed that teacher perceptions that staff at the school have what it takes to improve instruction was at 77% compared to the MACS average of 75%.
- **Explicit Instruction Sequence** - The Director of Learning and Teaching facilitated professional learning on explicit instruction. Teachers trialled aspects in their classroom and provided feedback on how this went during PLTs and staff meetings.
Daily Reviews - Daily reviews were trialled in Maths across all year levels using Ochre resources. These regular review sessions enabled student growth in remembering concepts taught each week. Across the year, the learning from implementing Maths daily reviews was transferred to Literacy with daily reviews implemented from Year Prep to Year 6 in Literacy with a focus on sound, word, sentence, vocabulary and grammar.
- **Literacy teaching and pedagogies across the school** - Across the year, Corpus Christi School changed the approach to teaching literacy from Years 1 - 6. Throughout the year, each year level implemented a new practice into their pedagogy. New practices were not introduced until teachers were confident in their practice. Staff rated the school at 71% for how safe it feels to take risks and make mistakes when learning, the MACS average is 65%. Some of the practices included:
 - Phonics - Year Prep continued to deepen and strengthen the Jolly Phonics program. Years 1 and 2 set aside a dedicated time in the literacy block to explicitly teach phonics.
 - Decodables - We received a Bendigo Bank Community grant which enabled the school to purchase decodable readers for both the classroom and home readers in Prep and Year 1 and 2.

- Spelling - The Years 3 to 6 teams used the Jolly Grammar and Jocelyn Seamer Resource Room resources to implement a dedicated teaching time to Spelling during the Literacy block.
- Text based units - We participated as a MACS trial school in implementing the Ochre Novel Study resources. The Year 3 and 4 team, as well as the Year 5 and 6 team, used the resources to learn about and implement explicit teaching through a novel study.
- **Maths teaching and pedagogies across the school** - Following the MACS professional learning in the new Ochre resources, all year levels across 2024 adapted their Maths teaching to use the Ochre resources. Students were involved in daily reviews on Maths concepts and lessons followed the explicit teaching sequence.

Student Learning Outcomes

In 2024, we continued implementing a synthetic phonics program – Jolly Phonics. From Years 1 – 4, the Jolly Grammar program provided a sequenced spelling and grammar program for students. Our Prep Phoneme/ Grapheme knowledge assessment data demonstrated that 94% of students could identify 30 and above out of 42 letter sounds, with 77% of students identifying 40 and above of the 42 letter sounds.

MacqLit was continued in 2024. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Data from the MacqLit program showed a marked improvement in student fluency and recognition of sounds. This was transferred to other areas of the curriculum and shown in our assessment data.

In 2024, our Maths data continued to display that there were students across the school who were consistently achieving above standard results in Maths. To extend and enrich these students, we continued to offer the Maths Enrichment Program. Small groups in Years 3 and 4, and Years 5 and 6 engaged in problem-solving activities aimed at enhancing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The Years 3 to 6 groups all participated in the Australian Maths Trust Maths Challenge competition as well as the Maths Enrichment competition.

The NAPLAN data shows in the core areas of Reading and Numeracy:

- In Year 5 Numeracy, 52% of students were at the proficiency level of strong, while 14% demonstrated proficiency at exceeding.
- In Year 3 Numeracy, 68% of students demonstrated strong proficiency, while 8% were exceeding.

- In Year 5 Reading, 43% of students were at the proficiency level of strong, while 33% demonstrated proficiency at exceeding.
- In Year 3 Reading, 44% of students were at the proficiency level of strong, while 36% demonstrated proficiency at exceeding.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	432	72%
	Year 5	509	65%
Numeracy	Year 3	416	76%
	Year 5	497	70%
Reading	Year 3	435	80%
	Year 5	515	80%
Spelling	Year 3	422	64%
	Year 5	504	80%
Writing	Year 3	442	88%
	Year 5	510	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

GOALS:

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

INTENDED OUTCOMES:

That:

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

Achievements

In 2024 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 Kingsville Early Learning Centre. This has been an ongoing initiative which has proved to be successful and loved by the students.

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

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

Circle Time Program -

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

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

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

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

Behavioural Matrix Lesson Plans –

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

- We have the right to feel safe and be safe
- We have the right to learn
- We have the right to be respected for who we are and what we have to offer
- We have the right to be part of a happy and peaceful school
- We have the right to work and play in a clean, comfortable environment

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

Value Added

In 2024:

- 48% of students, both Male and Female believe their Student Voice is heard at Corpus Christi, being above the MACS Schools average

- 55% of Female Students felt that Safety was being enabled at Corpus Christi, being above the MACS Schools average
- 79% of Male Students had a Positive Learning Disposition, being above the MACS Schools average

Positive feedback from students who participated in the Circle Time Program. Students felt seen and supported and felt safe to engage in sensitive conversations with their Wellbeing Leader and peers.

Positive feedback from students who participated in the Better Buddies Program, as well as positive feedback from the engaging kindergarten. Staff at our local kindergarten felt that meaningful connections were built between the kindergarten and Year 5 children, allowing them to build and develop the confidence to have interactions with their older peers.

Year 5 students left feeling confident that they would be able to be a buddy going into Year 6, feeling they were able to build relationships with their younger peers and be a role model when they have their own buddy the following year.

Student Satisfaction

At Corpus Christi School, fostering a strong sense of belonging is a key priority—and our students agree. Results from recent student feedback indicate that students' positive perception of **School Belonging** is above the Melbourne Archdiocese Catholic Schools (MACS) average, reflecting the inclusive and supportive environment we strive to maintain.

Circle Time Program

The Circle Time initiative has had a significant impact on student wellbeing. Many participants expressed appreciation for the opportunity to share their thoughts, feelings, and ideas in a safe and respectful setting. This program allows students to feel genuinely heard, especially those who may find it challenging to speak up in larger group discussions.

Better Buddies Program

The Better Buddies Program continues to be a highlight for our students. It offers a unique opportunity for them to reflect on their early school experiences while forming meaningful connections with incoming Foundation students. Through this mentoring relationship, older students take pride in welcoming the next cohort to the Corpus Christi community, strengthening bonds across year levels and building a nurturing school culture.

Student Attendance

Students are expected to attend school during normal school hours every day of the 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. The Principal may report unresolved attendance issues 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.

Average Student Attendance Rate by Year Level	
Y01	93.0
Y02	94.1
Y03	90.4
Y04	92.8
Y05	84.6
Y06	86.1
Overall average attendance	90.2

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.
- That there will be a stronger sense of voice and collective responsibility among staff and students
- That there will be regular opportunities for appraisal and feedback

Achievements

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

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

The School's Improvement Plan (SIP) 2021–24 and the Annual Action Plan (AAP), underpin the current school improvement cycle. The school's vision 'In seeking what is true, beautiful and good, we strive to build a Catholic school community where each is given time and support in learning to know, to do, to live together and to be' together with the school's values, underpins the school's Catholic tradition, philosophy, and dedicated learning community.

Excellent organisational structures supported the process whereby many of the priorities outlined in the last strategic plan were met. The school has maintained strong leadership across all spheres of the School Improvement Framework (SIF).

In 2024, Corpus Christi School welcomed seven new classroom teachers, distributed across various year levels. This significant change in staffing provided a timely and valuable opportunity to redevelop and reinvigorate our professional learning culture. Through a deliberate and supportive induction process, we successfully aligned all staff—new and existing—with our shared vision, values, and high expectations for high-quality teaching and learning.

This aligns directly with our school 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.

The success of these efforts is evident in the 2024 MACSIS (Melbourne Archdiocese Catholic Schools – School Improvement Survey) data. Teaching staff data remained relatively consistent with 2023, reflecting stability and confidence during a period of transition. Additionally, non-teaching staff responses showed exceptionally strong outcomes, with 98% positive endorsement in key areas such as Staff-Leadership Relationships, Effectiveness of School Leadership, and School Climate. These results strongly affirm the positive morale, collaborative environment, and leadership effectiveness that underpin our commitment to continuous improvement and a thriving professional learning culture.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>The Allocated School Closure Days for 2024 were:</p> <ul style="list-style-type: none"> • Enhancing Catholic Identity: The Composite Model for Exploring Scripture with Dr Marg Carswell (Australian Catholic Education) • Positive Behavioural Support: Patrice Wiseman (2 Days) • First Aid (Including) Asthma, CPR and Anaphylaxis Management: HLTAID011 <p>Staff Professional Learning is ongoing at Corpus Christi School and includes weekly Professional Learning Team Meetings and Professional Learning Staff Meetings.</p> <p>Additional Professional Learning undertaken in 2024 included:</p> <p><u>Religious Education-</u></p> <ul style="list-style-type: none"> • Education in Faith • Catholic Social Teachings • Religious Education Framework • Exploring Scripture <p><u>Student Wellbeing-</u></p> <ul style="list-style-type: none"> • Anaphylaxis Training • Emergency Management • Social & Emotional Learning • A Positive Approach to Managing Student Behaviour <p><u>Child Safety-</u></p> <ul style="list-style-type: none"> • Mandatory Reporting • Respectful Relationships <p><u>Learning and Teaching-</u></p> <ul style="list-style-type: none"> • Vision for Instruction • Explicit Instruction Model • Teaching for Impact in Mathematics (TIMS) • Ochre Novel Study Pilot • Ochre Teaching Resources • High-Impact Teaching Strategies • Curriculum Mapping • e-Learning: AI, e-Safety • MacqLit

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Cognitive Load Theory • Jolly Phonics/Jolly Grammar <p><u>Leadership</u></p> <ul style="list-style-type: none"> • Principal, Deputy Principal, Religious Education, Student Well-being Leaders and e-Learning Leader Network Meetings and Briefings • Flourishing Learners • Vision for Instruction • Teaching for Impact in Mathematics (TIMS) • Walking in the Footsteps of St Paul • ICON: eSys, eFin, eHR • NCCD <p><u>Administration -</u></p> <ul style="list-style-type: none"> • ICON: eSys, eFin, eHR, Staff Onboarding • nForma, Operoo • Enquiry Tracker • Administration Forums 	
Number of teachers who participated in PL in 2024	18
Average expenditure per teacher for PL	\$882.66

Teacher Satisfaction

Corpus Christi School has long fostered a welcoming and supportive culture grounded in professionalism and collegiality. This enduring strength is once again reflected in various data sources, including historical records and the 2024 MACSIS (Melbourne Archdiocese Catholic Schools – School Improvement Survey). The latest survey highlights our staff's percentage of Positive Endorsement, comparing favourably with the MACS average across the following areas:

- School Climate: School % Positive Endorsement (85) compared to MACS Average (73)
- Collegial Relationships: School % Positive Endorsement (96) compared to MACS Average (79)
- Collective Efficacy: School % Positive Endorsement (77) compared to MACS Average (75)
- Psychological Safety: School % Positive Endorsement (71) compared to MACS Average (65)

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	4
Graduate Certificate	3
Bachelor Degree	8
Advanced Diploma	4
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	20.81
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.41
Indigenous Teaching Staff (Headcount)	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 is a welcoming and inclusive community, where every person who walks through our doors is met with warmth and kindness. From the very first smile at the entrance, we aim to create a lasting, positive impression—reminding all who visit that they are truly valued.

At Corpus Christi, the child is at the heart of everything we do. This commitment extends to our families, who are treated with respect, compassion, and genuine care. We listen not only with our ears but with our hearts, ensuring every voice is heard and every individual feels a true sense of belonging.

During the 2024 school year, our Parents and Friends Association (PFA) was the driving force behind many of our most successful events. A standout highlight was our Trivia Night—a huge success that brought energy, fun, and connection to our school community. The auctions on the night were especially popular and added to the excitement.

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

- Family BBQ evenings
- Community breakfasts
- Fundraising initiatives
- School fete preparation and support
- Annual Big Breakfast
- Mothers' Day and Fathers' Day Breakfasts
- Mothers' Day and Fathers' Day Stalls

- School Athletics Carnival
- Multicultural Day
- Movie Night
- School Disco
- Special Lunch Days
- AFL Footy Tipping Competition for families

In 2024, we also offered a myriad of extra-curricular activities that proved successful at our school in developing community spirit, including:

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

These events not only raised valuable funds for our school but, more importantly, strengthened the sense of community that makes Corpus Christi such a special place.

Corpus Christi School embraces technology as a powerful tool to connect families with the life of our school. Our school website serves as a central hub of information, providing the community with easy access to important updates and resources.

Our active Facebook page continues to be a popular platform for celebrating school events and sharing daily moments that reflect our vibrant community. It plays a key role in fostering school spirit and strengthening the sense of connection among families.

In addition, we share school highlights and special projects through our dedicated Vimeo channel, ensuring our community can engage with school life in a dynamic and visual way.

Parent Satisfaction

The 2024 Melbourne Archdiocese Catholic Schools – School Improvement Survey (MACSIS) provided valuable insights into parent satisfaction and their experience of our school's welcoming environment. The results reflect the strong connection families feel to Corpus Christi School, with our ratings consistently above the average for Catholic schools across Melbourne.

School Climate

Corpus Christi received a positive endorsement of 91%, exceeding the MACS average of 84%, highlighting the supportive and inclusive atmosphere our school community values.

School Fit

With a positive endorsement of 80%, compared to the MACS average of 76%, parents affirmed that Corpus Christi is a school where their children feel they belong and can thrive.

Family Engagement

Corpus Christi achieved a positive endorsement of 57%, significantly higher than the MACS average of 46%, reflecting our ongoing efforts to involve families in school life and decision-making actively.

Communication

Corpus Christi achieved a positive endorsement of 88%, significantly higher than the MACS average of 73%, reflecting the timeliness, frequency and quality of communication between the school and families.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.ckingsville.catholic.edu.au