



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 13 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 mid 2025, construction commenced on the final stage of the Masterplan: the redevelopment of the Administration Building.

Principal's Report

As we reflect on the 2025 school year, I am proud to share the continued growth and development of our school community, particularly in our commitment to high-quality teaching and learning. This year marks 12 months since the introduction of the system-wide approach focused on raising student outcomes through evidence-based, explicit teaching practices. Grounded in the Science of Learning, this approach emphasises high expectations, cognitive science, and structured teaching to ensure both excellence and equity across all classrooms.

At its core, the Vision for Instruction prioritises:

- **Explicit Instruction:** A clear shift towards structured, teacher-led lessons where concepts are broken down into manageable steps. Teachers model learning, provide guided practice, and gradually release responsibility to students.
- **Evidence-Based Practice:** Teaching approaches informed by cognitive load theory and research into how students learn, retain, and build knowledge in long-term memory.
- **High Expectations:** A commitment to ensuring all students master essential literacy and numeracy skills, particularly in reading, enabling them to thrive as confident learners.
- **System Cohesion:** A consistent and high-quality approach to teaching and learning across all MACS schools, strengthening equity for every student.
- **Teacher Support:** Ongoing professional learning and resources to ensure teachers are well-equipped to implement these practices effectively.

A significant highlight of 2025 was the opportunity I had to participate in a pilgrimage alongside 32 principals from Catholic primary schools across the Western Region. Together, we travelled through Greece and Turkey, tracing the footsteps of St Paul. This experience was both professionally enriching and deeply spiritual.

Walking in places of such historical and religious significance provided a profound connection to the early Church and the missionary journey of St Paul. It was a time for reflection, prayer, and renewal. An opportunity to step away from the pace of school life and reconnect with the core purpose of Catholic education. The pilgrimage strengthened my sense of vocation and reinforced the importance of faith leadership within our school community. It also provided valuable time for collegial dialogue and shared learning with fellow principals, strengthening networks that continue to support our work.

In 2025, we also reached an important milestone in our Building Program, with the redevelopment of our Administration Building successfully tendered and construction works commencing in late Term 2. This stage represents the realisation of our Master Plan and

marks the final piece in the transformation of every building and playground during my time as Principal.

Significant progress was made throughout 2025. This included demolishing sections of the existing administration building, followed by the slab pour, framing, and brickwork of the new extension taking shape. Roofing was completed, and all essential underground services were installed. It has been exciting to see the project come to life, with these visible developments highlighting both the scale and the transformative impact of the works on our school environment.

The redevelopment is both practical and symbolic. It will enhance our school's physical identity, particularly in its orientation toward the Church, and more clearly reflect our Catholic context while supporting contemporary approaches to teaching and learning.

Specifically, the redevelopment will deliver:

- Separate reception areas for visitors and students, improving safety and functionality
 - A sickbay that is clearly visible yet accessible only to staff
 - Private and discreet office spaces for meetings and conversations
 - A designated administration workspace that is not a thoroughfare for foot traffic
- Increased staff amenities, reflecting the growth in our staff team
- An expanded staff work preparation area, providing improved facilities to support planning and collaboration.
 - A clearly visible entrance and gathering space that strengthens our sense of welcome and community

This redevelopment is more than simply about new facilities. It is about creating spaces that reflect who we are as a Catholic learning community and that support the needs of our students, staff, and families into the future.

While we celebrate the significant progress made this year in teaching and learning, in faith formation, and in our physical environment, we recognise that our work continues. In 2026, we will build on these strong foundations, continuing to refine our practice, deepen our engagement with the Vision for Instruction framework, and ensure that every student is supported to thrive.

I extend my sincere thanks to our dedicated staff for their professionalism and commitment, to our students for their enthusiasm and perseverance, and to our families for their ongoing support and partnership.

Together, we continue to grow as a vibrant and faith-filled learning community.

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:

Teacher/leader practice outcome- When we observe teacher practice, staff members:

- Will have a common language and shared understanding of how Catholic Identity is expressed through the school's mission and practices
- Will use the Composite Model to assist in planning rigorous Religious Education units focused on Scripture and connections between faith and life.

Student learning outcome- When we observe children, they:

- Will be comfortable talking about their faith, ideas and exploring their faith questions
- Will demonstrate an understanding of the significance of iconology and rituals visible in the school.

Achievements

During 2025, Corpus Christi School continued to strengthen and deepen the Catholic Identity of the school community through a range of faith-centred initiatives, learning opportunities, and shared experiences. A significant focus throughout the year was to further enhance understanding of the charism and values of St Mary of the Cross MacKillop, whose example of faith, compassion, service, and perseverance continues to inspire our community.

Staff and students were encouraged to make authentic, meaningful connections between faith and everyday life, ensuring that Gospel values were not only taught but also actively lived within the school environment. Through prayer, liturgical celebrations, Religious Education units, social justice initiatives, and community outreach, students were supported in developing a deeper understanding of their faith and their responsibility to care for others.

Particular emphasis was placed on making learning relevant and contemporary, helping students recognise how Catholic teachings can guide their relationships, decision-making, and actions within the wider community. Feast days, sacramental celebrations, whole-school

Masses, and the liturgical seasons provided important opportunities for reflection, celebration, and spiritual growth.

Teachers were also supported in strengthening their understanding of Catholic Identity and faith leadership through ongoing professional learning and faith formation opportunities throughout the year. Staff participated in professional development focused on Religious Education, Catholic traditions, and contemporary approaches to faith formation, enabling them to confidently embed Catholic perspectives across all aspects of school life.

These continued efforts have fostered a strong and authentic Catholic culture at Corpus Christi School, where faith is nurtured, celebrated, and meaningfully connected to students', staff's, and families' lived experiences.

Value Added

Throughout 2025, Corpus Christi School continued to strengthen and enrich its Catholic Identity through a wide range of faith formation, liturgical, social justice, and community initiatives -

- Staff participated in professional learning led by Dr Margaret Carswell, exploring Catholic Identity Today, supporting teachers in their faith formation and strengthening their understanding of contemporary Catholic Identity and Religious Education practice.
- Opportunities for online professional development in Religious Education were advertised to all staff through Garratt Publishing. Several staff members participated in these learning opportunities to further enhance their knowledge and confidence in teaching Religious Education.
- The Student Social Justice Committee actively promoted the principles of Catholic Social Teaching throughout the school and encouraged students and families to live out these values through action and service.
- Students organised and supported fundraising initiatives for organisations including Caritas Australia – Project Compassion, St Vincent de Paul Society Australia Winter and Christmas Appeals, Catholic Mission Australia, and the Mary MacKillop Today Foundation.
- A strong emphasis was placed on meaningful prayer experiences across the school through daily morning prayer within Learning Communities, prayer at assemblies, liturgical celebrations, and staff meetings.
- Under the guidance of our Parish Priest, Fr Werner Utri, Corpus Christi School collaborated with St Augustine's School Yarraville and Annunciation School in the shared celebration of the Sacraments of Reconciliation, Eucharist, and Confirmation.
- Students from across the parish participated in the catechist program to prepare for the Sacraments, strengthening connections within the wider parish community.

- Faith formation evenings for families were facilitated by Mrs Samantha O'Dwyer to support and enrich the sacramental preparation programs for Reconciliation, Eucharist, and Confirmation.
- Class and whole-school Masses continued to be celebrated throughout the year for feast days, liturgical seasons, and sacramental occasions.
- Strong parish connections were maintained through shared staff and student Masses with neighbouring parish schools.
- Students were given opportunities to explore, discuss, and express their faith in supportive, inclusive learning environments.
- Student-led Holy Week and Advent liturgies enabled students to engage deeply with Scripture and develop a greater understanding of the seasons of Easter and Christmas.
- 'Walls of Jesus' were created in some Learning Communities to visually represent significant places from the life of Jesus and support students' understanding of His teachings and ministry.
- The Catholic Identity brief for the new administration building was finalised during 2025 in preparation for implementation in 2026, further strengthening the visible expression of Catholic Identity across the school.

Learning and Teaching

Goals & Intended Outcomes

GOALS

- To improve student achievement in phonological awareness, particularly in letter/sound relationships.
- To improve student achievement in Reading Comprehension in Years 3-6.
- To improve student achievement in Mathematics, particularly in counting and place value in Year 1 and Year 2.

INTENDED OUTCOMES

Teacher/leader practice outcomes-

- Teacher planners will follow the explicit instruction sequence for our synthetic phonics program including retrieval and spaced practice of letter sound relationships.
- When we observe teacher practice in English we will see that all teachers are explicitly teaching students comprehension strategies through modelled, guided, independent and collaborative practice.
- Teacher planners and practice in Mathematics will follow the explicit instruction sequence including retrieval, checking for understanding, explicit counting sequences and spaced practice of counting and place value.

Student-led outcomes-

When we observe children we will see that they:

- Can recognise, name and say the most common sound/letter relationships
- Orally blend segment and implement 1 syllable words
- Use knowledge of letters and sounds to read and spell cvc words
- Will identify and use evidence within the text to demonstrate understanding
- Fluently count forwards and backwards from various starting points from 0-120 (1000 Yr 2)
- Know numbers before and after a given number
- Read, write, interpret and order 3-digit numbers (100 Yr2).

Achievements

Corpus Christi School provides a diverse range of programs designed to meet the individual learning needs of all students and to support them in achieving their full potential. Teachers implement targeted learning strategies, including Personalised Learning Plans, for students

requiring additional support. These plans ensure that learning is tailored, purposeful, and responsive to individual strengths and growth areas.

Learning Support Officers play a vital role in delivering these programs, working closely with teachers to provide in-class support and targeted assistance to students. This collaborative approach ensures that students receive the guidance they need within an inclusive classroom environment.

Additional intervention programs, including Macqlit and Minilit, were implemented to support the development of essential literacy skills for students who require further consolidation of reading and language foundations.

At the same time, students were provided with opportunities for enrichment and extension. Classroom teachers offered differentiated learning experiences to extend students within their regular learning program. In addition, an Enrichment Mathematics program, led by the Director of Learning and Teaching, provided further challenge and engagement for students demonstrating advanced mathematical understanding.

These combined approaches ensure that all students are supported, challenged, and encouraged to grow academically within a learning environment that values both support and excellence.

Across 2025, Corpus Christi School implemented many strategies relating to our goals and intended outcomes -

- **Professional Learning Teams** - Professional Learning Team (PLT) meetings are a high priority and are facilitated during school hours. Analysis of data and observations from the regular Learning Walks undertaken by the Principal and Director of Learning and Teaching supports the development of these PLTs and the annual action plan focus. In 2025, Professional Learning Teams continued to deepen teachers' capacity to inquire into their practice and its impact on student learning. The school's MACSSIS data showed that staff perceived that teachers worked well together in teams to improve learning and teaching with the school average at 97% compared to the MACS average of 73%.
- **Learning Expo** - Parents were invited to attend a Learning Expo to celebrate student learning. This occurs annually.
- **Explicit Teaching Focused Learning Walks** - The Principal and Director of Learning and Teaching conducted regular learning walks with specific foci across the year. The learning walks' foci aligned with the school's professional learning focus, so the feedback was timely and could be used immediately. This year, the Director of Learning and Teaching worked with staff to develop an Explicit Teaching Feedback Checklist aligned to the MACS Vision for Instruction. A formal timeline was put in place

by the Director of Learning and Teaching and the Principal for the Learning Walks, as well as for specific feedback meetings based on the checklist during PLTs. The school's MACSSIS data showed that staff's perception of the quality of relationships between staff and members of the leadership team was 87%, compared to the MACS average of 81%. Feedback was also rated at 69% compared to the MACS average of 43%. This was an increase of 15% over 2024.

- **Vision for Instruction / Responsive Teaching** - The school continued to dedicate time for staff to build their knowledge of the core concepts outlined in the Vision for Instruction document and began a focus on Responsive Teaching in 2025. The Principal and Director of Learning and Teaching attended the MACS conference in 2025 and built this learning into the school's professional learning priorities. A school closure day was held, during which staff worked on formative assessment and responsive teaching. Using the work of Tom Sherrington, the school focused on five 'walkthrus' to learn deeply and implement with fidelity: cold call; think, pair, share; class discussions; show me boards; and Practice Explaining. The school's MACSSIS data showed that teacher perceptions of staff having what it takes to improve instruction were at 83%, compared to the MACS average of 77%.
- **Explicit Instruction Sequence** - The Director of Learning and Teaching continued to facilitate professional learning on explicit instruction. As a school, we agreed on the specific structure for English and Maths sessions, and teams worked together to implement this. Feedback was given based on the Explicit Teaching Feedback Checklist. We also built teacher capacity around Differentiation. Teachers analysed data during facilitated planning sessions. MACSSIS data showed that teachers felt their team discussed assessment data 80% of the time, compared to the MACS average of 69%. 80% also reported modifying their teaching based on data, compared to the MACS average of 68%.
- **Literacy teaching and pedagogies across the school** - Throughout the year, Corpus Christi School embedded the new literacy approach across Years F - 6. Staff rated the school at 69% for how safe it feels to take risks and make mistakes when learning; the MACS average is 66%. Some of the practices included:
 - Phonics - Year Prep, 1 and 2 continued to deepen and strengthen synthetic phonics programs.
 - Spelling - The Years 3 to 6 teams used the Jolly Grammar and Jocelyn Seamer Resource Room resources to implement dedicated Spelling teaching time during the Literacy block.

- Text-based units - All year levels implemented text-based units to build vocabulary, comprehension, sentence-level writing and text-level writing in students.
- **Literacy Assessment** - In 2025, the school fully implemented the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. Staff were trained in PLTs and implemented the assessments with their students. Data from these assessments was collated and analysed in PLTs. Changes to teaching were made from this analysis. The data was also used to identify students who would benefit from additional support, and a multi-tiered intervention approach was implemented.
- **Maths Teaching and Pedagogies Across the School** - In 2025, all teams followed the Ochre and MACS Maths units of work. Capacity was built into the staff to adapt the units to suit their class. Teachers also implemented counting at the start of Maths sessions to develop students' fluency and number sense. Students were involved in daily reviews of Maths concepts, and lessons followed the explicit teaching sequence.
- **Invention and Enrichment** - In 2025, the school continued to offer literacy intervention. This was the MacqLit program for Years 3 - 6. Through the generosity of the Bendigo Bank, we received a grant that enabled us to implement the MiniLit program for Years 1 and 2. Our Intervention Teacher attended professional learning on the program's implementation. Small groups began MiniLit at the beginning of Semester 2. We were also able to continue to offer an Enrichment program in Maths. Small groups from Years 3 - 6 participated in lessons based on the Maths Enrichment program from the Australian Maths Trust. This program aimed to widen students' mathematical knowledge and skills.

Student Learning Outcomes

In 2025, we continued to implement the synthetic phonics program Jolly Phonics. Across Years 1 - 4, the Jolly Grammar program supported students through a structured, sequential approach to spelling and grammar development. A key target in our Annual Action Plan was for 80% of our Prep students to achieve 100% letter sound recognition. This goal was successfully met, with over 80% of Prep students demonstrating accurate letter-sound identification. Building on this strong foundation, the school will transition to UFLI Foundations to further strengthen early literacy outcomes. This evidence-based program will support consistent, explicit phonics instruction and provide greater opportunities for targeted intervention and differentiation. The shift to UFLI Foundations aims to sustain and extend student growth, ensuring all learners continue to develop strong decoding and word recognition skills in the early years.

In the 2025 administration of the DIBELS Maze comprehension assessment, just under half of the students met the expected target. As this is the first time the school has implemented this assessment, the results provide an important baseline for future growth. Overall, the data

indicates that many students are still developing proficiency in reading comprehension within timed cloze passages, suggesting a continued focus on strengthening fluency, vocabulary knowledge, and inferential comprehension skills. These initial findings will help inform targeted teaching and intervention approaches and support consistency in assessment practices across the school.

MacqLit was continued in 2025. MacqLit is an explicit, 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 of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The 2025 MacqLit student assessment data highlights strong growth and positive learning outcomes across the cohort. All students demonstrated measurable progress between their initial and final assessments, with individual effect sizes ranging from 0.82 to 3.00. The majority of students achieved effect sizes above 1.0, indicating growth well beyond expected levels, while several students demonstrated exceptional progress with effect sizes exceeding 2.0. Overall, these results reflect the impact of targeted instruction and differentiated teaching practices, supporting students' meaningful and sustained academic growth.

The 2025 PAT Maths data demonstrates growth across year levels, with students showing varying but consistent improvement in mathematical achievement. Across the school, results indicate strengthening numeracy skills, with several year levels showing particularly progress relative to expected growth benchmarks. Middle and upper year levels generally demonstrated higher achievement outcomes, while lower year levels showed strong foundational development, supporting long-term progression in mathematical understanding. Overall, the data suggest that students are making meaningful gains in mathematical understanding, with consistent growth across the school and evidence that targeted teaching approaches are effectively supporting improved outcomes in Mathematics.

The Maths Online Interview data shows that for the Year 1 target (80%+ of students achieving GP3+ in Counting), a strong proportion of students are clustered around GP2–GP3 and above, with a visible number already achieving GP3 and higher (GP3–GP5 range). This indicates that a substantial group of learners is either meeting or approaching the expected end-of-year benchmark, demonstrating positive growth in early counting skills. For the Year 2 target (80%+ of students achieving GP4+ in Counting), the data shows a smaller but important proportion of students reaching GP4 and above (GP4–GP6 range). While this group is not yet the majority, the presence of students at higher growth points indicates emerging achievement at Year 2 level expectations, alongside a larger cohort still developing through GP2–GP3. Overall, the distribution suggests that students are making strong progress along the developmental pathway in Counting, with many learners positioned to meet Year 1 expectations and a growing cohort beginning to demonstrate Year 2 level

understanding. This indicates the importance of continued targeted teaching to shift more students into the upper growth-point bands and to consolidate fluency in counting strategies.

The Place Value growth point data shows that students are developing a solid foundation in early place value concepts, with a clear cluster of learners working within GP1–GP2 and a growing number beginning to demonstrate understanding at GP2 and above. Many students are already working within or close to this expected range, indicating strong early progress toward the end-of-year goal. Continued consolidation at GP1–GP2 will support more students to confidently meet or exceed the benchmark. A clear developmental pathway is emerging, with students showing steady progression through the growth points. This provides a strong platform for continued growth as instruction builds conceptual understanding. Overall, the data reflects a cohort that is actively progressing along the learning continuum in Place Value, with many students well-positioned to continue moving toward the MOI end-of-year expectations through targeted teaching and ongoing numeracy development.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	410	56%	421	64%
	Year 5	506	84%	508	75%
Numeracy	Year 3	402	60%	409	68%
	Year 5	499	76%	498	73%
Reading	Year 3	412	72%	424	76%
	Year 5	506	76%	511	78%
Spelling	Year 3	381	56%	402	60%
	Year 5	510	84%	507	82%
Writing	Year 3	408	80%	425	84%
	Year 5	513	96%	512	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 is taught and embedded across all year levels through Respectful Relationships, as well as lessons tailored to teach our Behaviour Matrix.
- Teachers and students understand the positive behaviour plan, expectations, and consequences.
- The CEM Excel framework will be implemented across the school.
- Assessment is shared with the children and they 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 regarding their learning.
- Student voice is a key element in planning.

Achievements

At Corpus Christi School, we play a critical role in developing, supporting and maintaining the wellbeing and mental health of all students. Guided by the MACS Vision for Engagement, we aim to create an inclusive learning environment where we meet every child where they are. We strongly believe that every child must feel safe, have a sense of belonging and self-worth, and be supported in their school and learning environment to reach their full potential.

At Corpus Christi, student wellbeing underpins all aspects of school life. A Wellbeing Pathway has been developed to provide a tiered model of support, ensuring each student is responded to at their point of need. This approach integrates whole-school initiatives with targeted strategies, enabling all students to thrive academically, socially, and emotionally.

As part of implementing a whole-school Positive Behaviour for Learning approach, staff collaboratively reviewed and refined the school behaviour matrix. This work established a shared language around behaviour management and introduced consistent, sequential responses to student behaviour across the school.

In promoting a nurturing school environment, with Positive Behaviour for Learning at the core, the school values and expectations were explicitly taught. Students had the opportunity to understand the new behaviour matrix and what a consistent approach to behaviour looks like.

Through a positive, proactive approach to student behaviour, consistent, predictable routines were embedded in practice, supporting students in developing a growth mindset for learning while promoting their wellbeing and mental health.

At Corpus Christi, Psychs In Schools was implemented in Semester 2. This was facilitated by a provisional psychologist. Alongside this support, the Wellbeing Leader and the Mental Health in Primary Schools (MHIPS) leader supported students, focusing on promoting social skills, behaviour support, managing anxiety and stress and increasing resilience in children from Prep to Year 6. The Peaceful Kids Mindfulness Program was also introduced, this support enabled students to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.

A student wellbeing team was developed consisting of the Principal, Deputy Principal, Wellbeing Leader and MHIPS leader. The team met fortnightly to address students' learning and wellbeing needs. Actions such as intervention programs, 1:1 meetings, individual student support, allied health appointments, parent meetings and needs-based programs were implemented when required.

In 2025, the Prep/Year 6 Buddy program continued. This is based on the values from the Alannah and Madeline Foundation. Buddies meet regularly throughout the year to complete fun activities together. These activities include games, learning tasks and art and craft. The program had an extremely positive impact on both the Year Prep and Year 6 students.

With wellbeing at the heart of all we do, we have a healthy environment for everyone at Corpus Christi. Our commitment and tiered approach to the school's overall wellbeing has resulted in an inclusive and supportive learning environment that reflects the school's values, beliefs and consistent approach.

In 2025, the school moved forward with the following achievements:

- A tiered approach to supporting student wellbeing that is guided by the MACS Vision for Engagement
- A fortnightly Student Wellbeing Meeting consisting of the Principal, Deputy Principal, Wellbeing Leader and MHIPS leader

- Ensuring that all students are safe and supported with members of staff trained in Anaphylaxis, Asthma, First Aid, Epilepsy and Emergency Management
- The introduction of phase one of Positive Behaviour for Learning
- Refining and consolidating the school behaviour matrix with a focus on five key expectations
- The introduction of flowcharts ensuring a consistent response to student behaviour
- Embedding a Social / Emotional curriculum that is inclusive of wellbeing initiatives, the five CASEL competencies and Rights and Respectful Relationships
- Student leadership which provided opportunities for student voice
- Participation in the Daniel Morcombe Child Safety Program and Australia's Biggest Child Safety Lesson
- Planned Social and Emotional Lessons (SEL) and participation in the National Day of Action Against Bullying and Violence
- Planned engagement in the R U OK? Curriculum
- Continued awareness around Cyber Safety with immersion in the Cyber Safety Project;
- Personal Learning Plans, Student Support Plans and Behaviour Support plans when required
- Parent engagement
- School Assemblies and Awards
- Positive Behaviour for Learning launch day.

Value Added

2025 saw a strong whole-school focus on student wellbeing at Corpus Christi School, reflected through a range of value-added programs and initiatives designed to strengthen connection, engagement, and emotional safety:

- Weekly Social / Emotional lessons
- Staff professional development on Positive Behaviour for Learning (PBL)
- All staff successfully completed Mandatory Reporting Modules
- Weekly Student Representative Council and Student Voice Leader meetings
- Parent Support Group (PSG) meetings with parents/guardians
- Student achievements are regularly celebrated at assemblies and in the school Newsletter
- Harmony Day celebration and activities in Term 1
- A curriculum focusing on belonging, diversity and inclusion
- National Sorry Day and Reconciliation Week acknowledgement, learning and understanding
- Consistent, predictable routines that align with PBL
- Student Support Plans and Behaviour Support Plans for students who require additional support
- Mental Health in Primary Schools (MHIPS) leader working alongside Psychs In Schools

- Introduction of the Peaceful Kids Mindfulness Program
- Learning Support Officers (LSO's) supporting student wellbeing
- LSO's checking in with students during recess and lunch
- Kindergarten - Prep, and Prep - Year 6 Transition sessions held in Term 4.

Student Satisfaction

At Corpus Christi School, fostering strong relationships and a deep sense of connection between students and teachers remains a key priority. This commitment is closely aligned with the Melbourne Archdiocese Catholic Schools (MACS) Vision for Engagement, which emphasises inclusion, connection, and meaningful relationships as the foundation for student learning and wellbeing.

In 2025, the MACSSIS Student Survey results reflected the strength and impact of this ongoing work, with growth recorded across all 10 domains. These results demonstrate a continued focus on strengthening engagement, wellbeing, and positive school climate throughout the school.

A key highlight was **School Belonging**, which remained above the MACS average, indicating that students feel welcome, included, and connected in their learning environment. This strong sense of belonging reflects the inclusive and supportive culture that continues to be intentionally developed across the school.

The data also showed positive growth in several key areas compared to the previous year. **Learning Disposition**, which captures how students view themselves as learners, achieved a **79% positive endorsement**, indicating increasing confidence, motivation, and engagement in learning.

Teacher-Student Relationships also increased significantly, rising by 8%, highlighting the strength of relationships between students and staff. This improvement reflects the approachable, supportive, and authentic nature of staff, who are committed to fostering trust, emotional safety, and student success.

Students reported feeling safe within the school environment and experiencing a fair and respectful school climate. This aligns with the school's continued focus on high expectations, emotional safety, and the promotion of positive peer relationships, while celebrating diversity and inclusion across the community.

Overall, **positive endorsement across the MACSSIS survey increased**, demonstrating sustained growth in student wellbeing and engagement. **Student Voice** remained at the MACS average, with ongoing work focused on further strengthening opportunities for students to be heard, valued, and actively involved in shaping their learning and school experience.

These results collectively affirm the strength of the school's wellbeing and engagement programs and reflect Corpus Christi School's ongoing commitment to building a safe, inclusive, and connected community where every student is known, supported, and encouraged to thrive.

Student Attendance

Students are expected to attend school during normal school hours every day of the term, unless they have an approved exemption from school attendance. 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 unauthorised absences, with the aim of 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 organised. 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 relationships 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 on time 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	93.02
Y02	94.14
Y03	90.43
Y04	92.83
Y05	84.63
Y06	86.05
Overall average attendance	90.18

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

In 2025, the Melbourne Archdiocese Catholic Schools, School Improvement Survey (MACSSIS) staff data provides a strong and affirming picture of the school's leadership and overall professional culture. Across all 14 survey domains, results showed growth compared to the previous 12 months, indicating sustained improvement in staff perceptions and engagement.

Key areas of feedback include:

- **School Climate:** Perceptions of the school's overall social and learning climate recorded 90% positive endorsement, reflecting a strong sense of safety, belonging, and shared purpose within the school community.
- **Staff-Leadership Relationships:** The quality of relationships between staff and leadership team members received 87% positive endorsement, highlighting trust, accessibility, and effective communication.
- **Collaboration in Teams:** How well teachers work together in teams to improve teaching and learning achieved an outstanding 97% positive endorsement, demonstrating a deeply embedded culture of professional collaboration.
- **Collaboration around an Improvement Strategy:** Perceptions of the coherence of the school's improvement strategy recorded 81% positive endorsement, indicating strong alignment and growing clarity around shared priorities.

- **Feedback:** Perceptions of the amount and quality of feedback staff receive rose by 15% compared to 2024, reflecting a significant strengthening in the school's feedback culture and the impact of more intentional, timely, and growth-focused professional dialogue.
- **Instructional Leadership:** The extent to which school leaders set the conditions for improving teaching and learning rose by a remarkable 21%, highlighting a substantial increase in staff recognition of leadership's role in driving instructional improvement.

Collectively, these results indicate a highly positive and strengthening leadership culture within the school. The consistently high levels of endorsement across domains suggest that leadership is effective in fostering trust, building strong relationships, and creating the conditions for meaningful collaboration and professional growth.

The significant growth in Feedback reflects a more deliberate and consistent approach to professional conversations about teaching and learning, where feedback is increasingly seen as a tool for improvement rather than evaluation. Similarly, the substantial increase in Instructional Leadership demonstrates that staff are experiencing greater clarity, direction, and support from leadership in improving classroom practice and student outcomes.

Importantly, the fact that all 14 survey areas showed improvement over the previous year is a powerful indicator of sustained momentum in school improvement. It reflects a leadership approach that is both relational and instructional, one that builds trust, strengthens collective efficacy, and maintains a clear and focused commitment to improving teaching and learning.

Overall, these findings affirm that school leadership is performing strongly in creating a cohesive, high-trust, and improvement-focused culture in which staff feel supported, professionally challenged, and empowered to improve student outcomes.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
The Allocated School Closure Days for 2025 were: • Enhancing Catholic Identity: Exploring Catholic Identity Today with Dr Marg Carswell (Australian Catholic University) • Positive Behaviour for Learning • MACS Vision for Engagement • Responsive Teaching - Flourishing Learners Conference Staff Professional Learning is ongoing at Corpus Christi School and includes weekly Professional Learning Team Meetings and Professional Learning Staff Meetings. Additional Professional Learning undertaken in 2025 included: <u>Religious Education-</u> • Education in Faith • Catholic Social Teachings • Religious Education Framework • Exploring Scripture • Walking In the Footsteps of St Paul <u>Student Wellbeing-</u> • Asthma Anaphylaxis Training • Emergency Management • Social & Emotional Learning • Positive behaviour for Learning (PBL) • MACS Vision for Engagement • Epilepsy Training <u>Child Safety-</u> • Mandatory Reporting • Respectful Relationships • Child Safety Standards • PROTECT: Identifying and Responding to Abuse • Reportable Conduct <u>Learning and Teaching-</u> • Vision for Instruction • Explicit Instruction Sequence

Expenditure And Teacher Participation in Professional Learning	
• Jocelyn Seamer Resource Room • Teaching for Impact in Mathematics (TIMS) • Flourishing Learners • Participation Strategies • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments • Formative Assessment • e-Learning: AI, e-Safety • MacqLit/MiniLit • Cognitive Load Theory • Jolly Phonics/Jolly Grammar <u>Leadership</u> • 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 <u>Administration -</u> • ICON: eSys, eFin, eHR, Staff Onboarding • nForma, Operoo • Enquiry Tracker • Administration Forums • V-Pass	
Number of teachers who participated in PL in 2025	16
Average expenditure per teacher for PL	\$836.13

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 2025 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 (90) compared to MACS Average (75)
- Staff -Leadership Relationships: School % Positive Endorsement (87) compared to MACS Average (81)
- Collaboration in teams: School % Positive Endorsement (97) compared to MACS Average (73)
- Collective Efficacy: School % Positive Endorsement (83) compared to MACS Average (77)
- Collaboration around an improvement strategy: School % Positive Endorsement (81) compared to MACS Average (71)

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	4
Graduate Certificate	3
Bachelor Degree	7
Advanced Diploma	4
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	16.9
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.93
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 is valued and respected. From the moment families, students, and visitors enter our school, they are greeted with warmth, kindness, and a genuine sense of belonging. We strive to create a positive and lasting impression that reflects the caring spirit of our community.

At Corpus Christi, the wellbeing and growth of every child are central to all that we do. This commitment extends to our families, whom we support with compassion, respect, and understanding. We value open communication and seek to listen thoughtfully and attentively to ensure all members of our community feel heard, connected, and supported.

Throughout 2025, the Parents and Friends Association (PFA) continued to play a vital role in strengthening community engagement and supporting school initiatives. Their dedication and enthusiasm contributed significantly to the success of many school events.

A range of community events and activities provided valuable opportunities for families to connect and celebrate throughout the year, including:

- Family BBQ evenings
- Community breakfasts
- Fundraising initiatives
- Annual Big Breakfast
- Mothers' Day and Fathers' Day Breakfasts
- Mother's Day and Fathers' Day stalls
- School Athletics Carnival
- Italian Day

- School Disco
- AFL Footy Tipping Competition for Families

In 2025, students also participated in a wide variety of extra-curricular opportunities that enriched school life and fostered 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 the Sacraments: Reconciliation, Eucharist and Confirmation
- Family Sacramental Formation Nights
- Feast Day celebrations
- Celebrations of the Liturgical Seasons including Lent, Easter, Advent and Christmas
- Social Justice initiatives and awareness activities
- Interschool Sports
- Swimming Program
- Camp Program
- Physical Education Program from Prep to Year 6
- Sporting Clinics

These opportunities not only enhanced student engagement and well-being but also strengthened the strong sense of community that makes Corpus Christi School such a special place.

Corpus Christi School continues to embrace technology as an important tool for communication, engagement, and connection within our community. In 2025, we proudly launched our updated school website, providing families with improved access to important information, school updates, learning resources, and community news through a modern and user-friendly platform.

Our social media presence also continued to grow throughout the year. Our Facebook page remained an effective platform for celebrating student achievements, showcasing school events, and sharing the everyday experiences that reflect the vibrant life of our school community. In September 2025, we were excited to launch the school's official Instagram account, further enhancing our ability to connect with families and celebrate learning, student voice, and community events in a contemporary and engaging way.

In addition, our dedicated Vimeo channel continued to offer families opportunities to engage with school highlights and special projects through dynamic, meaningful visual storytelling.

Through these many opportunities for connection, celebration, learning, and faith, Corpus Christi School continues to nurture a strong and vibrant community where every individual is welcomed, valued, and supported.

Parent Satisfaction

The 2025 Melbourne Archdiocese Catholic Schools, School Improvement Survey (MACSIS) provided valuable insights into parent satisfaction and families' experiences of the welcoming, inclusive environment at Corpus Christi School. The results continue to reflect the strong sense of connection, trust, and belonging that families experience within our school community, with ratings consistently above the average for Catholic schools across Melbourne.

Family perceptions of **School Climate** received an outstanding **88% positive endorsement**, highlighting the strong relationships, positive culture, and supportive environment evident throughout the school. **School Fit** was rated at **79%**, reflecting families' confidence that Corpus Christi is a school where their children are known, valued, and supported in their learning and wellbeing. **Student Safety** achieved a **positive endorsement of 73%**, further affirming the school's commitment to providing a safe, nurturing, and respectful environment for all students.

These results are a testament to the collaborative partnerships between staff, students, and families and reinforce Corpus Christi School's ongoing commitment to fostering a caring and connected community where every child can flourish.

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