Introduction

About the Annual School Report

Corpus Christi Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2016 Annual School Report for Corpus Christi Primary School, Cranebrook.

Our purpose as a Catholic primary school in the Cranebrook community is to provide a learning environment where all members feel welcomed, cared for and supported. In this way, we will communicate the message of God's love for all people through our actions and example.

We draw our values from the teachings of Jesus Christ as lived through our Catholic tradition:
- love and forgiveness as a foundation for effective learning, quality relationships and personal growth
- honest, open communication leading to justice in everyday interactions
- the uniqueness of each person, acceptance of each other and celebration of differences
- a learning environment which nurtures independent, discerning and critical thinkers

We believe that:
- Quality educational opportunities and approaches encourage students to take responsibility for their own learning, actions and relationships.
- A differentiated, authentic curriculum fosters engagement in learning.
- Accessing the resources of the wider community supports and enhances learning.
- In *Growing Together as the Body of Christ* we gain strength and support from being members of a unified parish community.

Corpus Christi Primary school continues to grow in providing an exciting centre for quality learning and teaching.

Parent

The school has an active parent community which meets regularly as the Parent Representative Group (PRG). In previous years, the PRG has successfully raised funds for the school as well as organising social events. Events run by the PRG have included organising Mothers Day and Fathers Day stalls, trivia night, bush dance, student discos, Spring Fair, support for the school's 'Games-a-Thon' and outreach for the needy of the community at Easter and Christmas.

Parents are encouraged to attend PRG meetings which end with a curriculum update or opportunities for parents to learn more about supporting their child with their learning. At each meeting parents are also able to discuss school initiatives.

Parents are also encouraged to act as classroom helpers in literacy and numeracy. Parents also assist with gross motor skill development, sporting events, excursions, in the school library and in our school canteen.

Student

The students of Corpus Christi Primary School are very proud of their school and appreciate the many opportunities the school provides for them. Year 6 students take on specific leadership roles each year as part of the Student Representative Council (SRC). These leadership roles include leading the liturgy/social justice team, hospitality team, environmental care team, technology angels, sports team, library team, social skills team and the creative arts team. All members of Year 6 are part of one of these teams. The teams are responsible for organising and running assemblies, flag raising, as special ambassadors to important events, and taking on various tasks as requested by the principal. The SRC members are elected by staff and the student body each year.

Our Year 6 students also have a special role in displaying leadership qualities, providing a good...
example and showing responsibility and maturity to the rest of the student population.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at Corpus Christi Primary School.
Who we are

History of the school

Our school was established in 1987 by the Sisters of Mercy and from its humble beginnings it has grown from just three classes to be a school that currently has 21 classes catering for children from Kindergarten to Year 6. The school works in partnership with the Parish of Corpus Christi and its pastor.

At Corpus Christi Primary School we activate a faith community that supports each person’s search for meaning within the Catholic tradition through liturgy, prayer and celebrations as well as the Parramatta Diocese’s, Sharing Our Story curriculum. We have a learning environment that empowers and challenges each student to communicate with truth, clarity and integrity about the nature of the world. In June 2009, the school completed its three year building and renovation program, giving the children access to stunning, modern learning spaces which complement extensive recreation and sporting areas. In 2010 construction of a new hall was completed. During 2014 our facilities were complemented by regular maintenance including painting and paving, replacement and upgrading of technology and resources. We are constantly working to provide improvements to our contemporary learning spaces to ensure that our students have the best environment in which to learn.

Location/drawing area

Corpus Christi Primary School is situated in Andromeda Drive, Cranebrook, a northern suburb of Penrith. Corpus Christi Primary School is an integral part of the work of the Corpus Christi parish and the school is part of the Parramatta system of diocesan schools.

Families from many surrounding suburbs choose to send their children to Corpus Christi Primary. These suburbs include: Cranebrook, Jordan Springs, Llandilo, Cambridge Park, Cambridge Gardens, Werrington Downs, Londonderry and Castlereagh.

All enrolments are processed by the school and the decision to accept is based on the current Diocesan Enrolment Policy and Procedures.
# Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>35</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>34</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>10</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>3</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>92.76</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>84</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences
The students of Corpus Christi Primary School have the opportunity to celebrate in prayer together in a variety of ways. They celebrate liturgies of the Eucharist as a school, grade and class. Celebrations of the Liturgy of the Word as a grade or school also occur during the year. School assemblies are an important focus for prayer and classes take turns to lead the community. Class prayer is a significant part of the daily life of the students. The school assembly commences with acknowledging the traditional owners of the land, followed by our school song and concludes with the Australian National Anthem. During the assembly awards are given to the students, highlighting achievements, citizenship, school spirit and Catholic values. Adult faith formation is addressed through a focus on prayer each term as a whole staff, at professional learning meetings, farewell celebrations and staff reflection days. In 2016 the staff also participated in Lent/Advent prayer focus groups and a staff reflection day focusing on St Paul, giving space and time for personal reflection. In addition to class, grade and whole-school Eucharistic celebrations students are also involved in the celebration of Reconciliation with their class.

Social Justice
In 2016, outreach programs involved fundraising events directly linked to Caritas (Project Compassion), Catholic Mission, CanTeen, Penrith Kitchen and the Corpus Christi Parish community. There was significant support given to the wider community through the collection of beanies, mittens, gloves, scarves and socks in an event known as ‘Sockeenies’. These items were distributed by St Vincent de Paul. Our outreach to Penrith Kitchen was overwhelming with a collection of toiletries which were packaged as gifts and distributed to needy families by Penrith Kitchen. The school also raised funds to support one of our teachers who was going to World Youth Day 2016 (WYD2016). The school also raised money to be sent directly to the WYD2016 outreach in the Philippines.

School home and parish partnerships
The staff of Corpus Christi Primary School worked in close partnership with the parish priest and Sacramental team of the parish in preparing the children for the Sacraments of Reconciliation, First Eucharist and Confirmation. The staff also attended parent information evenings and the celebration of each Sacrament.

Parents, extended family members and the parish community were always welcome to attend any celebration. In 2016 celebrations included Catholic Schools Week, Easter liturgies, open classrooms, morning teas, Corpus Christi Feast Day, special liturgies for Mothers, Fathers and Grandparents Days, a mass for opening/closing school year, Year 6 Graduation Mass and our Christmas concert.

Parents were encouraged to attend the parish mass with their children as well as grade liturgies throughout the year. Many of the whole-school celebrations, graduation ceremonies and Sacramental celebrations had parents playing an active role. Parents were encouraged to attend Parent Representative Group (PRG) meetings and assist students with learning in the classroom and/or on excursions. Parents were also involved in assisting with fund raising as well as in the canteen and library.

Religious Education
Sharing Our Story was the Religious Education program taught in our school and other Parramatta diocesan schools. The scope and sequence of the units of work were modified to align with the Sacramental program of the parish. Formal Religious Education lessons were taught daily and lessons incorporated aspects of our own Catholic tradition. Special liturgies were planned and organised by the Religious Education coordinator and a team of staff. Liturgies were celebrated in the parish with the parish priest.

Professional Learning of staff in Religious Education
During 2016 staff members were engaged in a variety of professional learning opportunities in faith formation, understanding the Scriptures and strategies to implement the Sharing our
A number of staff attended the *Faith at the Fidler* faith formation sessions co-ordinated by the diocese and two members of staff attended WYD2016 in Poland and the Philippines. Professional learning for the staff was led by educators from the evangelisation and Religious Education team from the Catholic Education Office (CEO) as well as our own staff. New and additional resources were purchased for use by the staff during the year. The leadership team of the school continued to meet once per term with leadership teams from other local Catholic schools to develop their understanding of evangelisation further.
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>96</td>
<td>64</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>96</td>
<td>68</td>
</tr>
<tr>
<td>Reading</td>
<td>96</td>
<td>95</td>
<td>59</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>96</td>
<td>68</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td>94</td>
<td>62</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
<td>96</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>91</td>
<td>94</td>
<td>58</td>
</tr>
<tr>
<td>Literacy</td>
<td>93</td>
<td>93</td>
<td>52</td>
</tr>
<tr>
<td>Reading</td>
<td>93</td>
<td>93</td>
<td>62</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
<td>93</td>
<td>39</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
<td>93</td>
<td>45</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>95</td>
<td>48</td>
</tr>
</tbody>
</table>

The NAPLAN results were analysed by all staff, led by the principal and assistant principal. Our students continued to do well in a number of areas including reading and writing. In Years 3 and 5 strengths were identified in many aspects of Literacy and Numeracy. Data from 2016 also indicated that the main area for further improvement was Numeracy.
In addition, our school goals also needed to target growth in writing. Our literacy goals for 2016 continued to target the area of writing, tracking of writing clusters and using this data to inform the teaching of writing. There was also a focus on developing teacher and student knowledge of the skills used when writing. Progressive Achievement Tests in Reading (PAT-R) data was analysed and used to inform the teaching of reading.

Mathematics Assessment Interview data was analysed and used to inform the teaching of Mathematics. Along with classroom teachers, the diversity team identified and developed support for children who needed support with their learning. Our open learning spaces in all grades allowed us to utilise the diversity team as additional teachers within the learning space, leading to growth in students' learning with a wide range of abilities.

We continued to support the learning of children in Early Stage 1 and Stage 1. The Catholic Education, Diocese of Parramatta (CEDP) Early Years Assessment was used to provide the data.

Personalised plans were designed and implemented for each targeted child with the assistance of the classroom teachers and parents. Reading Recovery teachers targeted students in Year 1 who were at risk of not acquiring literacy skills. Extending Mathematical Understanding (EMU) specialist numeracy intervention teachers targeted students in Year 1 who were at risk of not acquiring numeracy skills.

**School curriculum**

The school curriculum at Corpus Christi Primary School is rich and diverse, offering many opportunities, experiences and support for our students. Our diversity team assisted in the integration of students with diverse needs. Teachers were assisted in: differentiation of the curriculum; implementing personalised plans for learning; working with students individually and in small groups and providing resources to meet specific needs. Personal Plans (PPs) were implemented for students in classroom learning programs, following consultation with parents and teachers. Opportunities were provided for students within the learning spaces. In addition, students were able to participate in a variety of activities including Voice of Youth, chess, and International Competitions and Assessments for Schools (ICAS). Students in all grades attended excursions and participated in incursions.

Students were supported with social skills through a number of initiatives: Play and Learning Skills (PALS); Structured Play (Kindergarten); and social skills groups (Kindergarten and Year 1). Each year, a Kindergarten Transition program to assist preschool students is offered. Support staff and Kindergarten teachers run the Transition program so that the children can become confident in starting school the following year.

During Book Week the students participated in activities to celebrate the enjoyment of reading. In 2016 we continued our Peer Support program run for students by our Year 6 leaders. Peer Support aimed to develop students’ resilience. A number of extra-curricular activities were offered to the students including chess competitions, dancing and sporting activities.

**Initiatives to promote respect and responsibility**

Corpus Christi Primary School actively promoted respect and responsibility in all aspects of school life. Significant initiatives that supported this included:

- whole-school approach to restorative practice
- individual behavioural and management plans for children
- support for Caritas during Lent
- *Sharing Our Story* units of work
- ‘Protective Behaviour’ units in Personal Development, Health and Physical Education (PDHPE)
- History - Human Society and Its Environment (HSIE) units of work
- social skills groups for Kindergarten and Year 1
- community aspect of Parent Representative Group (PRG) support
- community outreach to Penrith kitchen, St Vincent De Paul and cancer research
- support of Penrith area ANZAC ceremony
- community outreach projects - hampers to the St Vincent de Paul at Christmas
- Parent Representative Group run events including a spring market, trivia night, bush dance and student discos
- support to Bandanna Day for canteen
- GRIP - Young Leaders Day
- school rules and school mantra highlighted at every assembly
- Community and Road Education Safety (CARES) excursion for Year 4
- participation in Cleanup Australia at Corpus Christi Primary School
- Peer Support program
- structured play at recess for targeted students
- Dance Fever for all students Kindergarten to Year 6
- Night of the Notables for Year 6
- structured lunch time activities promoting social skills, respect and responsibility
- Captivate Choir for Year 4

**Professional Learning**

Professional learning undertaken by staff in 2016 included:
- effective pedagogy and teaching practice
- personalised learning plans for students with diverse needs (PP's)
- introduction and implementation of the new History and Geography syllabuses
- analysis and tracking of student writing - including analysis of the data wall
- case management for students with learning needs
- guided reading and comprehension
- independent reading
- Stage 3 literacy block
- Focus 160 success criteria
- running records and miscue analysis
- first aid, Cardiopulmonary Resuscitation (CPR) and anaphylaxis training
- child protection and Self Administered Legal Training (SALT) for staff
- governance training for leadership
- Mathematics, including Mathematics Assessment Interview analysis and effective teaching practices
- multiplicative thinking Stage 2 modules
- effective numeracy block - warm-up, rich learning task, reflection
- use of Google drive
- National Assessment Program - Literacy and Numeracy (NAPLAN) analysis
- effective use of Apple TV's in learning spaces
- Primary Timetable Application (PTA) training sessions
- compliance training
### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>All students to increase their knowledge of the merciful Jesus through an understanding of Scripture, as measured by class assessment tools and as evidenced by an improvement of 3-5% in Religious Literacy Assessment (RLA) results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Through the analysis of our RLA data, staff surveys and reflection on learning and teaching practices, staff identified that a deepening of Scripture knowledge and understanding in Religious Education was needed. Our RLA data was below diocesan averages, although improved significantly in all areas from 2014 to 2015.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | Steps included:  
- students to learn how to understand, interpret and respond to Scripture passages at three different levels: literal, spiritual and application  
- students to read, reflect, discuss and act upon the Scripture associated with Misericordiae Vultus  
- teachers to learn the background and context of the biblical passages used in class  
- teachers to read, reflect, discuss and act upon Misericordiae Vultus |
| **Status of priority 1** | Ongoing |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students to improve learning outcomes in writing by at least one year’s growth and for vulnerable students to achieve individual growth, as measured by Stage statements, the NSW English Syllabus and the writing continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>The analysis of student writing and data (NAPLAN, and student writing samples aligned to the writing continuum), and ongoing assessment and evaluation of student work, identified this as an area of need.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 2** | The focus was on:  
- students learning to write a variety of imaginative, informative and persuasive texts for specific purposes and audiences  
- teachers monitoring student progress to ensure that students moved a minimum of one writing cluster per six months (Cluster 1-Cluster 7) and a minimum of one writing cluster per 12 months (Cluster 8 onwards) |
<p>| <strong>Status of priority 2</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to improve their learning outcomes in place value and multiplication and division by a minimum of at least one growth point, and for vulnerable students to achieve individual growth, evidenced by NSW Mathematics Syllabus and growth points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>The analysis of data, including Mathematics Assessment Interview (MAI), NAPLAN, teacher observation and ongoing student work samples, indicated a significant number of students at risk in addition, subtraction, multiplication and division.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | The focus here was on:  
- students working mathematically to explore the domains of place value and multiplication/division problems, using reasoning strategies to move from modelling to visualising, to abstracting  
- teachers monitoring student progress to ensure that students moved a minimum of at least one growth point |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For students to deepen their knowledge and understanding of Scripture at a literal, inferential and spiritual level, evidenced by class assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>This a further development of the previous year’s goal. Our 2016 RLA results indicated solid growth in the Scripture strand and this year’s goal will build upon previous achievements. When students can experience Scripture and comprehend it at these three levels, they will be able to connect with the significance of the message of Jesus to the people 200 years ago. This will then contribute to their interpretation of the Scripture with modern day message.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | Students will:  
- celebrate in Scripture, prayer, liturgies and Eucharistic celebrations  
- read, reflect and respond more confidently because of the levels of learning Scripture  
- progress in their understanding of Scripture through assessment tools  

Teachers will:  
- reflect on Scripture references and doctrinal statements  
- use and build word walls from the Scripture being studied  
- refer to pre, mid and post assessment of Scripture to enhance and modify their units |
| Priority 2 | For all students to improve their writing by at least one year’s growth and for vulnerable students to achieve individual growth, with assessment for learning informed by tracking student growth against the NSW English Syllabus and the writing continuum |
| **Reason for Priority 2** | The analysis of student writing and data (NAPLAN, student writing samples that are aligned to the writing continuum) based upon ongoing assessment and evaluation of student work identified this as an area of need.  
We need to continue our work with tracking writing data to inform our teaching and measure student growth. |
| **Steps to be taken to achieve Priority 2** | Students will respond to, and create, multimodal and digital texts using the writing continuum and exemplars in their learning space to track and self-monitor their progress. This will involve aligning as pairs or in small groups  
Teachers will use the writing continuum data wall to track and monitor progress of their students and to help provide the metalanguage for students to self-monitor their progress, engage in and apply learnings from teacher and peer feedback, and case management meetings. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to improve their learning outcomes in multiplication and division by at least one growth point, and for vulnerable students to achieve individual growth, based on assessment for learning informed by tracking against NSW Mathematics syllabus and growth points, and supported through unpacking problem solving strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>The analysis of data including MAI (2016), 'On the Way' growth points, NAPLAN and ongoing student work samples indicated a significant number of students at risk in multiplication and division. The problem solving aspect links directly to the students' ability to take the mathematical content and process and transfer it to everyday situations effectively and efficiently. 'Vulnerable' refers to any student who over the course of the year has not progressed or has not achieved expected growth.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Students will:  
- complete the number domains of the MAI  
- persevere with challenging and rich tasks in their zone of learning  
- work mathematically using reasoning strategies to move from concrete, to partial to abstract thinking in multiplication and division  

Teachers will:  
- analyse new data and make comparisons between predictions and January 2017 data  
- regularly track student progress using various strategies and use data walls to inform teaching and learning needs  
- collaboratively plan with peer colleagues |
Community Satisfaction

Parent satisfaction

During 2016, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported showed that parents valued the importance of Catholic Education at Corpus Christi Primary School. They also highly valued the opportunities provided by the school and its staff. They saw the staff as dedicated professionals who were approachable and that the school was receptive of, and understood, the views of parents. They acknowledged the many opportunities for themselves and their children to participate in the prayer and liturgical life of the school. They identified the school's commitment to social justice as a strength, along with valuing highly our Transition programs and the clear learning focus of the school.

Student satisfaction

This year, all students in Year 3 to 6 were surveyed to broaden the field of responses to ascertain whether there was a need to include the younger students. The patterns of answers were very similar across all grades who were surveyed.

The QCS data from the 2016 survey showed that students were very motivated to learn at school. They valued the facilities and staff of the school and they felt very socially connected to the school. Students identified that the staff provided purposeful learning opportunities in planned and effective ways. Students felt that the teachers modelled the values of our Catholic faith in their interactions.

Teacher satisfaction

The QCS data showed that staff identified that there was a positive climate in the school. Staff felt supported in their role. Staff provided one another with feedback. They also identified that they were more energised from working together than when working alone. Staff agreed with the shared goals of the school. There was considerable learning from feedback. Staff identified that student behaviour and student management had improved significantly in the preceding twelve months. There was a strong sense of ownership of the shared work of the school. Following this survey, it was decided by a representative staff group to work on the areas of 'team' and 'feedback'. This group developed shared understandings and statements that were proposed to the staff and accepted as working norms for Corpus Christi Primary School.
Student Profile

Enrolment Policy

Corpus Christi Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>280</td>
<td>291</td>
<td>571</td>
</tr>
<tr>
<td>2015</td>
<td>283</td>
<td>291</td>
<td>574</td>
</tr>
<tr>
<td>2016</td>
<td>274</td>
<td>292</td>
<td>566</td>
</tr>
</tbody>
</table>

The school continued to receive steady demand for enrolments from the local area. The continuing development of the residential areas of Jordan Springs has impacted favourably on the enrolment application numbers from that area. Every year, there is an element of families that move from the school to other parts of the state and country while the vast majority remain in the area and provide a steady basis for enrolment numbers. The school continues to advertise widely in the enrolment area to ensure that all families are aware of the our presence, so that enrolment at Corpus Christi Primary School is seen as a realistic option for families when considering Catholic education for their children.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95</td>
<td>95</td>
<td>96</td>
<td>94</td>
<td>95</td>
<td>94</td>
<td>92</td>
<td>94</td>
</tr>
</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>115</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>18</td>
</tr>
<tr>
<td>Indigenous</td>
<td>19</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential.
Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Various policies and programs are in place to support student welfare and management:
- Duty of Care policy
- Student Management in the Classroom
- Pastoral Care policy
- Student Management policy
- Restorative Practice
- Anti-Bullying policy
- counselling
- tiered awards system
- Code of Conduct

Policies related to student management and welfare are available in the school handbook, through the school office and on the school website. The full text of student management, welfare and discipline policies can be obtained through the school office or from the school’s website.

There have been no major changes to the Student Management policy in 2016.

There are also individual student behaviour management plans prepared collaboratively between the class teacher, school counsellor, parents and leadership team, as the need arises. These individual plans are constantly reviewed throughout each term.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes to the policy during 2016.
Section Eleven: Financial Statement

The financial statement for Corpus Christi Primary School, Cranebrook shows the following distribution of income and expenditure:

### Income
- **Commonwealth (60.7%)**
- **Capital (0%)**
- **State (20.3%)**
- **Fees (16.3%)**
- **Other (2.7%)**

### Expenditure
- **Capital (8.1%)**
- **Salary (68.9%)**
- **Non-Salary (23%)**

#### Recurrent and Capital Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$3,777,648</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$1,262,314</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$1,012,122</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$168,335</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$6,220,419</strong></td>
</tr>
</tbody>
</table>

#### Recurrent and Capital Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$520,628</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$4,419,785</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$1,475,192</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$6,415,605</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.