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 2017 and gives information about the 2018 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 2017 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 have been 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 were also able to discuss school initiatives. The school continued to explore ways of connecting with the parent community to ensure that they were fully informed as partners in the learning journey of their children. We explored having meetings at different times of the day and also sent information home in many different formats. This endeavour to include and involve our parents will continue to reflect the changing needs of our parents.

Parents were also encouraged to act as classroom helpers in literacy and numeracy. Parents also assisted 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. In 2017 Year 6 students took on specific leadership roles each year as part of the Student Representative Council (SRC). These leadership roles included 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 were part of one of these teams. The teams were 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 had a special role in displaying leadership qualities, providing a good example and showing responsibility and maturity to the rest of the student population. The use of the Year 6 students as facilitators in the Peer Support program in 2017 was a wonderful way of developing the leadership skills of the senior students while also developing quality relationships across the school.

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. They are proud of their school and assist in keeping it looking presentable at all times.
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 Corpus Christi Parish 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 School. 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>33</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</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 2017</td>
<td>93</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>77</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

The students of Corpus Christi Primary School have had the opportunity to celebrate in prayer together in a variety of ways. They celebrated liturgies of the Eucharist as a school, grade and class. Celebrations of the Liturgy of the Word as a grade or school also occurred during the year. School assemblies were an important focus for prayer, and classes took turns to lead the community in these celebrations. Class prayer was a significant part of the daily life of the students and took many different forms according to the ages and needs of the students. The school assembly commenced with acknowledging the traditional owners of the land, followed by our school song and concluded with the Australian National Anthem. During the assembly awards were given to the students, highlighting achievements, citizenship, school spirit and Catholic values. Adult faith formation was addressed through a focus on prayer each term as a whole staff, at professional learning meetings, farewell celebrations and staff reflection days. In 2017 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 were also involved in the celebration of Reconciliation with their class.

Social Justice

In 2017, 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. Christmas time was also marked with the spirit of giving with families being invited to donate non-perishable items to the local St Vincent de Paul Society. The food was accepted and many hampers were created to be delivered to the needy in the local community. The presentation of the food from the school was part of the Christmas Celebration in December where we focused on Service to Others.

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 2017 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 assisted 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. The units of work were organised around seven content areas: God, Jesus, Church, Prayer, Sacraments, Scripture and Christian Life. 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.
Corpus Christi Primary School worked in close partnership with the parish priest, the parish team and the broader parish community to develop a strong connection between home, parish and school. As a Christ-centred community there was support for families to nurture their children’s faith and spirituality. The school placed great significance on celebrating Catholic traditions and practices. For teachers, 2017 had a focus on using the Three Senses Framework to support the understanding and interpretation of Scripture. Work centred on the units in the *Sharing Our Story* syllabus, with a priority placed on understanding the doctrinal statements and the theological background underpinning each unit.

**Professional Learning of staff in Religious Education**

During 2017 the staff engaged in a range of professional learning experiences related to Religious Education. The professional learning that took place within the school had both implicit and explicit factors. It is expected that these factors will contribute to the nurturing, spiritual awareness and overall religious development and formation of the teachers. These experiences included:

- working as grade and Stage collaborative teams to develop liturgies and prayer reflections and revise, design and implement learning programs
- focusing on the assessment and reporting of religious literacy with a particular focus on 'Pre, Mid and Post' assessment tasks
- across grade teams developing learning intentions and success criteria for lessons based on the Three Senses framework
- personal development on the importance of reading and understanding the theological background from the *Sharing Our Story* units
- reading and understanding of unit related Scripture passages
- developing the effective use of Scripture word walls and developing an agreed practice for the teaching of Religious Education
Learning and Teaching

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 2017. 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>NAPLAN RESULTS 2017</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>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</table>

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<td>99</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
<td>95</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 2017 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 2017 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 (MAI) 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. The Catholic Education, Diocese of Parramatta (CEDP) Early Years Assessment was one assessment used to provide data to support the learning of children in Early Stage 1 and Stage 1.

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 2017 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 Corpus Christi Primary School, Cranebrook
- community outreach projects - hampers to the St Vincent de Paul at Christmas
- events run by the Parent Representative Group, 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 2017 included:
- effective pedagogy and teaching practice
- learning Intentions and success criteria for all Key Learning Areas (KLAs)
- formative Assessment including tracking of outcomes
- feedback to improve learning (teacher to student, student to student, student to teacher)
- personalised learning plans for students with diverse needs (PP's)
- use of NETiD to plan learning for students with adjustments
- 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
- First Aid, Cardiopulmonary Resuscitation (CPR), Diabetes and Anaphylaxis training
- child protection and Self Administered Legal Training (SALT) for staff
- governance training for leadership
- Mathematics, including Mathematics Assessment Interview analysis, tracking of growth points and effective teaching practices
- Multiplicative Thinking Stage 3 Module
- effective numeracy block - warm-up, rich learning task, reflection
- use of Google Classroom
- 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
- new Scope and Sequence, and program template for English and Mathematics
## Annual school priorities

<table>
<thead>
<tr>
<th><strong>Priority 1</strong></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 was a further development of the previous year’s goal. Our recent Religious Literacy Assessment (RLA) results indicated solid growth in the Scripture strand and our 2017 goal was to build upon previous achievements. If students could experience Scripture and comprehend it at these three levels, they would be able to connect with the significance of the message of Jesus to the people 200 years ago. This would then contribute to their interpretation of the Scripture with modern day message.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | Students:  
- celebrated in Scripture, prayer, liturgies and Eucharistic celebrations  
- read, reflected and responded more confidently because of the levels of learning Scripture  
- progressed in their understanding of Scripture through assessment tools  
Teachers:  
- reflected on Scripture references and doctrinal statements  
- used and built word walls from the Scripture being studied  
- referred to pre, mid and post assessment of Scripture to enhance and modify their units |
<p>| <strong>Status of priority 1</strong> | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>The analysis of student writing and data (NAPLAN and student writing samples aligned to the writing continuum) based upon ongoing assessment and evaluation of student work, identified this as an area of need. We needed to continue our work with tracking writing data to inform our teaching and measure student growth.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 2</td>
<td>Students responded to, and created, multimodal and digital texts using the writing continuum and exemplars in their learning space to track and self-monitor their progress. This involved aligning as pairs or in small groups. Teachers used 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.</td>
</tr>
<tr>
<td>Status of priority 2</td>
<td>Achieved</td>
</tr>
<tr>
<td>Priority 3</td>
<td>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</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Reason for priority 3</td>
<td>The analysis of data, including 2016 MAIs, '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 linked 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 did not progress or had not achieved expected growth.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | Students:  
- completed the number domains of the MAI  
- persevered with challenging and rich tasks in their zone of learning  
- worked mathematically using reasoning strategies to move from concrete, to partial to abstract thinking in multiplication and division  
Teachers:  
- analysed new data and made comparisons between predictions and January 2017 data  
- regularly tracked student progress using various strategies and used data walls to inform teaching and learning needs  
- collaboratively planned with peers |
| Status of priority 3 | Achieved |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To improve the students’ knowledge/understanding of the Liturgy of the Word and Christ’s call for us to grow in holiness and to live better lives as faithful members of the church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Over the last few years we have focused our attention on the deep understanding of Scripture using the Three Senses. The next progression will be to align our study of Scripture with the mass and, in particular, the Liturgy of the Word. This will enable the children to see a clear connection between Scripture texts and other texts from the liturgy, drawing from them lessons that may help them to live more faithful lives.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Teachers will:  
- develop a consistent theological understanding from which to teach  
- prepare the students to participate fully in the Liturgy of the Word  
- prepare, plan and implement a Liturgy of the Word based on teaching and learning units  

Students will:  
- participate fully in the Liturgy of the Word  
- link the levels of learning with the Scripture reading  
- make a connection between Scripture taught in class with the Liturgy of the Word in mass  
- reflect on feedback given from a personal interview |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To improve students’ understanding of texts by one years growth, tracked by the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 2</td>
<td>Results from analysing the lowest performing questions in NAPLAN 2017 indicate that students in both Year 3 and Year 5 experience difficulties in inferential comprehension, interpreting vocabulary, main idea, connecting ideas and literal comprehension.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 2 | Teachers will:  
- provide ongoing, timely and specific feed-forward, feed-up and feedback  
- engage in professional learning to improve their pedagogical content knowledge in reading  
- observe good practice like Reading Recovery  
- unpack the ‘understanding texts’ progressions by linking them with the syllabus  

Students will:  
- apply and articulate how comprehension strategies assist in engaging with texts  
- engage in purposeful talk  
- provide and receive feedback and reflect upon their own learning using various sources |
| Priority 3 | To improve place value by at least one growth point, supported through working mathematically |
| Reason for Priority 3 | Over the past two years we have had at least 45% of our students vulnerable in place value with the exception of Year 1. In 2017 our goal was multiplication and division with the inclusion of place value. We believe that we have not seen the growth in place value that we have witnessed in other areas and the focus will improve learning outcomes in this strand. We will also use this focus to increase the integration of mathematical content strands and the Working Mathematically strand. |
| Steps to be taken to achieve Priority 3 | Teachers will:  
- use the syllabus and progressions to unpack place value and identify connections to other content strands  
- look for links in the curriculum to create rich meaningful tasks that spread over a number of sub-strands  
- plan and facilitate rich challenging learning tasks/investigations  

Students will:  
- participate in rich, challenging learning tasks that unpack place value concepts  
- make connections across content sub-strands rather than compartmentalise ideas  
- use Working Mathematically strategies |
Community Satisfaction

Parent satisfaction
During 2017, 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 again 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 that were surveyed.

The QCS data from the 2017 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 which were developed collaboratively. There was considerable learning from feedback on a peer to peer basis. 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 continue 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](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>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>
<tr>
<td>2017</td>
<td>283</td>
<td>284</td>
<td>567</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 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.

Currently, the enrolment numbers for Years 1 to 6 remains relatively stable with the number of students leaving Corpus Christi Primary being approximately equal to those students who enrol in those grades.

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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>96</td>
</tr>
<tr>
<td>Year 1</td>
<td>94</td>
</tr>
<tr>
<td>Year 2</td>
<td>95</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>94</td>
</tr>
<tr>
<td>Year 5</td>
<td>95</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>School Average</td>
<td>95</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>119</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>21</td>
</tr>
<tr>
<td>Indigenous</td>
<td>18</td>
</tr>
</tbody>
</table>
Managing Student Non-attendance

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

The Pastoral Care/Behaviour Management policy of Corpus Christi Primary School is used to reinforce our mission of maximising opportunities for students to achieve their full potential in a safe and engaging environment.

The Pastoral Care/Behaviour Management policy of the school is preventive, supportive, proactive and positive. This policy is based on the gospel values of forgiveness, reconciliation and acceptance. The pastoral care policy embeds the total care of the students, staff and families. It is based on the dignity of each person through understanding and commitment to the welfare of all students. To accomplish the mission of the school, the pastoral care policy is built upon four underlying principles: instruction, support, prevention, and proactive behaviours.

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

Aligned with our pastoral care policy is the school’s commitment and approach to managing any incidents of bullying. The school does not tolerate in any way incidents of bullying, and works collaboratively and in partnership with parents, teachers and other agencies to support students who are targeted by, or involved in, incidents of this nature. The policy is well understood by the community and meets the needs of the school community.

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 2017.

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 and modified according to need.

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 2017.
Section Eleven: Financial Statement

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth</td>
<td>$4,034,945</td>
</tr>
<tr>
<td>Capital</td>
<td>$0</td>
</tr>
<tr>
<td>State</td>
<td>$1,403,673</td>
</tr>
<tr>
<td>Fees</td>
<td>$979,367</td>
</tr>
<tr>
<td>Other</td>
<td>$118,857</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$6,536,842</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$46,808</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$4,647,670</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,454,192</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$6,148,670</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.