



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### Corpus Christi School

29 Russell Street, WERRIBEE 3030

Principal: Linda Roynic

Web: [www.ccwerribee.catholic.edu.au](http://www.ccwerribee.catholic.edu.au)

Registration: 1898, E Number: E1342

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## Principal's Attestation

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I, Linda Roynic, 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 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2024

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## About this report

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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](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **SCHOOL VISION**

We, at Corpus Christi, continue the Spirit-filled legacy of Mary MacKillop within our Catholic learning community.

We recognise that we are an integral part of the St. Andrew's Parish of Werribee. Inspired by the courage and tenacity of Mary MacKillop, we recognise that each of us is called to be a living part of the Body of Christ.

Therefore, we:

- Live out in word and deed the Gospel values of justice, integrity, respect and dignity
- Celebrate our faith, scripture and tradition
- Provide contemporary learning for all members of our community
- Create an environment that enables each member of the community to find greater meaning in his/her life
- Foster a culture that values the pursuit of excellence.

We are the body of Christ and we each have a part to play.

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## School Overview

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### School Overview 2023

Corpus Christi is situated in the outer Western suburb of Melbourne, bounded by the Princes Highway and the Maltby Bypass, 34kms from the CBD. It is built on land originally inhabited by the Wurundjeri people of the Kulin Nation.

The School was established in 1985 due to an increasing demand for Catholic education in Werribee and to relieve pressure on the parish school of St Andrew's. It became one of four primary schools in the Parish at that time. In 2005 Corpus Christi amalgamated with St Mary's in Werribee South. Today, Corpus Christi is one of six primary schools within the Parish of St Andrew's.

Corpus Christi Primary School provides a learning community "inspired by the courage and tenacity of Mary MacKillop," recognising that each person "is called to be a living part of the Body of Christ". Corpus Christi is Latin meaning 'Body of Christ'. In recognising that each of us is called to be a living part of the Body of Christ, Corpus Christi acknowledges the work of St Mary of the Cross MacKillop and is inspired by her courage and tenacity.

The staff is the school's biggest asset, and they are very committed to providing the best learning opportunities for the children. Children experience a variety of learning opportunities in all curriculum areas through the use of Information and Communication Technologies and the Arts incorporating an Inquiry Approach. Classroom practice takes into consideration the needs of all students. Corpus Christi is committed to the development of the whole child: spiritually, intellectually, physically, socially and emotionally. We strive to provide a comprehensive curriculum that will establish a sound basis for the future needs of all our students. We promote our focus on creating flexible learning environments to cater for the wide variety of student learning styles and pedagogical approaches to learning and teaching.

Corpus Christi has an enrolment of 431 students in 18 learning community groupings. The school population is made up of many students who are second, third and fourth generation Australian, predominantly from Italian backgrounds. However, Corpus Christi has experienced changes during the past years as we have welcomed families from Sudan, Burma, Philippines, Indonesia, Ethiopia, Thailand, Ireland, Zimbabwe, Sri Lanka, Japan, Croatia and Brazil. Some of these families have entered Australia under the Refugee or Humanitarian Status.

Corpus Christi always aims to be a welcoming school. The spirit of the school is warm and inviting. The parents are an integral part of the Corpus Christi community, parent participation and working in partnership with parents is highly valued and actively encouraged at Corpus Christi.

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## Principal's Report

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### Principal's Report

At Corpus Christi we believe that the student is at the heart of all learning and teaching and that the promotion of their well-being is necessary to achieve success. All programs aim to create a strong culture of well-being within the classroom and across the school to maximise learning and teaching.

The belief that relationships are central to the effectiveness of a Catholic School underpins what we do and who we are at Corpus Christi. We work hard to strengthen relationships between staff, parents and students within our school community, with our Parish Community and with the broader community.

Corpus Christi always aims to be a welcoming school. The spirit of the school is warm and inviting. We strive to foster the Catholic Faith and celebrate the Catholic traditions regularly as we encourage all in our community to live the values of the Gospel.

We believe effective schools have high levels of parental and community engagement and that this engagement is strongly related to improved student learning, attendance and behaviour. Therefore, family members are always welcomed at Corpus Christi and are encouraged to play an integral role in their children's education by helping in classrooms, assisting with special days, planned activities, excursions and parent information sessions.

At Corpus Christi we strive for the implementation of a curriculum that is student centred and personalised using a variety of contemporary learning and teaching approaches.

Through our professional learning and planning program a strong emphasis is on the planning process and planning for differentiated learning and teaching experiences in order to meet the individualised needs of all students. We also have a culture of collective responsibility for all students ie "These are 'our' students not 'my' students".

We are embracing the challenges that are obvious in the ever-changing curriculum demands that seem to emerge. The Victorian Curriculum and ongoing change and improvement in approaches to learning and teaching can only serve to continue to improve the outcomes of students. Our work in journeying together, as a learning community, places us in a good position to continue to move forward in embracing the challenges of the future with excitement and enthusiasm.

We remain very confident that Corpus Christi will continue to be a place of great learning, ready to meet the changing needs of our students and the families that are our community.



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Catholic Identity and Mission

##### Goals

To develop student and staff faith formation

To use effective RE assessment tools

To document and embed a whole school evidence based instructional model with a shared understanding of effective practice for all

##### Intended Outcomes

That teachers design and assess learning which supports student growth in Religious Education

That staff faith formation and development will be enhanced in order to be confident Religious Education educators

That student voice in the planning of RE and engagement in discussion about faith in their context will be enhanced

### Achievements

#### Achievements

\* RE Team members (5 Staff) attended Professional Learning on Competencies in Theologising - Learning from this PL was directly applied with teams when working on assessment tasks

\* Staff faith formation, knowledge and understanding was a focus at our Staff Conference. This was facilitated by Laura Avery who led a day on "The Mission and Purpose of Catholic Education Today"

\* Further explored and used effective RE assessment tools

\* Continued consistent prayer practices such as whole school meditation, liturgies and unit masses

\* Strengthened Faith Life Inquiry process

\* Continued to include student voice in the planning of RE and engagement in discussion about faith in their context

\* Students engaged in excursions and experiences related to their Religious Education unit such as visiting St. Patrick's Cathedral

### **Value Added**

- \* Organisation and promotion of Community masses
- \* Implementation of Faith nights across F-6
- \* Unit Masses throughout the year with attendance by families
- \* Liturgies throughout the year, planned and led by all staff teams across the school
- \* Meditation led by student leaders weekly
- \* RE team members from each unit led the RE area in collaboration with the REL

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Learning & Teaching

##### Goal

To document and embed a whole school evidence based instructional model with a shared understanding of effective practice for all

##### Intended Outcome

That teachers can articulate a shared understanding of the instructional model at Corpus Christi

That there are improved learning outcomes for students as defined by school benchmarks in the core learning areas of Reading, Writing and Numeracy

Student learning will be monitored and informed by regular use of data and regular feedback to teachers.

### Achievements

The embedded frameworks and policies encompass the following:

- \* Consistent implementation of S.W.I.M. (School-Wide Instruction Model), including visible LI (Learning Intention) and S.C. (Success Criteria), building consistent and effective pedagogical practices using HITS (High Impact Teaching Strategies), and running targeted groups based on a range of student data
- \* Guided Instruction Groups - (reading, writing, maths: 1-6) implemented across the whole school F-6
- \* Development of the Daily Review program for Numeracy fluency support at the Foundation level
- \* Investigation and introduction of the Bond Blocks program for Numeracy support at the Junior (1-2) level
- \* Writing Professional Learning is being implemented across the whole school through planning cycles
- \* Implementation of a revised data collection schedule across the school that provides timely diagnostic and summative data
- \* Intervention meetings with members of the Learning and Teaching Team and Learning Diversity Team to analyse data and plan for students

\* Tier 2 intervention - Synthetic Phonics (Grade 1 & 2 students) & L.L.I. (Levelled Literacy Intervention) Grades 1-4

\* V.C.O.P. (Vocabulary, Connectives Openers and Punctuation) approach to writing, Fountas & Pinnell, Essential Assessment, L.F.I.N. (Learning Framework In Number), Words Their Way, EOI (English Online Interview) M.O.I. (Mathematics Online Interview) and L.L.A.R.S. (Little Learners Assessment of Reading Skills) assessments used diagnostically to determine individual students points of need.

## **Student Learning Outcomes**

### **Student Learning Outcomes 2023**

From 2022 to 2023 through an examination of our NAPLAN score means, we have seen an increase in Year 3 and Year 5 Numeracy as well as Year 5 Reading and Grammar and Punctuation scores.

However, as a school, our overall mean scores have dropped slightly compared to state means from 2022 to 2023. This decrease resulted in our school mean sitting below the state mean in all areas. As part of our ongoing strategy to support student learning in these areas, we continue to implement and embed the newly introduced frameworks and policies implemented in 2022, focusing on small-group skill-based instruction. During the year, staff has also changed, and several new graduate teachers have required this specific professional development to ensure consistency in pedagogical practices.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	399	57%
	Year 5	482	66%
Numeracy	Year 3	402	64%
	Year 5	472	57%
Reading	Year 3	399	57%
	Year 5	501	87%
Spelling	Year 3	394	53%
	Year 5	489	66%
Writing	Year 3	404	81%
	Year 5	494	81%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Student Wellbeing

##### Goal

To increase student agency and authentic voice in order to empower all learners

##### Intended Outcomes

That students engage as active decision makers in many aspects of school life that affect their learning and faith formation

That students are more engaged in their learning through the planned incorporation of student voice within the planning of learning

That students are more engaged in their learning through regular use of student feedback to teachers

### Achievements

#### Achievements:

- \* Student Leadership Team - Program to develop leadership skills
- \* Organisation for the implementation of “The Resilience Project” (TRP) began
- \* TRP survey implemented for staff, children and parents
- \* Bacchus Marsh Psychology engaged to provide additional Counselling support for families
- \* Catholic Care Counselling provided onsite -one day per week
- \* Wellbeing Newsletter was produced termly
- \* Balanced Kids Program implemented for all children in Grades F– 6
- \* Respectful Relationships continued to be implemented
- \* Additional Sensory tools purchased for student use
- \* Professional Learning for all staff - Mental Wellbeing Continuum

### Value Added

#### Additional Wellbeing supports/Value Added:

- \* Library and Garden club offered during playtimes to support students by providing alternative activities for students who may prefer quiet or small group activities.

- \* Lego Club supported the social/emotional development of students
- \* The Foundation/Grade 5 Buddy Program continued to be strengthened to support Foundation transition to School.
- \* Days to promote personal safety, National Day of Action Against Bullying and Violence and Day for Daniel
- \* Harmony Day acknowledgement and activities around our cultural diversity.
- \* Shining Christ's Light Awards
- \* Great Mate Awards - acknowledged in the newsletter
- \* Step Up Days - to support the Transition of all children Grade P - 5 in transitioning to the next level conducted in Term 4

## Student Satisfaction

### Student Data

Student data for engagement in school is very high within the grade 4 cohort in 2023 and has shown improvement in the grade 5 & 6 cohort. It remains a challenge as a school to see the level of engagement present in Grade 4, maintained for these children as they move into Years 5 & 6 at even greater levels than seen in 2023.

## Student Attendance

### Attendance Data

The roll is recorded each morning between 8:45-8:50am. Parents/Carers are required to notify the school in advance of any absence, if possible. Where a student is absent and the school has not been informed, an unexplained absence will be recorded and a SMS sent to parents/carers, after all rolls have been submitted and processed by the Office. Parents/Carers of absent students are required to provide a written note, detailing the reason/s for absence on their child's return to school. Students who are late are to enter via the school office to receive a late pass and be recorded as present on the system.

Staff members are to bring to the attention of the Principal/Deputy Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	89.8%
Y02	86.1%
Y03	88.7%
Y04	88.7%
Y05	86.2%
Y06	89.1%
Overall average attendance	88.1%



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## Leadership

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### Goals & Intended Outcomes

#### Leadership & Management

##### Goals

To document and embed a whole school evidence based instructional model with a shared understanding of effective practice for all

To build professional practice through cycles of inquiry - to foster a positive whole school culture of continual reflection, development and refinement of practice.

##### Intended Outcomes

That a consistent approach is evident across Foundation to Grade 6 in relation to the Learning & Teaching Instructional Model.

That a cycle of inquiry, which includes goal setting, implementing, reflecting / researching and planning be evident in all staff members professional development processes

### Achievements

#### Achievements

- \* Developed our school 2023 Annual Action Plan in line with our new SIP 2022 - 2025
- \* Ongoing feedback has been sought through surveys from parents, students and staff
- \* A deliberate focus was placed on the Visibility of Leaders in learning spaces to be able to support staff
- \* Leadership Team continued to work with an external consultant, Kerin Thorneloe, throughout the year to “Build Leadership Capability”
- \* Ensured opportunities were given to sustain faith practices and celebrations through whole school prayer and liturgy
- \* Ongoing monitoring, reflection and review regarding all processes, procedures and practices in line with our governance change to MACS including policy implications and implementation
- \* Review of structures, and practices in line with the new 2022 Enterprise Agreement with a particular focus on the 30/8 workload model and Time In Lieu requirements

\* Provision of significant, appropriate and relevant PL to support the implementation of the key priorities within our School Improvement Plan 2022-2025

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p><b>Professional Learning 2023:</b></p> <ul style="list-style-type: none"> <li>* Bond Blocks school visit and connected PL linked to Bond Blocks Mathematics Intervention/Support Program X 3 Staff Members</li> <li>* Attendance at Network Days for Religious Education, Numeracy, Wellbeing , Learning Diversity, Deputy Principals, Digital Technology, Principals</li> <li>* Graduate Studies in Religious Education x 2 staff</li> <li>* Child Safety and Reportable Conduct (all staff)</li> <li>* Anaphylaxis Management (all staff)</li> <li>* Warden Training (all staff) - Dynamiq</li> <li>* Mandatory Reporting (all staff)</li> <li>* Diabetes Training - 5 staff</li> <li>* Competencies in Theologising – 5 Staff</li> <li>* Improving Writing x 4 Staff Members</li> <li>* Leadership Team - Data Analysis for Continuous School Improvement with Bradley Geise</li> <li>* High Impact Teaching Strategies: Setting WALT statements and building success criteria</li> <li>* Ongoing process of implementing evidence-based approaches into whole school instructional model</li> <li>* Moderation of student learning in all curriculum areas</li> <li>* Building Professional Capability – John Marks - All Staff</li> <li>* Formation for Mission – The Mission and Purpose of Catholic Education Today with Laura Avery - All Staff</li> </ul>	
Number of teachers who participated in PL in 2023	52
Average expenditure per teacher for PL	\$651.00

**Teacher Satisfaction**

**Staff Data**

Perception data for Staff in 2023 showed huge growth in many areas surveyed.

At Corpus Christi 12 out of 14 areas surveyed were above MACS average with the final two areas being on par with the MACS average.

2023 MACSSIS data showed that Collaboration around an improvement strategy, Catholic Identity and school Climate, are strengths at Corpus Christi and results have increased substantially since 2022.

This demonstrates our collective efforts to create a collaborative culture in order to enhance learning and teaching is making positive gains at our school.

However, staff data is clearly telling us that FEEDBACK needs to continue to be a focus area at Corpus Christi in relation to the professional development of staff to improve practice.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	11.1%
Graduate	0.0%
Graduate Certificate	8.3%
Bachelor Degree	52.8%
Advanced Diploma	8.3%
No Qualifications Listed	19.4%

<b>Staff Composition</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	37.2
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	15.3
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

#### Goals

To increase opportunities for engagement in learning by families

To support student learning and wellbeing through the development of strong family and community partnerships.

#### Intended Outcomes

That parents will be more actively engaged and have a greater understanding of their child's learning.

That the school will build further connections with the local and global community.

### Achievements

#### Achievements:

Implementation of Learning Helper Induction Program

Learning helpers were rostered in the classrooms on a daily basis

Corpus Community Cuppa was held weekly

Corpus Clubs Implemented with family support for particular clubs

Open morning and afternoons where family members could experience the life of the school by joining in on activities in learning spaces with the children

#### Value Added:

Engaged with Jane Johnston - Conducted "Balanced Kids Program" to work with students in Grades F - 6

Family Social "Bingo" Night organised for the school community

Twilight Family Night - Term 1

Arts Show - Term 4

## Parent Satisfaction

### Family Data

2023 MACSSIS Parent data showed that Family Engagement and Communication continue to be areas that would benefit from further focus and growth. perceptions of students safety also showed a decline which will need further investigation and focus.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.ccwerribee.catholic.edu.au](http://www.ccwerribee.catholic.edu.au)