



2023

T ANNUAL SCHOOL REPORT



Corpus Christi Catholic Primary School

17 Link Road, ST IVES 2075

Principal: Ms Jayne When

Web: www.ccsidbb.catholic.edu.au

About this report

Corpus Christi Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for the school's operations. The school is a member of the Catholic Education Diocese of Broken Bay (CEDBB) and is a member of the Catholic Education Association of New South Wales (CEANSW).

Message from key groups in our community

Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the futDie

The Parent and Friends Committee, supported by the school team and gauging feedback from the school community, fosters engagement and collaboration.

With the school's guidance, the team supported enhancing the educational environment, with the school community raising \$15,390. These funds were allocated towards advancing technology, enriching reading resources, and bolstering literacy development, reflecting a collective commitment to educational excellence.

The Parent Engagement Coordinator and class parents were also pivotal in amplifying the parental voice, further bridging the gap between families and the school. They are crucial in ensuring parental perspectives and insights are integral to the school's decision-making processes and development strategies, which are well established at Corpus Christi.

Organised events by the committee have significantly strengthened community bonds, providing parents with numerous opportunities for involvement and support. The school ensures transparency and fosters active participation in its ongoing evolution through effective communication channels.

This partnership, enriched by the contributions of the parent engagement coordinator and class parents, underscores a shared dedication to creating a dynamic, nurturing, and responsive educational environment. The collective efforts of all stakeholders underscore a promising journey towards meeting the diverse needs of the school and its community, setting the stage for further years filled with growth, learning, and unity.

P&F President

[Student Body Message](#)

Corpus Christi is a warm and caring school community that is filled with many amazing opportunities both in

student body. These include swimming and athletics carnivals, musicals, Christmas concerts, choir, and school band.

Corpus is an amazing school to have been a part of and we encourage all students at Corpus Christi to actively live ou0nr1eJE7BT/F2 14.67 Tr 0 0 0.75 211.24 745.04 Tm[swimming)]JETBT/

School Features

Corpus Christi is a Catholic systemic co-educational school established in 1954 by the Brigidine Sisters. It is situated in the North Shore area of Sydney, in the Diocese of Broken Bay and is part of the Parish of St Ives, under the pastoral leadership of the Discalced Carmelites. Whilst St Ives is the main feeder area for the school, a number of families come from Terrey Hills, Gordon, Turramurra, Wahroonga and Pymble. The School also hosts a small class of students enrolled at the Aspect Vern Barnett School, Forestville.

Corpus Christi caters for students from Kindergarten to Year 6 through high quality teaching provided by dedicated, professional staff who provide learning experiences that foster the development of students' intellectual, social and emotional capacities. Teachers employ innovative techniques to provide a comprehensive curriculum that is relevant and engages children in reflective practice, inquiry and critical and creative thinking pathways.

We value the role of parents in the learning process and we continue to work in partnership to ensure we are educating faith-filled, capable and confident learners. Our motto Strength and Gentleness encourages the students to grow as disciples of Jesus, responding to each other and beyond with respect and compassion. At our school, students and teachers alike view themselves as learners. We also acknowledge that students need

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- Genius Hour Projects

As part of our ASPIRE (Gifted & Talented) program mentors in our community and those in other educational institutions have worked with students in Mathematics, Science,

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
96	99	93	195

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2023 was 92.01%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.80	91.90	90.60	90.90	92.80	93.90	92.20

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	17
Number of full time teaching staff	10
Number of part time teaching staff	7
Number of non-teaching staff	4

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary

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development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

[Summary of professional learning at this school](#)

In 2023, Collaborative Coaching was the vehicle for professional learning. Teachers worked closely with the Collaborative Coach in English, particularly reading, with a strong focus on fluency and comprehension skills to improve student reading outcomes. Additional internal professional learning related to the implementation

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Catholic Identity and Mission

As a Catholic community, **is the** school shares in the mission of the local Church. The **Bay** [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists

attend a leadership workshop in Term 1 and the Diocesan Mission Mass in Term 4. Through celebrating special occasions such as the opening and closing of the school year, Mother's Day liturgy, Father's Day liturgy and Grandparent's Day Mass, we celebrate, honour and give thanks for those in our school community.

Corpus Christi has been an integral part of the St Ives community since 1954. The Sisters of the Brigidine Congregation opened the school, and their heritage and motto of Strength and Gentleness is still central to

creative and high potential learners, such as the Da Vinci Decathlon and Tournament of Minds.

A dedicated STEM facilitator engaged teachers in co-teaching and STEM immersion days where digital technologies were explored to enhance student learning. Students extended their learning by interacting with a variety of technologies and participating in events that enhanced their skills and talents using new technologies in motivating ways.

Continued implementation of the URSTRONG Friendology curriculum provided teachers with a step by step guide for teaching students how to build and maintain positive friendships.





this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting

Students join with other local schools to create joint social justice opportunities. The School focusses on current events that may require us as Catholic disciples of Jesus to reach out to others and take responsibility for the needs of our school and local community.

The School encourages students to authentically connect with and help others

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

The main Key improvement areas for 2023 were:

- RE Curriculum K-2 (Implementation Year 1 and familiarisation Year 2)
- The implementation of the new English / Mathematics Curriculum K-2
- The familiarisation of the new English / Mathematics Curriculum 3-6
- Continuation of the Collaborative Coaching Model - Reading Focus
- Diverse Learning - Gifted/High Potential Students
- URSTRONG embedded into the existing Personal Development / Health Syllabus

A shift in pedagogy towards explicit direct instruction and the use of decodable materials in English facilitated the need for a revamping of our reading resources in the K-2 classrooms. Teachers also engaged in external professional learning to enhance their skills in effective teaching of phonics and using explicit direct instruction to improve student learning.

Priority Key Improvements for Next Year

The main Key improvement areas for 2024 are:

- RE Curriculum Implementation Years 2, 6 and 6
- The continued implementation of the new English / Mathematics Curriculum K-6
- Continuation of the Collaborative Coaching Model - Writing Focus using *The Writing Revolution* Resource
- Diverse Learning - Gifted/High Potential Students
- URSTRONG Parent Information Sessions
- Curriculum Reform - Professional Learning to achieve the following Outcomes:
 - The learning entitlement of every student is that teachers know the content of the NSW Curriculum and deliver it through evidence-based practices
 - Teachers know the continuum of learning outcomes
 - Teachers consistently align achievement of outcomes to the curriculum and assessment standards
 - Consistent teacher judgement of standards informs the image of the learner.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Each year, parents' opinions are

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Student satisfaction

The majority of Corpus Christi students stated that they have friends at school they can trust and who encourage them to make positive choices. Children were very highly satisfied in the areas of student participation in sports and extra curricular activities. Students are interested and motivated in their learning and strongly believe they are part of a culture where they try very hard to succeed.

Students expressed that they were highly engaged in school most of the time. Many students commented on the caring nature of the staff and that they have someone at school who consistently provides encouragement and can be turned to for advice. Students feel teachers are responsive to their needs and encourage independence with a democratic approach. The students validated that school staff emphasise academic skills and hold high expectations for all students to succeed.

Students overwhelmingly acknowledged in the survey that their school helps them to know and love God and that Religious Education is relevant to their lives. They also expressed gratitude for the many opportunities to engage with exciting activities. The Movie Night was valued and appreciated by students as was the School Disco.

Students at Corpus Christi have had many opportunities to come together in peer support groups to support each other across grades and the Student Representative Council have been working in the environmental space looking at ve1ey wof

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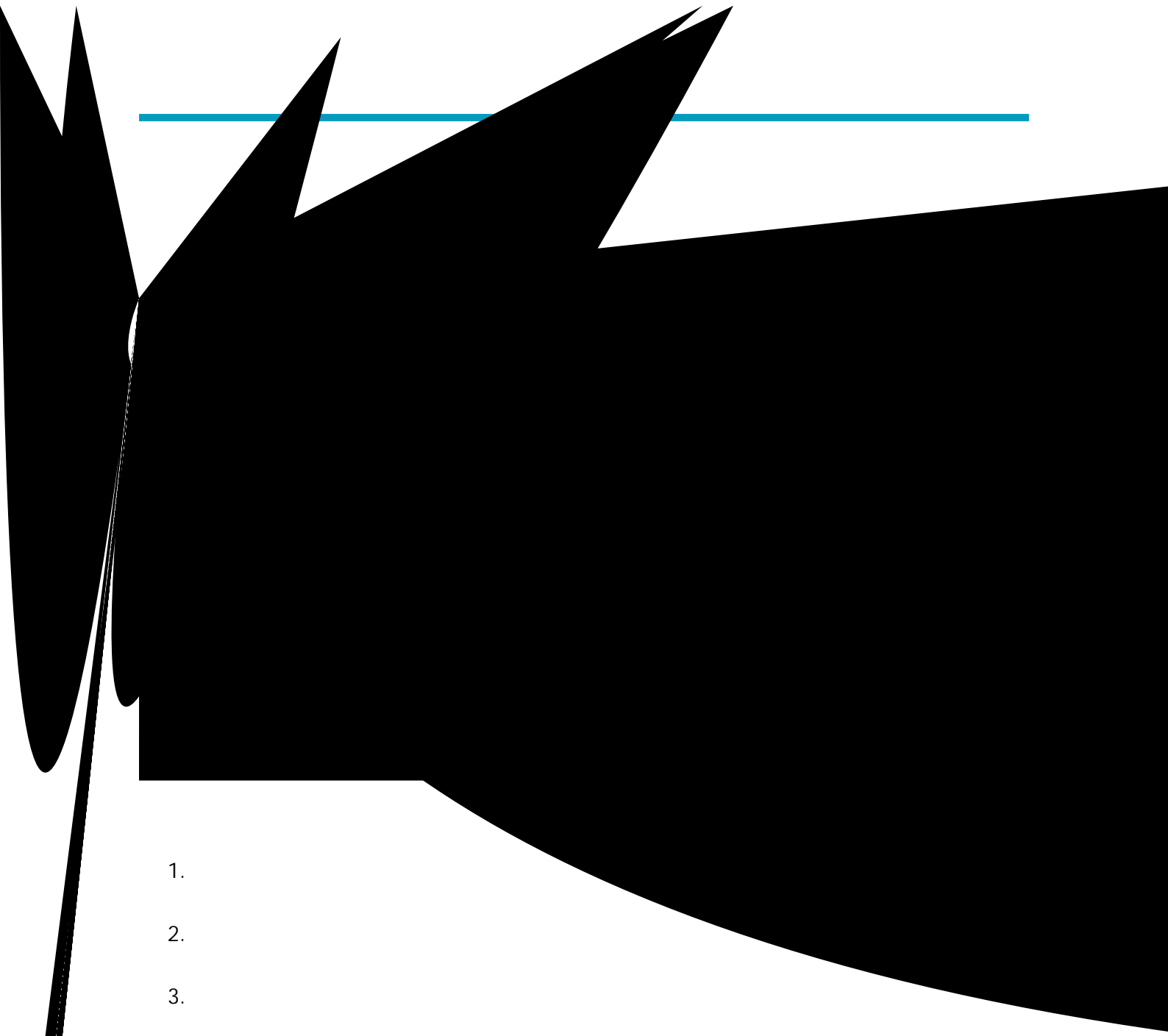
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teachers and support staff supporting each other professionally and personally. The team is very welcoming to new staff members and all staff are included and encouraged to contribute to our school community regardless of their role (e.g. office staff, learning support, teachers etc). Our school promotes enrichment for all students, targeted at their specific talents. We do not just focus on academics but seek to recognise the different gifts and talents of all students and cater for each student at their point of need. Our principal is an absolute role model of fairness and inclusion who invites and includes the viewpoint of staff and parents, while maintaining a decisive and determined outlook. These qualities help to create a safe and respectful workplace and school environment.

- I value my colleagues and the way we work together as a team. I value staff dedication to their students and the way they always go above and beyond in all that they do. I value the students in our care and strong connections with families.



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