



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Corpus Christi School

13-21 Widford Street, GLENROY 3046

Principal: Angela Ferro

Web: www.ccglenroy.catholic.edu.au

Registration: 1545, E Number: E1190

Principal's Attestation

I, Angela Ferro, 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 13 May 2024

About this report

Corpus Christi School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

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

Vision and Mission

Corpus Christi School is a Catholic Parish Primary School community where Catholic values permeate the environment, relationships and the whole school community. Our primary function is to live out the mission of our Church through education in faith. We recognise that faith is a gift, which needs nurturing and developing. We aim to support individuals on their faith journey. As a school community we aim to:

- Foster the development of both staff and students to their full potential: spiritually, intellectually, physically, emotionally and socially.
- Provide a learning environment that challenges and stimulates the child through a range of learning experiences.
- Provide a physical environment that is safe, secure and stimulating.
- Recognise and affirm all individuals within our school community.
- Foster positive relationships between staff, students and parents, through mutual respect in an atmosphere of tolerance, trust and honesty.
- Foster a collaborative relationship with the wider school community.
- Provide staff with the opportunity to develop both professionally and personally.

Members of staff aim to develop a collaborative working environment, which enhances our professional practices.

School Overview

Corpus Christi Parish commenced in January 1955 with the opening of the church/school in the building which currently houses the school library, with an enrolment of 284 students and five teachers. The Sisters of Charity staffed and ran the school until 1980.

In the 1960s the school population peaked at over 1000 students and new classrooms were built to accommodate this large number. In 1974, a new Administration Block and two additional classrooms were built. In 1994 a refurbishing program, funded by the Commonwealth Government and a Schools Provident Fund Loan, was completed. This entailed renovations to four existing classrooms, the Administration area and the building of new children's toilet facilities. Landscape gardening of the school grounds was also incorporated into the development of the school plan. In 2007, the Administration office area, staff facilities, the Library and classrooms were refurbished.

In the following years further refurbishments had been completed such as an addition of the West Wing Building, Atrium, Foundation and Year 1 Classrooms, student toilet block a shade structure.

189 students currently attend Corpus Christi Primary school.

Principal's Report

2023 marked a significant year in the history of Corpus Christi Primary School. After 31 Years at Corpus Christi and 29 as Principal, Stephen Luccardi announced his retirement. He retired with fond memories of his time as Principal and described his time at Corpus Christi as a tremendous honour and privilege to be a part of a wonderful community.

The new Principal Appointment process commenced in Term Two 2023 under the direction of MACS and with representation from the School Advisory Council. On the 3rd October 2023 an announcement was made to the community of my appointment as Principal to commence in January 2024. It was with great pride that I accepted the position.

Thank you to everyone for your great efforts throughout 2023. It takes all members of the community, working together to achieve the great things that we did.

Thank you to Fr Giang Tran for his ongoing support, leadership and spiritual guidance of our parish and school community.

Thank you to our wonderful Teaching Staff and Learning Support Officers for their dedication, enthusiasm and commitment in providing quality education and faith leadership for our children. Their commitment to achieving the highest standards by using data, research and evidence to ensure positive impact on student learning is to be commended.

Thank you to our 2023 Year 6 Student Leaders Serena, Eliana, Tana, Henry, Ribeck Leyla, Sadhana, Alfie, Orlando and our 2023 Year 1-4 SRC Alyssa, Rianna, Paul, Sarah Sanuli, Nicholas, Ubika Matthew. Thank you for the positive impact you had on the children, for organising events and for being the student voice for our community.

A special thank you to our Parents' Association Executive Committee Pannee, Cathy, Michelle, Adriana and Leah for all of their work in 2023. The team, ably supported by other volunteers, provided the children of Corpus Christi with many opportunities including the very successful and entertaining Colour Explosion Fun Run held in November. The Parent's Association continues to raise funds to ensure the students of Corpus Christi have the best opportunities to experience success.

After many years at Corpus Christi the school also farewelled Rina Polastri, Catherine Johnson and Sandra Infantino who have taken Long Service Leave in 2024 as they prepare for retirement. We thank Stephen, Rina, Catherine and Sandra for all they have contributed to the life of Corpus Christi over many years and to Catholic Education.

The school year once again commenced with a wonderful welcome BBQ and Dance evening for the community. This event was well attended and set the tone for many wonderful examples of the Corpus Christi community coming together to celebrate and enjoy each

other's company. These events included the celebration of Sacraments, Colour Explosion Fun Run, Mother's and Father's day events and our continued association with 22 Squadron.

A new Teaching Agreement was released which recognised the significant role teachers play in the education of young people. The agreement took some time to ratify and in it there were some much needed amendments to address teacher workload. A key aspect of the agreement was the inclusion of Time-in-Lieu provisions. Corpus Christi has always and will continue to acknowledge the extra work our teachers do. These Time-in-Lieu days were aligned with MACS recommendations.

2023 marked the closing of an important chapter in the history of Corpus Christi Primary School. A chapter that all members, particularly retiring principal Stephen Luccardi can be extremely proud of. Thanks in no small part to the hard work of those before us, the future of Corpus Christi is bright.

The following reports provide a summary of the initiatives, goals, outcomes and achievements for 2023.

Many Blessings

Angela Ferro

Catholic Identity and Mission

Goals & Intended Outcomes

- To continue to promote best teaching and learning practices in Religious Education, through the renewed RE Curriculum.
- That staff are strengthened in their understanding and commitment to developing the Catholic Identity of the school.
- To continue to strengthen the relationship between the school and the wider Parish community.

Achievements

After having faced several challenging years of COVID restrictions, whole school gatherings with the wider community began to take place. The start of the year whole school Mass was an excellent opportunity to celebrate the staff, students, and families of Corpus Christi. As the school year progressed families began to feel more at ease as well as a stronger connection to the school community. The celebrations of the sacraments saw the church filled to its rafters and the Stations of the Cross and Christmas carols on the school grounds were a great success.

Throughout 2023 we continued to develop the staff's understanding of and competency to work with the renewed Religious Education Curriculum Framework.

Working in partnership with Eloise Meyer (Learning Consultant Religious Education MACS), several Professional Development workshops were conducted with the focus on unpacking the framework, how to use the scope and sequence to track the teaching and learning in the classroom, and how to develop rich, robust dialogue that connects personal experience with cultural context and Catholic Tradition.

Further Achievements:

- Start of Year Whole School Mass
- Ash Wednesday Mass
- Stations of the Cross
- Student-led Lenten Prayer Services
- Class Masses in the Sacred Space
- Sacrament of Reconciliation
- Sacrament of Eucharist
- Feast of Corpus Christi

- Wreath laying ceremony for 22 Squadron at the Shrine of Remembrance
- Year Six Graduation Mass
- Farewell Mass for retiring Principal
- Student Leaders attended St Patrick Day Mass for Catholic Education Week
- Staff Faith Professional Development at the Islamic Museum

Value Added

Prayer:

- Class masses remained a prioritised and formalised opportunity for classes to gather each term, in the school's Sacred Space, in prayer and celebration of liturgy with Father Giang Tran. Students partook in allocated key roles in the mass and families were invited to join in each gathering.
- Student Leaders attended St Patrick Day Mass for Catholic Education Week.
- Staff were immersed in a Faith Development Day, attending the Islamic Museum.
- Students are integral to running/engaging in class morning prayer each morning (from F-6).
- Staff gather before PLTs/staff meetings joining in the school prayer as a way to pause, reflect and be guided by the grace of The Lord in their continued mission.
- All stakeholders join in prayer to recognise and celebrate student birthdays at assemblies (using the school's birthday prayer).

The Sacraments:

- The sacraments of Eucharist and Reconciliation are celebrated at Corpus Christi Parish Glenroy and are also open to local parish children, not attending the school.

Family Engagement:

- RE school events, learning intentions and opportunities for engagement in school and class prayer were regularly placed in the newsletter and posted on StoryPark.
- Families are invited to attend class and whole school masses, in addition to other Lenten Prayer services.
- Families are invited to join in sacramental celebrations.

Learning and Teaching

Goals & Intended Outcomes

To further implement and engage all members of the Corpus Christi community in developing a contemporary culture of learning, informed by data and focused on supporting all learners to achieve their full learning potential.

Three priority goals were developed along with intended outcomes for each goal that related to our School Improvement Plan.

Goal 1: To enact a whole school community model of learning and teaching excellence.

Intended Outcomes:

Consistent whole school pedagogical approach that is implemented based on evidence and research, and aligned with the school vision and curriculum frameworks.

Teachers engage with evidence-based professional learning and develop professional learning goals

All students are provided learning experiences to achieve success through supported or extension programs

Goal 2: To build all staff and leadership capacity - GROWTH

Intended Outcomes:

Staff effectively use data to inform and evaluate practice focused on improving student learning outcomes.

Students are provided with engaging and supportive learning opportunities that positively impact learning outcomes.

Goal 3: To implement strategies to ensure student, parent and staff VOICE is heard, valued and responded to.

Intended Outcomes:

Student Leaders and Student Representative Council have regular opportunities to contribute to decision making processes and collectively influence learning outcomes by putting forward their views, concerns and ideas.

Opportunities are allocated in Professional Learning Teams for staff collegial discussion and feedback in response to educational practices and assessments implemented.

Parents are provided with forums to share and provide feedback of school procedures and practices in the light of improving school learning outcomes.

Achievements

Throughout 2023, we implemented the Government Tutoring Learning Initiative to support identified students at risk in Literacy and Numeracy in Years 1-6 using our data from NAPLAN, Essential Learning, SPA, and Fountas & Pinnell and teacher devised assessments.

Indigenous Literacy Funding was used to support our identified First Nation Students. Refugee and New Arrivals Funding was utilised to support students who were eligible to receive extra assistance. To further support these students intervention programs were extended using school funding resources.

Early in the year, we hosted a 'Walker Learning Study Tour' to share our expertise and the learning journey of play based learning and our F-2 Team was also present to enhance their professional development and share insights/experiences.

To provide inclusive support and to allow all students to succeed in their learning, all staff participated in the 'Communicating with Key Word Signs' MACS Professional Development with Anne-Marie O'Connell to develop their knowledge and capacity to support hearing-impaired students within our school.

To re-engage and extend student's mathematical thinking and problem-solving skills we explored and developed staff capacity relating to the HITS Lesson Structure and the pedagogy of Launch, Explore and Summarise through PLT's. This pedagogical approach built upon teacher's previous knowledge and lesson planning we had implemented when our school was a part of the Pentagonal Mathematics Collective (2015-2019) and worked with Peter Sullivan on challenging tasks. Teacher Professional Learning Goals focused on familiarising and implementing the Launch, Explore and Summarise structure of this Maths Inquiry.

Staff in learning teams reflected and shared work related to their learning goal to evaluate what was successful, areas for improvement, and what supports they require.

To develop student creative and critical thinking skills and to connect with awe and wonder of National Science Week with the theme being 'Innovation', we held a whole school STEM day. The students became innovators by designing and constructing something to improve sustainability within our school. To showcase their innovations we held a learning Expo.

As a part of our 2023 Annual Action Plan, the Learning and Teaching Team in consultation with leadership and staff developed a Model of Learning and Teaching at Corpus Christi. This was designed to establish a consistent practice across the school. It incorporated the Principles of Excellence in Teaching and the pedagogical model of Explore, Engage, Explain, Elaborate and Evaluate and how this is actioned at Corpus Christi.

Enhanced practices and processes in the space of Learning Diversity with the introduction of LSO timetabling for programs to support ILPs and LSO monitoring and tracking document from F-6.

Improved schoolwide practices in the space of identification, planning, support, tracking and reviewing of student progress, and embedded F-6 processes and shared documentation collection of evidence leading to increased numbers counted in the National Consistent Collection of Data of student with a disability (diagnosed/imputed) from 24.4% to 50.8%.

We adopted alternative curriculum offerings for diverse learning needs (e.g. Victorian Early Years Curriculum, ABLEs Curriculum, EAL Curriculum).

We moved from paper to digital collection, storage, and sharing of information in the realm of Learning Diversity. Student Learning Diversity Files were developed in the Google Education Space. Refining of moderation process, included review and development of moderation documents, scheduling of multiple NCCD Moderation Team meetings to enable ongoing review of student data, case list, and case studies. Engagement in NCCD Quality Assurance with MACS feedback noted exemplary practice in the space of tracking and documentation.

There was improvement in strategies to engage and collaborate with families in the space of Learning Diversity: online/onsite offering for PSGs, interpreters provided, translated minutes, minutes template developed including links to parent PSG guidelines, introduction of linked standard collection notice (clarified and explained at the first PSG for all families), and reminders sent to families.

There were improved transition processes in the sharing of documents with kindergartens and secondary schools and allocated PLT time for teachers to familiarise and inform themselves of student needs and required supports.

To allow opportunities for student voice and extend their knowledge of the wider global community the Walker Learning practice of Class Meetings was embedded across Years 3-6.

Students across all year levels have engaged and participated in incursions/excursions, sporting clinics, and events such as the Prime Ministers Spelling Bee, Premier's Reading Challenging and Word Mania to further enhance learning experiences. These events have also allowed students to excel and experience success. One of our Year 6 students was recognised for her high achievement in the Prime Minister's Spelling Bee Challenge.

The school invested in literacy resources (Fountas & Pinnell Red Level Materials) to further engage and support students reading and comprehension skills in Years 3-4.

For the first time, students completed the PAT Adaptive testing in Numeracy and Reading to gain more accurate diagnostic information about student achievement and needs.

The Creative Music Program was offered again as an extracurricular option providing onsite keyboard and guitar lessons

Student Learning Outcomes

To assist with establishing learning attainment, all students were scheduled for individual and small group Literacy and Numeracy testing sessions at the beginning of the year. This assessment data was utilised to establish children for targeted tutoring. We continue to use multiple data sources to inform our learning and teaching practices, and establish goals and targets for our SIP and AAP.

Our Naplan data results from 2023 demonstrate our students are achieving results that are equivalent or slightly above the MACs average for similar schools in Reading and Maths in Years 3 and 5. Our results in both Years 3 and 5 exceeded that of the state.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	397	63%
	Year 5	509	69%
Numeracy	Year 3	418	72%
	Year 5	491	76%
Reading	Year 3	434	83%
	Year 5	510	70%
Spelling	Year 3	425	67%
	Year 5	511	80%
Writing	Year 3	427	84%
	Year 5	506	86%

*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.

Student Wellbeing

Goals & Intended Outcomes

Corpus Christi Primary School plays a vital role in promoting the wellbeing of all students. Together with students, families, the community and external support services, we build positive and inclusive learning environments that nurture student wellbeing. Through elements such as leadership, diversity and inclusion, student voice, partnerships and support practices, Corpus Christi Primary School provides the foundation for enhanced student wellbeing and learning outcomes.

The Student Wellbeing team consists of our Student Wellbeing Leader, Learning Diversity Leader and the Mental Health in Primary Schools Leader.

In 2023, our main foci was to foster student wellbeing and social-emotional skills, through creating safe, welcoming and inclusive classrooms that recognise and celebrate the unique and diverse students we encounter, ultimately promoting student engagement, voice and agency. Through ongoing professional learning and collaboration and connecting with professionals, we continue to prioritise strong partnerships and effective learning and teaching practices.

We have prioritised beginning each term with a school-wide focus on revisiting the Cool School Rules and students reviewing their chosen calm tools that form the basis of their individualised and student-developed safety plans. We have benefited from a team of leaders to enhance practices in learning diversity, fostering positive staff and student mental health and wellbeing through a schoolwide focus on school readiness, co-regulation, an improved culture of inclusion and developing learning environments best equipped for learning readiness.

Goals & Intended Outcomes

Goal 1: To enact a whole school community model of learning and teaching excellence.

Intended Outcome: That there is significant growth in all learning outcomes.

Growth (Targets)

MACSSIS Student Survey (Rigorous Expectations): Growth from 76% (2022) to 79% (2023)
NAPLAN: Increase in the growth between Years 3 & 5 as identified in the NAPLAN School Comparison report, in all 5 areas of NAPLAN testing.

Goal 2: To implement strategies to ensure student, parent and staff voice is heard, valued and responded to.

Intended Outcome: That the school community/stakeholders are empowered to work in partnership.

Growth (Targets):

Evidenced positive growth was also noted in related family responses to the MACSIS Survey (e.g. 'How comfortable do students feel to ask for help' =100% (2023) up from 92% (2022); 'How well does the school value the diversity of children's backgrounds' = 100% (2022 and 2023)).

MACSIS Student Survey (School Engagement): Increase from 57% (2022) to 60% (2023).

MACSIS Student Survey (Student Voice): Increase from 59% (2022) to 62% (2023).

MACSIS Student Survey (Student Safety):

There was an increase in the areas of the Student Safety domain related to 'How often do adults in the school give students opportunities to talk about things that worry or concern them?' (54% (2022) to 57% (2023)), and 'How often do you have opportunities to talk about how your school could be safer?' (27% (2022) to 29% (2023)).

Goal 3: To build all staff teaching and leadership capacity.

Intended Outcome: That pedagogical practices lead to continuous improvement in learning.

Achievements

- Reviewed the school vision statement and teaching beliefs to reflect the focus of VOICE, EXCELLENCE and GROWTH with a sustained focus on student wellbeing, engagement and safety.
- Reviewed and documented the Corpus Christi Learning and Teaching model aimed at personalising learning from F-6, with a lens to ensure wellbeing, engagement, child safety and learning diversity are sustained.
- Professional learning meetings (a minimum of three times a term) facilitated by leaders in Wellbeing, Learning Diversity and Mental Health.
- Updating Learning Diversity and pre-referral processes and documentation: including an enhanced transition process and transition PSGs.
- Reviewed ILP practices and processes (e.g. whole school review dates, program frequency and intensity recording in ILPs, inclusion of LSO monitoring and tracking data).
- School Readiness Evening for transitioning families.
- Supporting pediatrician and specialist referrals, including to our subsidised school counsellor.
- Continued partnership with Psychphys to provide subsidised school counselling onsite with a Psychologist.
- Introduction of pre-referral and transition PSGs.
- Engaging interpreters, conducting and translating PSGs.

- Enhancing Foundation transition support (e.g. Learning Diversity Leader (LDL) connecting and collaborating with student external providers/services prior to commencing school.
- Staff Wellbeing Day to build teacher wellbeing capacity (Guest speakers Maria Ruberto and Michelle Falzon).
- Staff Wellbeing Workshops (MHiPS facilitated) Wellbeing check-ins with staff providing support and building capacity.
- Partnerships with Merri Health, Be You (Head Space), The Human Development Workshop and other welfare/mental health /medical professionals/organisations to best support students and families to optimally engage.
- Teachers, Learning Support Teams and Leaders collaborating to action differentiation/ adjustments and programming.
- Resourcing the school with a range of sensory and regulation tools (adopted by all levels).
- Families distribution of the wellbeing booklet. Success is reflected in positive family MACSIS data: 'How well families know the school's approach to care and safety of the students?' Scored at 80% this is well above the MACS average of 65%.
- Enhanced individualised plans, adopting more personalised adjustments and an increased number of students able to be funded under the NCCD social- emotional category in 2023 (17), compared to 2022 (12) and 2021 (10)).
- Engaging locally with Merri Health, local conferences, and ongoing inhouse professional learning pertinent to our needs (e.g. Body Bright, Mental Health in Primary School Aged- Children, Staff self-care and wellbeing practices, Learning Diversity).
- Successful application for School Focussed Youth Services funding, leading to the implementation of the Trailblazers Program (an 8 week program supporting Year 5/6 students.
- Seasons for Growth program designed to assist children who have experienced loss through family separation, death etc.
- Providing family onsite access to the Tuning into Kids parenting program, run by Melbourne City Mission.
- Engaging teachers and students in class webinars and subsequently providing the family webinar for Inform and Empower: Raising Kids in a Digital World Webinar (48 family registrations).
- Student-led extracurricular days (e.g. end of term games day, market stall day).
- Student Representative Council (F-6) and senior Student Leadership Team.
- Year 6 Student Leaders engaged in a training day and attended a student leaders' conference.
- Weekly Class Meetings - run by Year 5/6 students (offering a platform to discuss world news topics and topics of interest).
- The CFC 'Road to Respect' program for Year 5 /6 students (facilitated by MHiPS Leader).
- Corpus Christi Newsflash to engage families as a support to the newsletter.

- Facilitated connections between families services such as Orange Door to support and empower parents and families.
- Published a Wellbeing Newsletter.

Value Added

Corpus Christi Primary School works to broaden and enrich each child's education through a variety of events, programs and practices. In 2023 our school has been able to:

- Resource the roles of Wellbeing Leader, Learning Diversity Leader and Mental Health in Primary Schools Leader to facilitate the implementation of preventative programs and proactive initiatives aimed at ongoing improvement in the space of Wellbeing, Mental Health and Learning Diversity.
- Introduce F-6 practices and experiences promoting positive self-image. Maintain an equitable and child-safe environment through intentional policies, practices and programs.
- Participate in and promote a variety of mental health and wellbeing focussed experiences.
- Enhanced transition practices for students and families by facilitating transition PSG meetings, developing transition profiling, engaging with Melbourne Archdiocese Team Around The Child (transition support) services and supporting families through a School Readiness Evening.

Student Satisfaction

Students from Year 4-6 completed the MACSIS survey to ascertain a snapshot of student perceptions of their experience at Corpus Christi Primary School in 2023.

This data collection process highlights student opinions in regard to teaching, learning and student wellbeing. Our scores indicate that in 2023 we were above or on par with the MACS average for 2023, across all domains. Standout growth was noted in the areas of Student Voice, School Climate and Learning Dispositions and 80% of students perceived teachers to have rigorous expectations.

Overall, the MACSSIS data indicates students are feeling there has been improvement in teachers seeking their opinion about things that matter to them, that there are effective student leadership structures, that teachers have high expectations of them and encourage students to do their best. At Corpus Christi we are well above the average for MACS schools in these areas.

Opportunities for continued growth are identified in the areas of Student Voice (57%; MACS Av. 59%), Student Safety (57%; MACS Av. 52%) and Engagement (54%; MACS Av. 52%). Whilst in these domains we do not fall below the MACS average, these are our lowest rating areas and hence will remain important for continued improvement. This data set confirms our

need to devise ongoing opportunities for students to be consulted in ways to improve, make our school feel safer, for the school to further facilitate a collective culture of respect and work to boost student engagement and excitement about learning.

Student Attendance

Student attendance is of prime importance at Corpus Christi Primary School. We regularly promote the importance of attendance in the school newsletter and closely monitor absenteeism, engaging the Wellbeing Team to monitor any patterns and action necessary plans/intervention supports where required. In alignment with the Attendance Policy for MACS Schools and Responding to School Absences Process families were notified of and advised to continue the "No-Show, Let Us Know" Policy (informed via email, Story Park and School Fortnightly Newsletter. Teaching staff formally monitor attendance through use of the NFORMA reporting package, twice daily, and administration staff prioritise immediate contact with families when unexplained absences are identified. Families were provided formal attendance reports twice yearly as a section in the student semester reports, and collectively, students at Corpus Christi Primary School have a positive school attendance rate of 85%.

Average Student Attendance Rate by Year Level	
Y01	84.1%
Y02	85.2%
Y03	85.4%
Y04	85.5%
Y05	83.3%
Y06	87.2%
Overall average attendance	85.1%

Leadership

Goals & Intended Outcomes

Goal:

To continue develop a professional learning culture committed to enabling student success.

Intended Outcomes:

Staff grow individually and collectively as learners, especially in their approaches to explicit teaching and personalised learning.

We work in partnership with the school community; students, staff and parents to develop and empower a shared vision of learning excellence.

Achievements

Our major focus intended for 2023 was to further embed the implementation of our four yearly Catholic Education Melbourne Review and Validation lead by School Leadership Team: Principal, Deputy Principal, Religious Education Leader, Learning & Teaching Leader, Wellbeing Leader, Family Learning Engagement Leader, Learning Diversity Leader, and Learning & Teaching Team. Other roles included were the OHS Representative and IEU Representatives.

- The Leadership team worked with Craig Carlin (Regional Leadership Consultant, Northern region) to work on our 2023 Annual Action Plan in preparation for our School Review in 2024.
- Leadership Professional Development was through regional Network Meetings: Principal, Deputy Principal, Religious Education, Learning Diversity and Wellbeing.
- Maintaining our School Advisory Council.
- New members voted onto the Consultative Committee.
- Leadership meetings were timetabled fortnightly due to the new changes in the IEU agreement and rescheduled in school hours.
- All leadership members contribute and share important information relating to their Position of Leadership through minuted document/agenda. Relevant information is then shared with the rest of the staff through our Lead Team Staff Minutes.
- Changing demographics and a transient population within our school affected our school enrolments, requiring an organisational restructure.

The Staff component of the MACSSIS Survey showed the following:

- Professional Learning plays a crucial role in the continual development of best Learning and Teaching practices. It builds teacher capacity and expertise to enhance student learning outcomes. All professional learning undertaken by staff was aligned with our SIP and AAP.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>The following is a list of some of the Professional learning completed in 2023:</p> <ul style="list-style-type: none"> • All staff attended Mental Health & Wellbeing PD facilitated by Maria Roberto & Michelle Falzon • ACER PAT-M Northern Region Workshop x 1staff - 1 session • ACER PAT-R Northern Region Workshop x 1staff - 1 session • Mathematics Online Interview Implementation Workshops (Counting & Place Value) x 4 staff • Minecraft: Education - Activating and using it in your school x 1 staff- 1 day • NCCD Moderation and Quality Assurance x 1staff - 1day • New Arrival Teacher Network x1 staff- 2 days • Northern Region Deputy Principals Network - Guest Speaker Ms Leila Gurruwiwi x 1 staff - 1 day • NRO Learning Diversity Leader (LDL) Connect Online Term 1,2,3 & 4 x1 staff - 4 days • NRO Learning Diversity Leaders' Network x 1 staff - 2 days • NRO Mathematics Professional Learning x 1 • STEM MAD Teacher Conference x1 staff • Student Wellbeing Leaders Primary Network - Northern Region x 1 staff- 1 day • Understanding Hearing Loss x 1 staff - 3 sessions • Walker Learning PD x 2 staff x 2 PD • AB First Aid Training CPR Yearly update for most staff and level 2 training for 3 x staff • Advanced SPATracker and SPATraining PD x 2 staff - 1 day • Body Bright Onlining Training Modules -Teaching Staff and Leaders - 5 hours • DP Conference Aboriginal Culture, Traditions & Spirituality x 1 staff - 2 days • Internal Literacy and Numeracy PLT's • Internal Learning Diversity PLT's • Internal RE PLT's 	
Number of teachers who participated in PL in 2023	35
Average expenditure per teacher for PL	\$530.00

Teacher Satisfaction

Results from the 2023 MACSSIS survey data showed that perceptions of quality relationship between staff and members of the leadership team were at 89% which was down from the previously year but still above the MAC average of 80%. The extent to which school leaders set conditions for improving teaching and learning was at 62% which was also above the

MACS average of 55%. There was a significant increase in teachers' perceptions of how well school leadership sets conditions to collaborate effectively moving from 58% in 2022 to 72% in 2023.

Teacher Qualifications	
Doctorate	0.0%
Masters	9.4%
Graduate	12.5%
Graduate Certificate	6.3%
Bachelor Degree	37.5%
Advanced Diploma	25.0%
No Qualifications Listed	9.4%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	17.5
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	9.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Corpus Christi is an inclusive community that values and believes in the importance of connecting and building relationships between the whole school community. The various experiences and opportunities offered to our families throughout the year, aim to foster positive relationships between staff, students and parents as well as enhance excellence, voice and growth for all.

Goal:

To implement strategies to ensure student, parent and staff voice is heard, valued and responded to.

Intended outcome:

That the school community/stakeholders are empowered to work in partnership.

Achievements

After many discussions with our staff and school leadership team, we knew that getting parents back 'on-site' and re-engaging with the school, their child and their learning was paramount. We looked at the various ways that parents can be involved in the life of the school as well as catering to families' availability and the different avenues of engagement.

In 2023 this was achieved through the following faith, educational, social and events offered throughout the year:

- Welcome BBQ and dance evening.
- Harmony Day activities and casual dress day.
- Student leaders attending St Patrick's Day mass at the Cathedral for Catholic Education week.
- Mother's Day afternoon tea and bingo.
- Father's Day breakfast and activities.
- Annual Easter raffle.
- School information and Enrolment packs delivered to local kindergartens.
- Community conversations - 'Corpus Cuppas', often with a wellbeing focus.
- Social media presence - Instagram and Facebook.
- Tuning in to Kids - hosted at Corpus Christi run by external providers.
- Stations of the Cross - drama presentation and families invited to attend.
- Whole school and class Masses- families invited to attend.

- Year 6 Student Leaders collaborated to create a School Motto - 'Anything is possible when we work together as a school community'.
- Fortnightly whole school newsletters.
- Whole school assemblies.
- Wellbeing videos posted to families on Storypark.
- Fortnightly learning intentions posted on Storypark.
- Student learning posted on Storypark for parents to view and comment.
- Student news bulletins posted to families on Storypark - 'Corpo News Flash'.
- Online Cybersafety sessions with external provider 'sensory tools'.
- School Readiness Information evening for parents/carers of children beginning foundation in 2024 - presented with Kindergarten outreach officers from Merri-bek council.
- School Choir established.
- Regular Parents and Association meetings to plan, organise and prepare fundraising events; pizza day, hot dog day, Easter and Christmas raffle, mothers/fathers day etc. Corpus Christi Feast day; parents invited to join children at mass, in class for activities and for a morning tea.
- Foundation 2024 information session for parents.
- Foundation 2024 orientation sessions for children.
- Information packs with school handbook for new families and enrolments.
- Year 3/4 students attended Penola secondary College school musical.
- F-6 STEM expo - families invited to share their child's learning.
- Eucharist preparation day - Parents invited to attend with their child.
- First ever Colour Run.
- End of year Christmas Carols evening; sausage sizzle and Christmas play - families invited to attend.

Parent Satisfaction

Corpus Christi uses both formal (MACSSIS Family Survey) and informal feedback from staff, students and families regarding their satisfaction with the school. This assists the school for future planning and ensuring parent voice is heard.

Families are always welcome into the school and encouraged to communicate with staff regarding their child's learning and what is happening in the school.

Attendance and engagement at the events held throughout the year was always high and the comments from those who attended was always positive.

Parent comments from '2023 End of Year Parent survey' sent out by the Family Engagement Leader:

- 'The fun run at the school, especially after Covid Lockdown, brought everyone together and they all had the time of their lives talking to the students, parents and teachers. Everyone had fun and a good laugh.'
- 'The excursions were very enjoyable for my girls. The communication with parents was amazing. The school community as a whole has been supportive and caring which has allowed my girls to thrive, feel safe and do well.'
- 'Small school with some great, experienced teachers in staff and most importantly a place where my kids have felt heard and comfortable.'
- 'The fact that it feels like a community. My children feel like they are a part of something. The school as a whole gathers around each and every child in order to make them feel safe and connected. They support the children when their lives may not be as ideal as hoped. They cater to each child's needs.'

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.ccglenroy.catholic.edu.au