



Melbourne Archdiocese
Catholic Schools

2024

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 15 Mar 2025

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.

As the school continues to serve Glenroy and surrounding communities, we thought it important to engage an architect to work with all stakeholders to develop a Masterplan. This will ensure that current and future members of the Corpus Christi community are provided with world-class facilities to match the world-class Teaching and Learning provided.

172 students currently attend Corpus Christi Primary school.

Principal's Report

It was with great honour and enthusiasm that I joined the wonderful Corpus Christi community in January 2024. From the outset, my priority was to reaffirm the vital role of our families in the life of the school and to build strong, positive partnerships. Together with our dedicated staff, we worked to foster a safe, inclusive, and nurturing environment where every child feels valued, respected, and empowered to thrive academically, spiritually, socially, and emotionally.

Our vision for 2024 focused on excellence, kindness, and collaboration. The beginning of the year was marked by our successful 'Welcome Coffee and Meet the Principal' gathering and the beautiful Opening School Mass, during which our staff were officially commissioned.

In 2024, Corpus Christi undertook the formal School Review Process, which occurs every four years as part of our commitment to ongoing improvement and excellence. The review gave us an opportunity to reflect on our achievements, identify areas for growth, and chart a clear path forward. We gathered valuable feedback from students, staff, and families. The insights gained have informed our School Improvement Plan and will shape our direction in the years ahead.

We engaged an architect to support the creation of a Master Plan for future refurbishments. This community-informed plan will assist us in applying for Capital Grants and ensuring our facilities continue to meet the needs of our learners.

Our school community came together throughout the year to celebrate, support and connect. Highlights included: Welcome BBQ and Dance Evening, Colour Fun Run, Whole School Disco, Mother's Day and Father's Day Celebrations, Corpus Christi Mini Olympics, Book Week, Italian Day and pasta lunch and the 2024 Art Show. I am especially grateful to our Parents and Friends Association, who continue to support our events and fundraising efforts. I also express my deepest gratitude to Cathy Maiorano, Michelle Kanaty, and Pannee Agathos for their unwavering commitment and invaluable contributions to our school community. Having dedicated many years to the Parents and Friends Association, their efforts have significantly enriched our school life. With their children having completed their primary school years, their time on the Parents and Friends Association has concluded. Their involvement in organising events has brought joy and unity to our school. Their hard work and dedication have left a lasting impact, and we are truly grateful for all they have done.

Our commitment to Catholic Identity was evident through many special moments in 2024: Our Year 4 students received their First Eucharist, Year 6 students were Confirmed, a profound step in their sacramental journey. Our Year 6 students participated in the Annual Pilgrimage and Wreath Laying Ceremony at the Shrine of Remembrance, continuing our partnership with 22 Squadron RAAF through the Adopt an Ex-Service Organisation program.

Corpus Christi staff and students proudly represented the school at the Glenroy RSL Dawn Service, honouring our veterans and community. Facilitated planning in the area of Religious Education became a regular feature, staff participated in Professional learning and the strong relationship between the school and parish continued. I thank Father Giang for his support and guidance throughout 2024.

This year, we introduced the Positive Behaviour for Learning (PBL) framework, which has helped us establish consistent expectations and values across the school to support positive student behaviour.

Our commitment to high-quality teaching and learning remained strong, with our leaders and teachers engaging in professional development aligned with the MACS 2030 Strategic Plan, focusing on Mathematics, Literacy, and School Improvement.

Students participated in a wide range of enriching activities, including excursions, incursions, athletics competitions, and basketball clinics. Our Year 5/6 camp at Don Bosco in Dromana was a highlight, providing valuable opportunities for students to develop independence, teamwork, and resilience.

In addition to these educational initiatives, we completed minor works on the administration building, including new carpet, painting, and essential Occupational Health & Safety upgrades, along with important roof repairs to ensure a safe and functional environment for all.

We are proud of the cultural diversity that enriches our community. I was honoured to represent Corpus Christi at the Onam Festival Celebration hosted by the Glenroy Residents Association for Malayalees (GRAM), a joyous celebration of heritage and unity.

A heartfelt thank you to the entire staff of Corpus Christi. Our success in 2024 is a direct result of their dedication and professionalism. Special thanks to our Leadership Team: Susan Arians, Andrew Jones, Michelle Smith, Rachel Vailini, Deborah D'Aprano, Catherine Interligi, Vanessa Barbetti, Emma Hinss and Rhiannon Colarossi.

I also acknowledge the work of Glenda D'Elton and Mel Di Biasi in administration.

We also celebrated the exceptional service of Deborah D'Aprano, who retired after 26 years of dedication to the community. She left a profound legacy on all she worked with.

As I conclude my first year as Principal at Corpus Christi, I express my deep gratitude to all members of our community. Thank you for your support, trust, and belief in our shared mission. 2024 filled with growth, joy, and achievements, and I was incredibly proud of our students, staff, and families.

I look ahead to 2025 with hope and determination as we continue to nurture a school environment where every student can flourish. May God continue to bless our school and each of you.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To build all teaching staff and leadership capacity in the area of Religious Education and Catholic Identity and Mission.

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

Achievements

Guided by our Catholic faith and mission, Corpus Christi continued to nurture the spiritual and moral development of our students. Through a strong focus on exploring and living the Gospel values, staff built their capacity to deliver a robust Catholic education across the year. Meaningful liturgical celebrations and faith formation programs enriched classroom learning across various curricula and strengthened connections with the wider community. We are grateful to our staff, students, and families for their ongoing support in fostering a Christ-centered community.

Facilitated planning at termly Professional Learning Team meetings became a regular feature for developing best practices and building student engagement. Teaching staff unpacked the Religious Education curriculum framework to identify the developing scope and sequence across year levels.

Our staff participated in the Teach Us to Pray: Glory Be online Professional Learning sessions in which they deepened their understanding of the place of prayer in a Catholic School, considering the implications for our own context at Corpus Christi. Through guidance, prayer became an embedded practice throughout the day. Evidence of student connectedness to the value of prayer was also highly visible through each class prayer which emphasised a strong student voice.

2024 also saw the strengthening of the relationship with our Parish Priest, Father Giang. He led class masses in the Sacred Space, conducted blessings at school community events and provided guidance to all the students completing their sacraments.

Throughout the year the whole school attended many masses in the Parish Church where students performed important parts of the service and the school choir led the congregation in song. It was also wonderful to see many parents and grandparents attending these occasions. Father Giang highly commended the students for their beautiful reverence shown at all Masses.

Value Added

Throughout the course of the year, the Corpus Christi school community engaged in a variety of activities and events that enhanced students' educational and spiritual growth. These included but were not limited to:

- Beginning 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
- ANZAC Day Dawn Service at Glenroy RSL
- Wreath laying ceremony for 22 Squadron at the Shrine of Remembrance
- Year Six Graduation Mass
- Student Leaders attending St Patrick's Day Mass for Catholic Education Week
- Year 5/6 students attended an incursion called Courage to Care that focused on being an Upstander in the community (Social Justice)

Learning and Teaching

Goals & Intended Outcomes

Goal: Build the capacity of all teaching staff and leadership.

Intended Outcome: Implement rigorous assessment and teaching practices that lead to continuous growth in student learning outcomes.

Goal: Ensure student, parent, and staff voices are heard, valued, and responded to.

Intended Outcome: Establish a positive climate for optimal learning and growth.

Achievements

Enhancing Teaching Practices and Professional Learning

To support new teachers in the Junior School, we provided Professional Learning at the beginning of the year on implementing Investigations, a program that develops students' social, emotional, cognitive, and physical skills through planned, purposeful play. Ongoing mentoring was offered by the Junior School Learning and Teaching Leader to ensure effective implementation.

As part of the Vision for Instruction, staff engaged in professional reading and discussions within Professional Learning Teams (PLTs) to explore evidence-based pedagogy from the Science of Learning. This approach emphasises explicit teaching, modeling, guided practice, and independent practice to enhance student outcomes.

Professional development extended to all teachers from Foundation to Year 6 through participation in the Teaching for Impact in Mathematics (TIMS) program. These sessions introduced high-impact instructional practices and the use of Ochre Educational Resources to strengthen mathematics instruction. Following this, all teachers incorporated Daily Review into their mathematics lessons to reinforce and consolidate key mathematical concepts.

Teachers implemented the updated Victorian Mathematics Curriculum 2.0 to plan, teach, assess, and report in alignment with the expected Foundation to Year 6 standards. Additionally, staff engaged in professional learning through PLTs and facilitated planning sessions to familiarise themselves with the revised English Curriculum 2.0, preparing for its full implementation in 2025.

Inquiry-Based Learning and Critical Thinking

Facilitated planning across all year levels, supported by the Learning and Teaching Team, encouraged the use of inquiry-based strategies. Through STEM projects, Educational

Research Projects (ERPs), and Investigations/Play-based learning, students developed critical thinking and problem-solving skills in meaningful, hands-on ways.

Targeted Support and Intervention Programs

Throughout 2024, tutoring was provided to support at-risk students in Literacy and Numeracy across Years 1–6. Using data from NAPLAN, Essential Learning, SPA, Fountas & Pinnell, and teacher-designed assessments, we provided targeted interventions to meet student needs.

Refugee and New Arrivals Funding provided additional assistance to eligible students.

School-funded resources extended intervention programs to ensure all students received the support necessary for their learning success.

Additionally, extension reading and writing programs were offered to a select group of Year 5/6 students, engaging them in advanced literacy tasks to enhance their skills.

To foster student voice and broaden their global perspective, Student Leaders attended the National Young Leaders Day conference at the start of the year. Across all year levels, students engaged in a range of experiences, including incursions/excursions, sporting clinics, and events such as Corpus Christi Multicultural and Italian Days, Visual Art Show and the Premier's Reading Challenge. These opportunities enriched students' learning experiences and celebrated the diversity of our school community.

Extra-curricula Music Program continued to be offered to students who took advantage of keyboard and guitar lessons, further enhancing students' creative and artistic development.

To foster a supportive and inclusive school culture, we continued our Class Buddy system, which promotes cross-age learning experiences. This initiative encourages mentorship, leadership, and interpersonal skills, reinforcing a strong sense of community within the school.

Through evidence-based instructional practices, targeted support, and rich learning experiences, we continue to provide a high-quality education that empowers every student to achieve success.

In the area of Learning Diversity, enhancements in practices and processes focused largely on adopting evidence-based strategies for strengthening practice and building strong and effective partnerships amongst Teachers and Learning Support Officers (LSO's).

At Corpus Christi, Teachers, LSOs and Leaders work together to promote inclusive education, in which students are celebrated for their diversity, empowered to strive for individual success and optimally supported to do so. In 2024, allocating time for professional discussion, shared planning and collaboration was augmented through the introduction of regular LSO briefings led by the Learning Diversity Leader, timetabled LSO-teacher

collaborative planning (including the opportunity for refining practice, to meaningfully collaborate to plan, share observations and data, refine strategies, and review goals), and a full day of LSO Professional Learning focused on impactful ways to connect with, engage and further scaffold student learning, to improve holistic approaches to LSO support across the school.

Embedded cycles of assessment, planning, supporting and scaffolding learning, recording data and reflecting on student progress, afforded LSOs, teachers, leaders and families to collectively engage in a dynamic review of individual learning and behaviour support plans. At Program Support Group Meetings held each term, progress was discussed with parents, success was celebrated and identified needs were planned for, collectively devising next steps.

Student Learning Outcomes

Year 3 Reading and Year 3 Writing NAPLAN data compared favourably with State and National data sets. Year 3 Numeracy performed slightly below State and National comparisons at the 25th, 50th, 75th and 90th percentiles.

Year 5 Reading and Year 5 Numeracy data was consistent with State and National data. Year 5 Writing data outperformed State and National comparisons.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|--|------------|------------------|------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 441 | 77% |
| | Year 5 | 526 | 77% |
| Numeracy | Year 3 | 405 | 59% |
| | Year 5 | 490 | 65% |
| Reading | Year 3 | 433 | 82% |
| | Year 5 | 504 | 88% |
| Spelling | Year 3 | 456 | 94% |
| | Year 5 | 533 | 100% |
| Writing | Year 3 | 442 | 100% |
| | Year 5 | 517 | 88% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

Goal: To develop and embed a whole school approach to SEL.

Intended Outcome: To provide an environment of safety, inclusion and consistency for students, lead by staff.

Achievements

The Student Wellbeing team consisted of our Student Wellbeing Leader, Learning Diversity Leader, the Mental Health in Primary Schools Leader and a member of the Learning and Teaching team.

Early 2024, we submitted an expression of interest to Melbourne Archdiocese Catholic Schools (MACS), to be part of the learning community implementing Positive Behaviours for Learning throughout the Melbourne diocese. We were successful in our application and became a part of the 2024 implementation.

We were assigned an external PBL coach from MACS, who visited our school and discussed the foundational steps for implementation. From this meeting we created a PBL team of enthusiastic staff members led by the Wellbeing Leader. PLTs with staff were held to inform, engage and consult on PBL matters. Students and parents were invited to share their thoughts and ideas about what matters most to them and their vision for student wellbeing.

As a staff, we prepared for school-wide implementation via the introduction of PBL. Staff completed Professional Learning and collectively contributed to creating a Corpus Christi Behaviour Matrix along with our new School Expectations: We are Safe, We are Respectful, We are Responsible.

Corpus Christi Primary School works to broaden and enrich each child's education through a variety of events, programs and practices. These included but were not limited to:

- Inform and Empower Cybersafety program
- Melbourne City Mission Drumbeat sessions
- Tuning into Kids
- Courage to Care
- Day for Daniel,
- Bullying—No Way Day
- Harmony Day
- R U Okay? Day

- Introduction of Gratitude Journals
- Whole school meditations
- Lunchtime Clubs

Value Added

- 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.
- 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
- Implemented the Positive Behaviour For Learning Program

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 2024.

This data collection process highlights student opinions in regard to teaching, learning and student wellbeing.

MACSISS data for 2024 clearly indicates that students in Year 4-6 feel more connected to school and more valued as members of the school community. In addition to this feeling of connectedness, students feel both physically and psychologically safe at school with data indicating a 10% increase in this area.

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.

| Average Student Attendance Rate by Year Level | |
|---|------|
| Y01 | 83.2 |
| Y02 | 85.7 |
| Y03 | 87.2 |
| Y04 | 87.4 |
| Y05 | 86.2 |
| Y06 | 84.2 |
| Overall average attendance | 85.7 |

Leadership

Goals & Intended Outcomes

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

Intended Outcome: Establish a positive climate for optimal learning and growth.

Achievements

In 2024, Corpus Christi undertook a comprehensive School Review, marking a pivotal step in our continuous journey of growth and excellence in learning and teaching. This process led to the implementation of key educational initiatives designed to cultivate a dynamic and contemporary learning culture.

Guided by MACS' Vision for Instruction, our approach to teaching and learning is grounded in evidence-based practices aligned with the Science of Learning. This vision emphasises high expectations, academic rigor, and excellence in literacy and numeracy, shaping our shared commitment as a learning community.

As a new Principal the opportunity to hear from all members of staff throughout the School Review process gave me a real insight into how the school operates, the strengths and areas for improvement from those actively involved in the life of the school. This was a safe space for staff to voice their reflections of the work done over the last school improvement cycle. All staff were invited to participate in 1:1 conversations with the myself to assist in developing authentic relationships and to provide insights into their thoughts about their professional and personal growth.

In 2024 we worked closely with MACS staff and appointed an architect to work with our community to create a Master Plan for future refurbishments. This process involved all stakeholders. This was an opportunity for students, parents and staff to have a voice and to provide feedback. The process was also a platform for consultation, allowing the community to shape a shared vision for the school's future.

A process was completed to appoint staff to leadership positions. The panel consisted of the Principal, MACS Senior Manager and a member of the teaching staff, to provide staff voice.

| Expenditure And Teacher Participation in Professional Learning |
|---|
| List Professional Learning undertaken in 2024 |
| <p>Staff at Corpus Christi were offered and participated in a variety of Professional Learning experiences. These include:</p> <ul style="list-style-type: none"> • Graduate to Proficient Program - Mentor Development • Teaching for Impact in Mathematics Series F-2 Teacher and Leader Workshop • North West Visual Arts Network • Teach us to Pray series • Northern Region School Improvement Network 2024 • MACS Primary Literacy Leader Network 2024 • Literacy Leader Briefings • MACS Northern Region Mathematics Network • Leading TIMS Workshop F-9 • North West Deputy Principal's Zone Network Meeting • Northern Region 2025 Annual Action Plan (AAP) Planning Day • Dr Lorraine Hammond AM presents the introduction to the Science of Learning • Principal Induction Program 2024 • Principal Forums • Know Your Agreement for School Leaders • NRO Learning Diversity Leaders Connect • Northern Primary Learning Diversity Leaders Network • Northern Region - Transition Support • Child Link • Regional Student Wellbeing Leaders Primary Forum • Student Wellbeing Leaders Conference • Teacher Accreditation Platform (TAP) Workshop • Northern Region: Religious Education Leaders Network • Walker Learning • Review- School Closure Days • AB First Aid Training CPR HLTAID009 + HLTAID011 FIRST AID (if expired) • VIT Graduate to Proficient Professional Development Occupational Health & Safety (HSR) Training • Hero Verifier Training- Anaphylaxis • Literacy Network TEACH WELL Master class • Positive Behaviour For Learning (PBL) • Mental Health In Schools Leader Professional Development • LSO Professional Learning- Impactful ways to connect with, engage and further scaffold student learning • Northern Region School Improvement Network |

| Expenditure And Teacher Participation in Professional Learning | |
|---|----------|
| Number of teachers who participated in PL in 2024 | 21 |
| Average expenditure per teacher for PL | \$380.00 |

Teacher Satisfaction

Results from the 2024 MACSSIS survey data showed that perceptions of quality relationships between staff and members of the leadership team were at 79%. The extent to which school leaders set conditions for improving teaching and learning was at 57% which was equal to the MACS average.

There was an increase in teachers' perceptions of how well school leadership sets conditions to collaborate effectively moving from 74% to 77%.

| Teacher Qualifications | |
|-------------------------------|----|
| Doctorate | 0 |
| Masters | 2 |
| Graduate | 4 |
| Graduate Certificate | 2 |
| Bachelor Degree | 12 |
| Advanced Diploma | 8 |
| No Qualifications Listed | 3 |

| Staff Composition | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 22 |
| Teaching Staff (FTE) | 17.61 |
| Non-Teaching Staff (Headcount) | 16 |
| Non-Teaching Staff (FTE) | 7.71 |
| Indigenous Teaching Staff (Headcount) | 1 |

Community Engagement

Goals & Intended Outcomes

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

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.

In 2024, Corpus Christi saw a change in Principal with new goals and focus for our school community. This change brought about a new outlook and perspective to our school community and changes put in place.

We continued to aim to increase our presence in the community, on social media, gain greater enrolments as well as continue to build our parent engagement and capacity.

We continued to involve and engage families in the life of the school while catering to families' availabilities and needs. Different avenues of engagement throughout the year allowed our school community to participate in a variety of activities and events.

In 2024, this was achieved through the following faith, educational, social and events offered throughout the year:

- Welcome BBQ and family 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 craft
- Father's Day breakfast and activities
- Annual Easter raffle
- School information and Enrolment packs delivered to local kindergartens
- Greater social media presence - Instagram and Facebook
- Stations of the Cross - drama presentation and families invited to attend

- Whole school and class Masses- families invited to attend
- Fortnightly whole school newsletters
- Videos posted to families on Storypark with important news and events
- Fortnightly class learning intentions posted on Storypark
- Student learning posted on Storypark for parents to view and comment
- Online Cybersafety sessions with external provider 'Inform and Empower'
- School Readiness Information evening for parents/carers of children beginning foundation in 2025 - presented with Kindergarten outreach officers from Merri-bek council
- School Choir performing at school assemblies and in school events
- National Family Week, one family activity each morning of the week
- National Walk Safely to School Day
- Cultural Diversity and RUOK? Day
- Italian Day
- Art Exhibition
- Regular Parents and Friends Association meetings to plan, organise and prepare fundraising events
- Corpus Christi Feast Day
- Book week celebrations and activities
- Road safety incursions
- First Aid for students
- Mini Olympics
- Solar Buddies project and Garden project with Pascoe Vale Rotary Club
- Anzac Day and Remembrance Day at Glenroy RSL
- Foundation 2025 information session for parents
- Year 4 students attended Penola Secondary College school musical
- Students visiting Mercy College and Penola Open Days
- Eucharist preparation day - Parents invited to attend with their child
- Whole school Colour Run
- School disco
- End of year Christmas Carols evening

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 feedback from those who attended was always positive.

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