



# Corpus Christi Catholic School St Ives

## 2008 Annual Report



Principal: Mrs Maryanne Carrick

Address: 17 Link Road  
ST IVES NSW 2075

Phone: (02) 9988 3135

Fax: (02) 9449 2335

Web: <http://www.corpuschristi.com.au>



## 1. Message from Key Groups in Our School Community

### 1.1 Message from the Principal

2008 has proven to be another successful year for the Corpus Christi community. Throughout the year significant events have provided the opportunity for parents, students, staff and friends to gather, celebrate, share stories, remember and work together for the good of the school and parish.

The most notable of these occasions included World Youth Day, the annual school Art and Fun Fair, the fifty year anniversary celebrations in honour of the establishment of the parish, the school musical, 'A Kidsummer Night's Dream' and the hugely successful trivia night in aid of the Free School in Chennai.

During the weeks leading up to World Youth Day and for the scheduled events in July many families gave generously of their time and expertise to assist in transforming the classrooms into dormitory style accommodation for the many pilgrims who stayed and slept at our school site. Many other parents, staff members, parishioners and students played host to the pilgrims providing them with breakfast, lunch and numerous delicious suppers on their return to Corpus late at night. This was a wonderful example of the hospitality Corpus Christi is famous for and certainly highlighted the generosity and Christian spirit of so many.

The Art and Fun Fair was again a truly outstanding weekend of fun and entertainment that progressed from start to finish like a well-oiled machine. Events such as this only add to the school's excellent reputation in the local community and once again it was wonderful to welcome so many visitors to our school. The commitment and dedication of so many parents and friends towards the success of this annual event is to be applauded. Not only are large sums of money raised for the benefit of all the students but more importantly it provides an opportunity for friendships to develop and grow and for people to celebrate together.

The school musical provided another means of showcasing the gifts and talents of the students, staff and parents who volunteered to assist in this year's production. It was another very successful musical that highlighted the importance placed on the creative arts curriculum at Corpus Christi. This message was well received by all who attended the two performances and again adds to our good standing in the local community.

The fifty year celebrations that marked the establishment of the parish of Corpus Christi served to remind all those who attended of the extraordinary work, commitment and dedication that has been a part of this community from its beginning. It was a weekend to relive memories, share stories and remember those members of the faith community who are part of the Corpus story. As people gathered to share in the Eucharist, rejoice in the unveiling of the beautiful statue to Our Lady and enjoy a picnic lunch there was a sense of pride and belonging within the hearts of the parishioners. This was a true example of a lasting and strengthened community of faith built over fifty years.

Curriculum development continued to be a priority in the 2008 annual strategic plan with an emphasis on the continued development and strengthening of the mathematics curriculum within an inquiry based framework for learning. Staff also focused on the science and technology K-6 syllabus with the implementation of the research based Primary Connections science program. An inquiry based model of learning features heavily in this program and supports the professional learning staff undertook in other key learning areas.

This strong professional development base has led to many successes. 2008 results from national tests in literacy and numeracy for Years 3 and 5 students have placed Corpus Christi well above the national and diocesan average. Corpus Christi is also one of a small number of schools in the Broken Bay Diocese that scored above the diocesan average in all aspects of literacy and numeracy in Years 3 and 5. These results are outstanding and are clear evidence of the high standard and expectations of staff, parents and students at Corpus Christi.



To all the parents, friends and staff who have worked so tirelessly for the good of our community, I thank you.

## 1.2 Message from the Parent Body

It has been a privilege and a great pleasure to lead the Corpus Christi Parents' and Friends' Association (P&F) for this year and in the two prior to that, and I want to thank the school's parent body for giving me that opportunity.

I have been a part of the Corpus Christi school community for twelve years, and have always had an acute sense of it being a special and vibrant place which offered parents avenues in which they could forge significant and lasting relationships, not just for their children, but for themselves. As adults, we learn and grow immensely from being actively involved in our children's journey through their primary school years, but the most striking thing about Corpus Christi is how we are invited to be engaged in, and by, our community.

Over the past decade, demographic changes around St Ives have taken a toll on enrolment numbers at our school. Over the past three years, the P&F has made it a priority to work with the school executive to help address both declining entry numbers and retention rates at Corpus Christi. While recognising that parents make choices about their children's education with their very best interests at heart and in a wide range of individual circumstances, it has always been my firm belief, and one shared by education professionals in the Broken Bay Diocese, that both boys and girls can reap enormous benefits from remaining at local Catholic primary schools through to Year 6. The Diocese and school are committed to ensuring both boys and girls are fully catered for in terms of their education and pastoral care in Years 5 and 6 at Corpus Christi. It is also very clear from my own experience that children develop significantly as a result of continuity in their academic and Catholic education and from taking leadership roles in the school.

The P&F, together with our Principal and school executive, has worked hard to promote Corpus Christi School in the broader community, both through direct marketing and communication initiatives such as updating the school brochure, running information booths, organizing public performances for the band, and via our major fundraising and intra-parish activities such as the Art and Fun Fair and Chennai Trivia Night. All of these activities have been supported by parent volunteers.

The P&F has also sought to actively foster goodwill and to remind parents of their responsibility as advocates for our school, both inside and outside the playground. The most powerful endorsement and effective advertisement we can give Corpus Christi is a word-of-mouth recommendation to a friend, acquaintance or pre-school classmate.

Those efforts are now reaping tangible rewards. Kindergarten enrolments are up significantly again for 2009 and the numbers of children, particularly boys, opting to remain at Corpus Christi through the senior Years 5 and 6 have grown strongly. In 2009, we currently expect to have around 20 boys in Stage Three at the school.

In 2008, the P&F has also continued efforts to strengthen and maintain the school's ties with the Corpus Christi Parish as a whole. We have reaffirmed our ongoing commitment to assist the children of the Diocese of the St Thomas Basilica in Chennai, India and our third annual Trivia Night raised funds for the children being educated for free in Chennai.

Our major fundraising event, the 36<sup>th</sup> Annual Art and Fun Fair, was an even bigger success this year. The event is a wonderful showcase for our beautiful school and grounds and is simply a great day out for our children and their families. But most importantly, staging such an event is a community-building exercise which enables the school's parents and friends to foster new friendships and networks.



On behalf of the parents, I would also like to thank our very special teachers and office staff, without whom Corpus Christi would not be the wonderful school that it is, and whose professionalism and dedication is plainly reflected in the achievements and successes of our children.

P & F President

### 1.3 Message from the Student Body

This school year was a very successful year. We have enjoyed the wonderful opportunities we were given and feel we have achieved our full potential.

The leadership skills of both Year 5 and Year 6 students have been developed through programs such as Peer Support. The focus on friendships and the importance of being able to compromise was very suitable. As a result of Peer Support the students have had a positive influence on the younger students of Corpus Christi School.

As Year 6 Buddies, we have helped make the transition from pre-school to primary school much easier for the Kindergarten children.

Year 6 led the whole school aerobic Health Hustle twice a week. This gave us the opportunity to encourage a healthy, active lifestyle amongst our peers. We have also been involved in other school sporting events such as the swimming and athletics carnivals where we not only participated but were able to lead our colour houses in war cries and cheers.

Stage 3 students had the opportunity to be part of the musical, "A Kidsummers Nights Dream". Stage 3 students held the lead roles. We found the musical to be a confidence building opportunity and a way to show our talents outside the classroom.

During the year both the School Captains and Vice Captains had the opportunity to attend many events in the community:

- the Anzac Service
- State Parliament House where we met our local member
- the funeral for Sister Carmel who was once the principal at Corpus Christi
- the arrival of the World Youth Day Cross to our cluster.

We were honoured to be representatives for our school at these events and believe that these experiences have developed us as leaders and people.

We all enjoyed the experience of World Youth Day. We all feel that our knowledge of our faith has expanded greatly as a result of our studies on World Youth Day. We all contributed in a small way by helping set up the rooms for the pilgrims, taking part in liturgies and some of us were lucky enough to be part of the veneration of the cross.

This year we have also been involved in social justice activities, donating pencils to our sister school in Chennai, India, which has helped improve the students' education. Our parents attended a Trivia Night that raised money for the school in Chennai. Our SRC committee also co-ordinated Christmas Hampers that were sent to Australian farmers affected by the drought.

We are proud to have been school leaders this year and of our achievements.

*School Captains 2008*



## 2. School Profile

### 2.1 Introduction

Corpus Christi Catholic School is a co-educational primary school catering for students from Kindergarten to Year 6. It is situated in the upper North Shore of Sydney in the Parish of St Ives.

The school serves the local parish community, as well as families from the surrounding areas of Terrey Hills, Pymble, Turrumurra, Gordon, Killara and Wahroonga.

Corpus Christi School enjoys a high reputation for excellence in teaching and learning in the local community and beyond, with families from interstate and overseas seeking enrolment.

In 2008 the community of Corpus Christi celebrated the 50<sup>th</sup> anniversary of the Parish.

### 2.2 Student Profile

The following information describes the student profile for 2008:

Girls	Boys	LBOTE*	Indigenous	Total
131	100	41	0	231

\*Language background other than English

### 2.3 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.cso.brokenbay.catholic.edu.au/resources/index.html> or by contacting the Catholic Schools Office.

### 2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
17	0	0	17

### 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2008 was 96.6%. This figure does not include teachers on planned leave.



The teacher retention rate from 2007 to 2008 was 80.0%.

## 2.6 Teacher Satisfaction

There is a high level of teacher satisfaction within the Corpus Christi learning community and during 2008 a significant number of teachers have continued to study to further their own professional development. Three teachers completed Master courses in Educational Leadership while one staff member completed a Certificate in Primary Mathematics Education. One office administrative staff member completed a Dual Certificate IV in Business and Frontline Management.

## 2.7 Student Attendance

The average student attendance rate for 2008 was 95.24%.

## 2.8 Student Satisfaction

Student well-being surveys continued to be used to monitor student satisfaction at Corpus Christi. As a result of these surveys most students feel that:

- they are doing well at school academically
- they enjoy learning
- they feel safe at school
- they always have friends to play with

In 2008 the school plans to introduce the Positive Behaviour for Learning Program from Kindergarten to Year 6 as a means of ensuring school-wide consistency in relation to the school's pastoral care and discipline policy. At the end of 2008 data was collected by the Education Officer-Behaviour Management from the Catholic Schools Office, from staff, students and parents that supported the school's decision to consolidate the school rules and redevelop procedures for teaching and practicing expected behaviours.



### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

Corpus Christi School was opened in February 1954 with approximately 30 students in Kindergarten to Year 4. It was staffed by the Sisters of Brigidine Congregation. In 1955 the total school enrolment had increased to 53 students ranging from Kindergarten to Year 5. Until 1958, Corpus Christi was part of the Pymble parish. In that year Corpus Christi was formally constituted with Father Peter Sheil as the first Parish Priest. As the number of students increased, the parish recognised the need for a new school. The opening of the first stage of the present school buildings took place on July 9, 1961. About 1964 another block had to be added and then again in 1967 and again in 1981. From the 1960's onward, there has been a constant demand for children to be admitted to Corpus Christi school.

"Corpus Christi Catholic School is committed to providing a high quality education that celebrates diversity and challenges individuals to develop and share their gifts in a supportive and stimulating environment. As disciples of Jesus and in partnership with our families, parish and the broader faith community, we work for the service of others, encouraging a commitment to justice and a call to action" (Vision Statement)

This year the children, parents and past members of our school community have been involved in the writing of a new school song. Working with a Christian singer/songwriter, the community were encouraged to reflect on our mission statement and on the Brigidine motto "Strength and Gentleness" and to elucidate the meaning these have for us today and the way these are active within our daily lives. Our song, "We are the Body of Christ" is reflective of all these things and is sung with great joy and pride each assembly and school Mass.

#### 3.2 Religious Life of the School

The year began with the Opening School Mass which brings our community together to pray for blessings upon our year. All the children were involved and the parent and wider community were invited to attend through our school newsletter, parish newsletter and noticeboard.

The community's Holy Week reflection on the Aboriginal Stations of the Cross was a fitting preparation for the children and their families to approach the Easter Triduum, particularly in light of the Government statement of *sorry* to the Stolen Generations.

The school celebrated the Feast of Saint Patrick, the Feast of the Assumption, Corpus Christi Naming Day, Mission and Saints and Grandparent's and Friends' Day with whole-school Eucharistic liturgies. The community recognised the beginning of the season of Advent and the year concluded with a Mass of Transition and Thanksgiving, a graduation Liturgy and a blessing of all families leaving our school community.

The school prayed together at weekly assemblies and the children shared a rich prayer life within their classrooms as they were encouraged to prepare for and share prayer circles each morning. There is a presence of distinctly Catholic symbols and practices that are a part of the daily life of our school (in keeping with *Schools at the Crossroads critical indicators*).

Year 6 children joined with other North Shore schools at the annual Leadership Mass and the Mass for Missions, both held at the Cathedral in Waitara.

#### 3.3 The School in the Life of the Parish and the Diocese

Grades were rostered to attend the Parish weekday Mass on Thursday morning and to lead participation at a Sunday 10am Mass throughout the year. At the Sunday Mass it is recognised that many children from our Parish also attend other schools and these children are warmly invited to be



part of the group leading the liturgy through participation in the offertory procession (an effort to connect with Catholic families, in line with *Schools at the Crossroads critical indicators*).

The Parish Administrator was moved in early April and a new parish priest came to our parish. Due to illness within the priestly fraternity, the parish priest's tenure within our parish was short – only a few months. The Bishop invited the Discalced Carmelites from Box Hill in Victoria to settle in St Ives and to take on the pastoral responsibility for the Parish of Corpus Christi. In October, a new Prior arrived and he was to be joined later in the year by three other priests.

The school supports the parish in its implementation of the sacramental programs through attendance by the Principal, Assistant Principal and/or Religious Education Coordinator at Parent Information Evenings. Regular communication is given to the students and families through the newsletter and classroom Religious Education content as well as with home connector activities.

The school and the Parish jointly supported St Therese's Parish and the Assumption Primary School in Chennai, both through financial aid and ongoing communication.

### 3.4 Catholic Worldview

At Corpus Christi we perceive a responsibility to society that is part of our worldview and recognise the need to create conditions in which the dignity of persons is respected, their basic rights protected and their basic needs met. To this end the children and their families are encouraged to participate in various social justice initiatives. These include: - Support for Caritas through *Project Compassion & Global Gifts*; support for St Therese's Free School in Chennai; support of the Mt Druitt Parish; support for Boarding Houses in Sydney; support for Red Nose Day; and support for World Vision through the *SMILES* project at Christmas.

We perceive the presence of God in our daily life and especially in the Sacred Scriptures and the living traditions of the Church. We utilise these not only within our daily prayer life, but within the religious dimension of all Key Learning Areas. Recognising the value of an integrated inquiry-based learning model in studying all Key Learning Areas, we therefore look for the connectedness of concepts and values related to our theology and Catholic doctrine where possible and appropriate.

The school newsletter is often a source of extending this understanding into the parent and broader community.

### 3.5 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Two Conditionally Accredited teachers are currently undertaking the Certificate of Religious Education (NSW) through the Catholic Schools Office. All other full-time teaching staff are fully accredited to teach the Religious Education curriculum. Most staff have also undertaken four Professional Learning Modules as recommended by the Bishop through the Mission Services team at the Catholic Schools Office. One staff member completed a Broken Bay Institute unit on the sacraments.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

Diocesan policies on pastoral care, anti-bullying and anti-harassment underpin the focus on pastoral care at Corpus Christi. The school's Pastoral Care Policy and Behaviour Management Plan continued to be implemented in 2008.

School personnel sought the support of the Education Officer-Behaviour Management from the Catholic Schools Office when writing and implementing specific teaching units with a focus on behaviour.

During Term 4, 2008 the school leadership team began planning for the implementation of the Positive Behaviour for Learning program in early 2009. This involved discussions with the Education Officer-Behaviour Management from the Catholic Schools Office as well as significant data collection from students and staff.

The Peer Support program continued to be implemented in Term 2 after extensive leadership training of the Year 5 and 6 students by the Stage 3 teaching staff. The focus for 2008 was on 'Accepting Differences'.

### 4.3 Pastoral Care of Families

The class teachers, principal, assistant principal and learning support teacher work closely with parents, caregivers and students to provide appropriate support when required.

Referrals continued to be made to the school counsellor who liaised closely with the school and home to provide professional support.

Access to the school's Diocesan student counsellor, Hornsby Area Health Services or Centacare were provided to families in confidence.

Parent workshops organised by the Diocesan Parent Council were also planned for 2009 and included: Ages and Stages, Anxiety and Persistence, and One, Two Three Magic.

### 4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

During 2008 the curriculum focus at Corpus Christi was to continue to develop a shared understanding of learning within the school community. The cross-curriculum focus included mathematics, literacy, science and inquiry-based learning. We were able to implement a collegial model of professional learning through planning, observation, professional reading, reflection and sharing classroom pedagogy.

Staff met at the end of each term with a teacher coach in collegial, stage planning teams, to reflect on students' achievements and to use these reflections to programme learning opportunities for the next term, ensuring a consistency in practice from Kindergarten to Year 6.

The focus on mathematics and literacy ensured that Naplan results were analysed to identify the learning needs of students and used to set targets for 2009. They were also used to raise teacher expectations of student outcomes. An external mathematics consultant provided professional learning that was built upon during staff meetings to embed consistent practice for the numeracy block Kindergarten to Year 6 and the planning of open-ended mathematics tasks that allowed for differentiation within the classroom.

There were two new focus areas for 2008. One was to establish a consistent Kindergarten to Year 6, educational pedagogy, based on inquiry; the other was the introduction of the Primary Connections science units from the Science in Primary Schools (SiPs) project. Both focused on creating classrooms that were rich learning environments with evidence of a variety of recording and research techniques as well as provision for students to learn from a mixture of explicit teaching, group input and individual inquiry. In order for learning to be meaningful and highly interesting for both students and teachers, the curriculum is integrated ensuring the skills and content of each Key Learning Area is taught in context. An open day for parents and visitors not only ensured the students had an audience with whom to share their learning, but also allowed for parent education.

### 5.2 Student Achievement

2008 was the first year of the National Assessment Program – Literacy and Numeracy (NAPLAN). As a result of this new initiative, several points should be noted:

- A national minimum standard replaces the national benchmark of previous years.
- It is not possible in 2008 to provide comparisons with previous years' data.
- Students who were exempted from a test were deemed not to have met the national minimum standard.
- In the 2008 cohort, there were 40 students in Year 3 and 31 students in Year 5.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.



### Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	School	3	3	3	18	30	45	95
	National	6.1	12	17.7	23	21.7	17.7	92.1
<b>Writing</b>	School	0	0	3	20	20	58	98
	National	2.9	6.5	15.6	28.7	27.4	17.2	95.4
<b>Spelling</b>	School	0	5	3	25	35	33	98
	National	5.9	10	19	25.9	21.9	15.5	92.4
<b>Grammar &amp; Punctuation</b>	School	0	0	8	20	20	53	98
	National	6.6	10.7	17.3	23.3	21.3	19.1	91.7
<b>Numeracy</b>	School	0	0	16	16	32	37	98
	National	3.3	10.9	22.9	28	20.9	12.4	95.0

The percentage of Year 3 students achieving Band 6 at Corpus Christi was higher than both national and system averages.

### Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	School	0	0	7	27	30	37	100
	National	7.5	13.6	23.9	26	18.1	9.3	90.9
<b>Writing</b>	School	0	3	7	30	23	37	100
	National	5.9	11.8	25.3	29.3	17.9	8.3	92.5
<b>Spelling</b>	School	3	3	10	20	47	17	97
	National	6.8	12.8	24.9	28.2	18.2	7.6	91.7
<b>Grammar &amp; Punctuation</b>	School	0	0	13	20	37	30	100
	National	6.6	11	21.2	26.4	19.9	13.4	91.9
<b>Numeracy</b>	School	0	3	13	20	43	20	100
	National	5.9	17.4	28.9	25.7	13.9	6.6	92.6

The school percentage of Year 5 students achieving Band 8 at Corpus Christi was higher than both national and system averages for Year 5 students.

## 5.3 Extracurricular Activities

2008 saw the further development of **gifted education programs** across the school. "Come On Kids" was trialled in the lower primary classes while the upper primary students became involved in the da Vinci Decathlon and Future Problem Solving.

### Come On Kids

In 2008 students participated in the "Come On Kids" online mathematics enrichment program. The program is an initiative of the Broken Bay Diocese in which the students are members of a virtual classroom where they can communicate with a virtual teacher and an active online community of students from Kindergarten to Year 4. Students use journals, notice boards and email. The aim of the initiative is to connect mathematically gifted students from a number of schools within the Diocese.

Approximately 35 students from Years 1-4 participated in activities in the areas of Patterns and Algebra, 2D space and Fractions and Decimals. These activities were written in eLFs (e-Learning Folios) and involved web-based games and learning objects. At the end of the term, students submitted their completed tasks along with a reflection on their learning.



As participants in the program, students developed independent work habits, ICT skills and mathematical knowledge.

### **da Vinci Decathlon**

This is an academic inter-school gala day operated in the spirit of an Olympic Decathlon, with a variety of events of an academic nature. The purpose of the decathlon is to provide an exciting new opportunity for able students from our school to compete in a fun, team-based and inter-disciplinary set of activities. Some examples include problem solving, code breaking, building and general knowledge.

### **Future Problem Solving**

Future Problem Solving focuses on the development of creative and futuristic thinking skills. In particular, it centres on the skills of problem identification and positive solutions to those problems. Above all, it aims to give young people the skills to design and promote positive futures for the society in which they live.

Seven of the Stage 3 learners participated in this program and submitted two solutions to future scenes. The material helped learners *how* to think. It motivated them to think critically and analytically, learn about complex societal issues and work cooperatively.

### **Stage Three Debating**

In 2008 Corpus Christi participated in the Independent Schools Debating Association (ISDA) Debating Competition run during Terms 1 and 2. The teams competed as the junior school teams for Brigidine College, St Ives. This year we had a senior Brigidine debater, and former Corpus Christi student, coach the teams. Students who participate in debating gain much from the experience, building confidence and developing thinking skills over the course of the season.

### **Sport**

Sport is an important part of the teaching and learning program at Corpus Christi. Students are given a number of opportunities to participate in school based and representative sports throughout the year and are encouraged to develop a healthy, active lifestyle. Weekly, all students participate in one PE lesson with a specialised sports teacher, one class sport lesson with the class teacher and students from their stage, as well as two Health Hustle sessions lead by Year 6 students.

In addition to these weekly activities, students at the school participate in a number of school and Diocesan based sporting events. Outstanding athletes and swimmers are selected from our school swimming, athletics and cross country carnivals to represent Corpus Christi at the North Shore Cluster carnival. From there, students are selected to represent the North Shore Cluster, Diocese and beyond in their given sport. During 2008 we had a number of students progress to the Polding trials for athletics and cross country.

Other opportunities for selection to representative teams are presented to the students in the form of the Broken Bay Summer and Winter sports trials. This year, three students from Corpus Christi were selected to represent Broken Bay, with two students making the Polding team for rugby union.

Throughout the year students also participated in a variety of gala days and sports clinics. Students from Stage 2 and 3 were chosen to attend the netball, soccer and basketball gala days where they competed against other schools from the North Shore Cluster. These days, while competitive to a degree, are a fun and non-threatening opportunity for the students selected to put the skills they have learnt in PE lessons into practice. Sports clinics were held at school with Education Officers from Cricket NSW, North Sydney Bears ARL development and NSW Rugby. Students from Kindergarten to Year 6 participated in one of these clinics.

Corpus Christi also offers students two sports clubs, The Hawks Soccer Club and the Corpus Christi Netball Club. These clubs are managed by the parent community and are supported by the school.



## 5.4 Professional Learning

The average expenditure on professional learning, per teacher, in 2008 was \$1,923.

Much of the professional learning for 2008 was achieved at a school level. We continued to use education officers from the Catholic Schools Office, external educational consultants and teacher coaches from amongst the staff to develop good practice in literacy, mathematics, science and inquiry learning. Staff development days focused on embedding inquiry as an effective pedagogy based on shared understandings. These same understandings underpin the way we teach science, literacy, mathematics and religious education.

- Two staff members continued units of work in the certificate of RE at the Broken Bay Institute
- Two staff members completed the Master of Educational Leadership course at ACU and one will complete it this year.
- One staff member completed the Certificate of Primary Mathematics Education at Sydney University.
- One staff member completed a Broken Bay Institute unit on the sacraments.
- One staff member completed a Certificate IV in Business and Frontline Management.



## 6. Strategic Initiatives

### 6.1 2008 Priorities and Achievements

In 2008 the school's annual plan reflected the key priority areas of Catholic Life and Mission, Pastoral Care and Community, Curriculum Teaching and Learning, Leadership and Strategic Planning and Facilities, Resources and Finance.

#### **Catholic Life and Mission**

A Christian singer/songwriter was commissioned by the school leadership team to work with parents, staff and students in developing a school song with a strong focus on the school motto and Brigidine heritage. In the second half of 2008 the school song was sung regularly at liturgies and the weekly assembly.

Strong curriculum focus was given to the writing of authentic teaching and learning units for the students both prior to and after World Youth Day.

High levels of support were evident from parents, students and staff in active participation in World Youth Day events as well as in assisting to host the large number of pilgrims who were billeted to the school.

#### **Pastoral Care and Community**

Student wellbeing surveys continued to be used as a data gathering tool and to monitor behaviour.

A cyber bullying workshop was offered to all parents of Stage 3 students. A similar workshop program was developed and run for all Stage 3 students.

The school leadership team began investigating the Positive Behaviour for Learning Program for implementation in 2009.

The Disability Awareness Program was implemented and facilitated by the learning support teacher in term 1 in all classes Kindergarten to Year 6. A follow up program was again run from Kindergarten to Year 6 at the commencement of Term 3.

The Coffee Corner Program to support the families of students with disabilities was established early in Term 1 with regular meetings occurring throughout the term. As the year progressed the parents took a greater ownership of the meetings by setting the agenda and inviting guest speakers.

#### **Curriculum Teaching and Learning**

A numeracy coordinator position was established and a coordinator appointed to ensure consistent support was given to numeracy.

An external consultant in mathematics was contracted to work with teaching staff three days per term throughout 2008. Priority was given to mathematical pedagogy and an understanding of the constructivist approach to learning. Developing differentiated learning programs, effective questions and progressive assessment tasks were all incorporated into the planning sessions.

Early Stage One teachers and the external mathematics consultant wrote a Kindergarten Transition Mathematics program to implement in weeks 1-3 Term 1, 2009.

In literacy new targets were set for reading benchmarks that reflected student achievement in NAPLAN and other diagnostic testing. Writing rubrics were also developed, trialled and implemented in all stages of literacy learning.

A science coordinator and support person was appointed. These two staff members attended science cluster meetings organised by the Catholic Schools Office, facilitated staff meetings, planned with class teachers and developed a draft scope and sequence.



One staff professional development day early in Term 1 focused on science teaching within a constructivist approach to learning. This was followed by staff meetings throughout Term 1.

Some preliminary work and discussion began in Term 4 towards developing a learning technology plan. Members of the school leadership team met with the Education Officers-ICLT from the Catholic Schools Office to develop an action plan for 2009.

### **Leadership and Strategic Planning**

A goal setting process was established for all staff members that provided an opportunity to link their individual professional development plan to the school's annual goals.

Many staff took on leadership roles focusing on curriculum areas in numeracy and science. Other opportunities for leadership were provided through staff-run gifted and talented programs.

### **Facilities, Resources and Finance**

An annual budget was developed and managed throughout the year in consultation with a Financial Officer from the Catholic Schools Office.

The Annual OHS Management Plan was developed and implemented.

Financial support was given to special education, gifted education programs and initiatives.

## **6.2 2009 Priorities and Challenges**

In the priority area **Pastoral Care and Community** annual goals will include:

- professional development and implementation of the Positive Behaviour for Learning Program across the school community
- continued support for the Coffee Corner program
- support for the wellbeing of new scheme teachers will be monitored through the mentoring program.

In the priority area **Curriculum Teaching and Learning** annual goals will include:

- further development of the reflective practice of teachers to embed sound pedagogy across all KLAs
- further embedding of consistent inquiry strategies and processes across all KLAs
- continuing to develop rich learning environments that have relevance and purpose
- strengthening formative assessment practices in mathematics Kindergarten to Year 6
- establishing mathematical targets Kindergarten to Year 6
- introducing, implementing and evaluating Kindergarten Mathematics Transition Program
- developing a parent education program in mathematics
- continuing to give support to mathematics through the ongoing appointment for 2009 of an external mathematics consultant and a school based numeracy coordinator
- developing a technology plan
- developing teacher networks across schools to reinforce sound pedagogy across all KLAs.

In the priority area **Leadership and Strategic Planning** annual goals will include:

- restructuring student leadership roles in order to promote and develop all Year 6 students as leaders.
- continuing to engage the community in decision making processes.



In the priority area **Facilities, Finance and Resources** annual goals include:

- prioritising the upgrade of school facilities from the ten year school maintenance plan
- managing a building project as a result of the government's "Investing in Our Schools" building program.



## **7. Parent Participation**

### **7.1 Introduction**

Parent involvement within the Corpus Christi community operated across many different levels in 2008.

The P&F continued to be the main body that encouraged and facilitated the implementation of parental involvement in various social and financial projects. As an organisation they continued to work at promoting the school in the wider community, organising articles to appear in local papers and running promotional campaigns at the local shopping centre. They were also responsible for the publication of a school pamphlet that was used extensively to promote the school at local pre-schools and other forums.

A number of professional learning opportunities were provided to parents and carers aimed at skilling them when assisting the students in classrooms or at home. These focused specifically on early literacy development, mathematics and cyber bullying and the internet.

Social justice initiatives were also strongly supported by the parent body with many parents involved in the organization of the annual trivia night that raised funds for the Free School in Chennai.

### **7.2 Parent Satisfaction**

Parents continued to express high levels of support for the school. Increased enrolments in Kindergarten for 2009 as well as a significant increase in the number of parents choosing to keep their children, both boys and girls, at the school to complete their primary education is representative of this increase.

The school leadership teams continued to promote and use consultative processes with the parent body such as surveys and parent focus groups. These strategies were very well received by all who attended or participated.

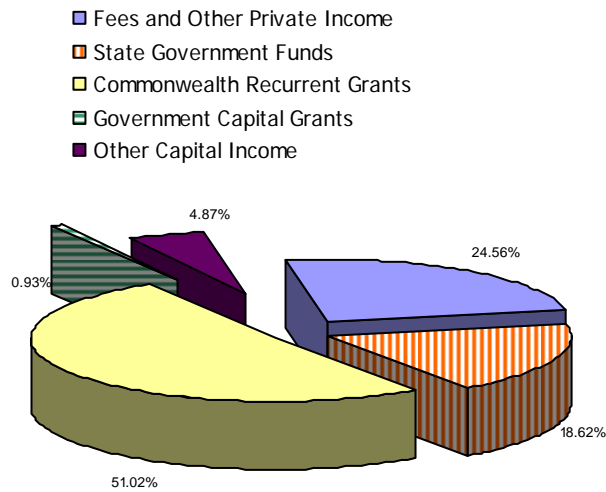


## 8. Financial Report

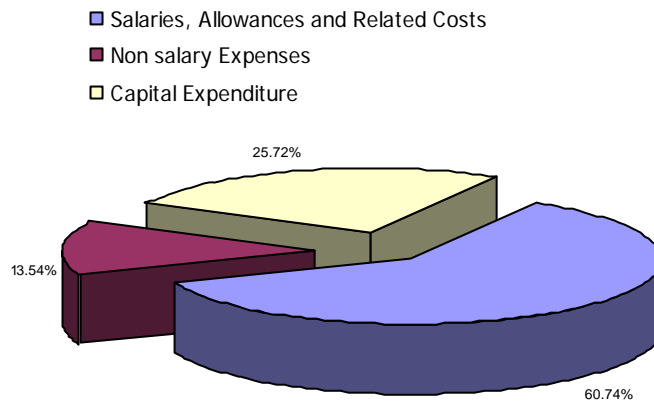
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

### Income



### Expenditure



The contents of this annual report have been validated by the School's consultant, Diann Hynes.