Vision Statement:

To develop in all learners a Eucharistic imagination with which to transform their world.

Principal’s Message

Within each of the four domains of school life, 2007 was a year of consolidation and development. Within the area of Mission, the Blessing and Opening of Stages One and Two provided the school community with the opportunity to deepen our understanding of our emerging charism. In preparation for the ceremony, school banners based on John Ch15 were commissioned for use in our school foyer and students engaged in a number of learning and social justice activities compelled by our motto, Abide in Christ. Faith formation of staff in 2007 centred on the concept of Eucharistic imagination and the new student leadership model evolved in 2007 to incorporate student leaders across each domain of school life. Parish partnership strengthened with the release of the Catholic Schools at a Crossroads document which was the impetus for ongoing dialogue amongst our feeder Primary schools and the Shellharbour Parish. A new tradition of celebrating the Parish feast day of All Saints with the primary schools and parishioners was established in 2007. Outreach activities such as Wrap with Love continued in 2007 with the support of the Parish community.

A key development in the area of Student Growth and Learning was the development of our student leadership model which involves students nominating to be Student Facilitators across each of the four domains of the school. Forty facilitators were inducted into these positions at our Celebration of Learning Evening in December 2007. Student Behaviours for Learning were more clearly articulated through the development of the school’s Actions of Connection/Disconnections framework and a range of draft policies in the areas of bullying and harassment and quality relationships were developed.

A significant transition program for Special Needs students was developed and the Centacare school counselling program was introduced.

The integrated approach to the delivery of the curriculum was enhanced by the development of our Connected Learning Experiences (CLEs) planning framework document and a considerable area of focus in the learning and teaching domain was on the development of the Stage Five delivery model.

Stage three of the building program commenced in 2007 along with the planning for Stage Four.

Parent Involvement

The intention of the Parents and Friends Association is to create an environment where parents can meet, socialise and enjoy the company of other like-minded parents as well as supporting our children in having fun through social activities while they are at school. Although it is not our intention to put pressure on the parents both financially and from a time perspective, we now are in a healthier position financially, than we were at the end of last year.

The main area of income for the 2007 year has resulted from the Parents and Friends Levy that was introduced at the start of the 2007 school year. In addition to these funds we also raised income from the student disco in Term Two as well as the Trivia night for parents and their friends in Term Three.

It was unfortunate that our Parents and Friends Association inaugural secretary Clare Gattas...
resigned nearing the end of the school year. Clare did a great job supporting the Parents and Friends in setting up and establishing itself in 2007.

During 2007 the Parents and Friends Association made considerable progress in only its second year. Highlights for the year included:

- Year Seven Parents welcome and drinks night in February
- State of Origin BBQ and screening in the Year Eight Space held in June
- Years Seven and Eight school disco held in July
- 2nd annual Trivia Night held in September, which once again was well supported by Parents, Friends and Teachers.

In addition to this we decided earlier this year to hold a second student disco to be held at the end of the school year. This took place on 30th November 2007. The idea for this night was to invite all families and their children to attend an end of year BBQ prior to the students commencing their disco.

Finally, may I take this opportunity to thank all the parents who have supported and assisted with all of the activities that have been highlighted above. Without the support of these dedicated parents the events planned this year would not have been as successful as they were. In addition to this I would like to thank all the parents that continue to support and attend each of our general meetings each month. Your attendance and involvement is vital to the success of our Parents and Friends Association. Finally, I would like to thank the executive for the dedication they have put into their roles over the past two years and to our School Principal, Jenny Allen and her team of teachers and administration staff who have played a pivotal role in making the Parents and Friends a success in 2007.

I look forward to an even better year in 2008.

President, Parent and Friends Association

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**School Profile**

Corpus Christi Catholic High School commenced in 2006 with a Year Seven cohort. It will grow to be a year 7 – 12 coeducational school in 2011. The school serves the Catholic Parishes of Port Kembla, Warrawong, Dapto, Albion Park, Shellharbour and Kiama. It is situated in All Saints Parish Shellharbour.

The enrolment policy and procedures can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link ‘Policies’.

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2006</td>
<td>60</td>
<td>71</td>
<td>131</td>
</tr>
<tr>
<td>2007</td>
<td>138</td>
<td>137</td>
<td>275</td>
</tr>
</tbody>
</table>

**Student Attendance Rate for 2007**

<table>
<thead>
<tr>
<th></th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>92.1</td>
<td>91.5</td>
</tr>
</tbody>
</table>

**Staffing Profile**

In 2007, the total number of staff was 31. This consisted of five executive staff, 17 classroom teachers, one specialist support staff (Information Technology), four administrative support staff, one classroom support staff, one special education support staff, one learning resource centre support staff, one canteen manager. The Leadership Team was composed of the Principal, Leader of Mission, Leader of Learning & Teaching, Leader of Student Growth and Learning and Leader of Administration.

The experience of the teaching staff ranged from two years to twenty six years. Four staff members hold Masters degrees and one staff member holds a PhD.

Staff retention rate for 2007 was 100%.

The average daily staff attendance rate for 2007 was 97.36%.

During 2007 Corpus Christi Catholic High School personnel undertook a range of professional learning activities totalling 2147 hours related to improving student outcomes. These included:
a) Whole school development days involving 31 staff. These days focused on student growth and learning, learning and teaching and mission.

b) Other professional learning activities provided at school level including CEO run courses:

- Australian Schools Innovation in Science, Technology and Maths (2 staff)
- TEACHnology (4 staff)
- Anaphylaxis training (31 staff)
- Chemical Safety in Schools (25 staff)
- Leading Learning Network Meetings (9 staff)
- Making Sense of ESSA (2 staff)
- Child Protection Training (11 staff)
- Learning & Teaching Conferences (11 staff)
- OH&S Consultation course (3 staff)
- Quality Literacy & Numeracy (2 staff)

School based expenditure on professional learning in 2007 was $16,963. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Teacher Standards**

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | % |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | % |

* Australian Education Institution – National Office of Overseas Skills Recognition

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**Culture of the Catholic School**

The Catholic life and mission of the school is focussed on the overarching goal to develop in all learners a Eucharistic imagination with which to transform their world. Established in the year of the Eucharist, under the guidance of Bishop Peter Ingham, the school community draws its motto, *Abide in Christ*, from John Chapter 15, Jesus the True Vine. The school crest gives expression to the imagery of life in abundance as members of the body of Christ. A staff development day was held in term four on the Eucharist to assist staff to discern the implications of the creation of a Eucharistic imagination for learning and teaching.

Learning Advisors attended the Thursday morning mass at Oak Flats with the small group of students in their Learning Circle. Throughout the year, Fr Honorio our Youth Minister, presided at masses and prayer services on significant occasions within the liturgical year. Students were also engaged in the celebration of mass for the Parish feast of All Saints with primary school students and parishioners.

Students have been involved on a number of levels with the local Parish communities. Local clergy have been invited to several functions at the school including the Blessing & Opening Ceremony during June 2007. Parishioners are invited to join students in supporting the *Wrap with Love* project.

CCCHS has integrated outreach activities into the Connected Learning Experiences as well as encouraged involvement in social justice through Learning Circles. Outreach has involved the collection of money for Project Compassion specifically the *Caritas Campaign*, the knitting of squares during the Think Globally Act Locally CLE and involvement in the SVDP Doorknock Appeal. Fundraising morning teas have been held for the Cancer Council and World Mission Day. A Christmas Appeal was also conducted during term four.

Jeans for Genes Day was also a significant outreach event for 2007. This student-led initiative involved each Learning Circle in a significant way and a large number of students have reflected upon the significant impact of this activity.

Our weekly Showcase reflected the social justice and liturgical calendar, providing the whole school community with the opportunity to develop our understanding of these
significant events/issues and promoting our Catholic identity.

The Religious Education modules integrated into the Connected Learning Experiences are drawn from the Diocese of Wollongong Religious Education Curriculum: *Faithful to God Faithful to People* program. In planning each unit of work various elements of the Emmaus paradigm: making sense, gaining access, celebrating and responding are incorporated into the teaching program.

**Student Welfare**

Student growth and learning at CCCHS is framed by the Pastoral Care policy of the diocese and the National Safe Schools Framework.

CCCHS encourages students to demonstrate behaviours for learning across these domains: respect for learning, for self, for others and for the environment.

At CCCHS restorative practice is used to support students when they have difficulty maintaining behaviours for learning. The focus of restorative practice is on helping students to develop relational thinking, understanding of and empathy for others and recognition of the effect of their behaviour on others. Students are held accountable for their behaviour and to make reparation if necessary. Following our staff development day in term one, CCCHS *actions of connection/disconnection* was developed as a conceptual framework for students to explore rights and responsibilities within our community.

A restorative justice plan has been developed outlining the processes that are followed to address issues with learner behaviour, including bullying and harassment. The processes move from least to most formal and involve at various steps, the learner, the Learning Advisor, parents and the Leadership Team.

The key structure promoting student welfare at CCCHS is the Learning Advisory program. The key elements of this program are the Learning Advisory team, the Learning Circle, Dialogues for student growth and learning and affirmations. The main responsibility of each teacher, known as a learning advisor is to establish a positive, professional rapport with each of the small number of students in their care to enable them to experience a sense of belonging and connectedness within a safe and supportive environment.

Planning for students’ social and emotional learning occurs within each Connected Learning Experience so that it is embedded within the daily learning program.

Throughout term four in 2007, a significant proportion of staff meeting time was directed towards evaluating our current approach and this discernment has led to the decision to further explore Choice Theory/Reality Therapy as a further framework to support our restorative approach.

The Complaints and Grievances Procedures can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link ‘Policies’.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.
Financial Summary

Further to the details in the income and expenditure table, a Parents & Friends Levy was introduced for the first time in 2007 following consultation with the parent body in 2006.

The following graphs reflect the aggregated income and expenditure for Corpus Christi Catholic High School for the year ended 31 December 2007. This data is taken from the 2007 financial return to the Australian Government Department of Education, Employment and Workplace Relations.

Income

- Fees and Other Private income: 31%
- State Government Funds: 10%
- Commonwealth Recurrent Grants: 10%
- Government Capital Grants: 15%
- Other Capital Income: 34%

Expenditure

- Salaries, Allowances and Related Costs: 31%
- Non Salary Expenses: 16%
- Capital Expenditure: 53%

Learning & Teaching

Introduction

In order to implement a contemporary curriculum using innovative pedagogical practices and drawing on an integrated approach to learning and teaching that incorporates pastoral care and technology, a CCCHS learning framework has been developed. The framework includes an overview of the Board of Studies accountability requirements and an overview of the explicit teaching that will be required during the unit of work. In 2007 substantial work was undertaken on the development of the model of delivery for Stage 5.

Curriculum and Pedagogy

CCCHS has developed 10 Learning and Teaching principles which underpin the delivery of the curriculum. Essentially these focus on an active, inquiry approach, curriculum integration, collaborative learning, the relational and transformation nature of learning and teacher professionalism. The curriculum is delivered in integrated units of work called Connected Learning Experiences (CLEs). They are designed to ensure that individual courses are delivered in line with the requirements of the Board of Studies. Students study three CLEs simultaneously and each CLE lasts for five weeks. In preparing the curriculum, teachers look for links between courses and present learning experiences in context. A key document developed during 2007 was the CLE Planning Framework, ensuring consistency of approach for staff involved in CLE planning.

All CLEs are formally assessed and the formal task is integrated where possible, keeping in mind the assessment guidelines associated with each syllabus document. A standard Assessment Task Notification sheet and Assessment Marking Guidelines Feedback sheet have been developed to assist students in recognising the various elements of the formal task. Assessment for learning is an integral part of the learning cycle and informs ongoing development of the CLE.

CCCHS is a technology rich school integrating technology into all learning and teaching areas to enhance learning. To achieve this, the school implements a one to one laptop program for all students. Each student therefore has access to a wireless laptop at school and for use at home, enabling communication and collaboration among peers and teachers and connecting parents to their
child’s learning. Further software programs such as *Kahootz* were added to the standard operating platform during the year.

**Cross Curriculum**

A literacy and numeracy plan was developed in 2007 with a view to achieving the following outcomes: the literacy/numeracy committee to implement the literacy plan and oversee professional learning of staff, analysis of data and development in line with CEO literacy/numeracy statements, ongoing development of classroom strategies to address students’ needs and construction of Focused Learning groups targeting students with high literacy or numeracy needs.

All cross curriculum content forms one of the components of the CCCHS planning database. This ensures that the relevant cross curriculum focus is embedded within the CLEs in the areas of: indigenous, multicultural perspectives, gender, difference and diversity, ICT, employment and enterprise, civics and citizenship, environment, key competencies, work, and literacy and numeracy.

**Meeting the Needs of all Students**

The staff support students in their growth and learning by making adjustments as appropriate to enable equitable access to learning according to the individual needs of students whilst recognising that the best possible learning environment for a student with a disability is the one that least restricts their learning potential and promotes inclusion with non-disabled peers. The structure of the daily independent time, the significant time spent with the Learning Advisor and Learning Circle each day and dialogues for learning are strong supports for all students in providing for their individual needs.

A five week half day transition program was again held in Term Four for special needs students and upon enrolment, each student with a disability is supported with an Individual Education Plan designed collaboratively with the student, staff and the family.

**Expanded Learning Opportunities**

Students are encouraged to participate in a wide range of additional learning activities such as art, creative writing, design and film competitions. In 2007 students again competed successfully in the South Coast Public Learning & Teaching

A Year Eight CCCHS student achieved second place in the Year Eight section of the speaking competition. Similarly, CCCHS was represented in the regional debating competition.

CCCHS enters students in a significant number of diocesan sporting gala days in addition to local competitions which supplement those opportunities provided by the diocese. Several students were acknowledged in the Annual Diocesan Sporting Awards and a number of students across a range of sports attained representative level at Regional, State and National levels in 2007.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. State wide literacy and numeracy testing programs provide information that assist in diagnosing individual learning needs and reviewing whole school teaching programs. Results must be seen in the context of the school community. Information on student progress is communicated regularly and parents are provided with opportunities for discussion. If further information is required about student achievement, please contact the school.
**Literacy and Numeracy Assessments**

The English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) assess students’ literacy and numeracy achievements against outcomes in the K-6 English and Mathematics syllabuses but in the context of the secondary Key Learning Areas. Student performance is reported in four bands; Low, Elementary, Proficient and High. These are assessments are administrated early in Year 7. There were 133 students who sat for ELLA and 132 students who sat for SNAP in 2007.

![Year 7 - ELLA](image)

![Year 7 - SNAP](image)

**National Benchmarks**

The table below indicates as a percentage the Year Seven students achieving the national benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>N.A.</td>
<td>95%</td>
<td>96.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>N.A.</td>
<td>98%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>N.A.</td>
<td>68%</td>
<td>75%</td>
</tr>
</tbody>
</table>

*Note: National Benchmarks not included as they have not yet been published*

**Parent, Student & Teacher Satisfaction**

The following areas of strength were identified by parents in 2007: Catholic identity, staff displaying genuine interest in the welfare of students and effective communication between home and school. Areas for future development include preparing students for life after school, expansion of co-curricula activities and further development of a safe and supportive environment.

The following areas of strength were identified by students in 2007: support in understanding the Catholic faith, teachers encouraging and supporting learning, assistance with issues not related to schoolwork. Areas for future development include more students demonstrating respect for the school and for each other, and more challenging class work for some students.

Areas of strength identified by staff in 2007 were the development of students’ knowledge of the Catholic tradition, the provision of appropriate information to parents about student progress and the provision of a safe and supportive environment. Areas for development include more fully meeting the individual needs of students, and students supported more fully in understanding their rights and responsibilities.
School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3-5 years. It is subject to regular evaluations.

- In the area of Mission the key areas of focus were support for staff in upgrading their Religious Education qualifications and the provision of staff spirituality initiatives.
- In the area of Student Growth and Learning the key areas of focus were the development of the Special Education model of delivery for CCCHS and staff professional learning in the area of restorative justice.
- In the area of Learning & Teaching the key areas of focus were consolidation of the Stage Four curriculum and the development of the Stage Five model of delivery, the implementation of the Learning Communities project with its focus on the CLE planning framework.
- In the area of Administration the key areas of focus were refinement of support staff roles, development of the learning teams model, development of Stages Three and Four of the building program.

Progress in 2007 Towards Achievements of School Renewal Plan

- Significant progress was achieved in these areas in 2007: consolidation of the Stage Four curriculum delivery model and development of the Stage Five model, Stage Three building program planning, refinement of support staff roles and the provision of solid professional learning in the area of Eucharistic imagination. Several of the other key priorities listed above remain as priority areas in 2008.

Priorities for 2008

- In the area of Mission the key areas of focus in 2008 are: Catholic Schools at the Crossroads implementation activities, engagement with a wide range of WYD activities and engagement of students and families in Parish ministries.
- In the area of Student Growth & Learning the key areas of focus for 2008 are: the further development of the CCCHS model of inclusion and the further development of Choice Theory/Reality Therapy in line with our restorative justice approach.
- In the area of Learning & Teaching the key areas of focus for 2008 are: further professional learning in relation to our CLE planning framework, staff professional learning plans and development of the model of delivery for stage 6.
- In the area of Administration the key areas of focus for 2008 are: the implementation of student and staff facilitator roles, ongoing development of support staff roles, development of CCCHS management system and Stages Four and Five of the building program.

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3-5 years. It is subject to regular evaluations.

The information in this report has been verified and the priorities endorsed by the Director of Schools and the Head of School Services.

Peter Turner
Director of Schools

Jenny Allen
Principal