About This Report

Corpus Christi Catholic High School (CCCHS), Oak Flats is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, and the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this report may be obtained by contacting the school:

Corpus Christi Catholic High School
PO Box 1425
OAK FLATS DC NSW 2529
Ph: (02) 4230 3300
Fax: (02) 4230 3399
Email: info@ccchs.woll.catholic.edu.au

Principal: Jenny Allen
Date: 27 March 2009
Vision Statement

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

Message from Key School Bodies

Principal’s Message

I am pleased to introduce this report of our faith-filled learning community for 2008. This has been another significant year in the establishment phase of our school community as our students moved to Stage Five and another significant stage of our building program was completed. Additional Learning and Support Advisors joined the group of staff and two new Leaders joined the leadership team. Our middle management was also enhanced with the appointment of Facilitators to work alongside our student colleagues in their role as student Facilitators in each domain of the school. Amidst the fervour of World Youth Day, our school community developed its Colour House structure, deciding on Bishop Ingham, Sir William Deane, Caroline Chisholm and Aunty Mary Davis as the patrons respectively of Ingham, Deane, Chisholm and Davis house. Year Nine students devised the particular house values and the Millennium Development Goals each house will support. As 2008 came to a close, the school community came together for a significant planning day for Stage Six which will commence for our first group of students in 2010. 2008 also saw the awarding to the staff of the Outstanding Achievement in Secondary Education award by the Australian College for Educational Leadership.

Parent Involvement

On behalf of the Parents and Friends Executive I am pleased to present my President’s report for the 2008 school year.

The Association is currently reporting a financial surplus of $34,622.12, which is made up of income for the year totalling $30,374.80 and expenses of $12,669.12. This is up on last year’s closing balance of $16,916.36. The main area of income for the 2008 year has resulted from the Parents & 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 discos ($1,037.20) as well as the trivia night ($1,790.00) held for the parents and their friends in Term Three.

2008 was our third year as a school community and as a Parents and Friends association. It was a year of consolidating what we had set up to achieve in our first year and it was been pleasing to see the various activities and events we held during the year, well supported. One opportunity we have is to increase parent involvement at our General Meetings, which should be seeing growth with the addition of each new year.

In 2008, a new parent joined our Executive in the role of Secretary and they have done a great job administering the Association’s minutes. This appointment followed the resignation of our foundation secretary in late 2007. We have been able to post previous minutes promptly to the school website for all parents to view.
During 2008, the Parents and Friends Association made considerable progress in its third year. Highlights for the year included:

- Year 7 Parents welcome and drinks night in February,
- Tour of the new Stage Three building at our April meeting,
- State of Origin BBQ and screening in the Year Eight Space held in June,
- Year 7, 8 & 9 school disco held midyear,
- Third annual Trivia Night held in August, which once again was bigger than the previous two years and well supported by Parents, Friends and Teachers, and
- Diocesan Parents’ Conference November 2008

In addition to this, an end of year event was held on 28th November 2008, the Twilight Family BBQ and School Dance following the Year Nine students’ Life Conference. The night commenced with a presentation by Gerry McLean (Illawarra Workplace Learning) followed by our BBQ plus family dodgeball competition and the school dance.

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 & Friends Association. Finally, I would like to thank the Executive for the dedication they have put into their roles over the past three 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 & Friends a success in 2008.

Looking forward to bigger and better things in 2009.

Parents and Friends Association, President

Student Leadership

With 2008 came the school’s new student leadership structure where forty students who had previously been inducted in December 2007 had the opportunity to lay down the foundation of student leadership at Corpus Christi. Prior to late 2007 there was no student leadership structure at the school and it was decided that it was vital that such a structure become available to students. After weeks of sharing concepts and thinking, the decision was made to build student leadership around the existing core structure of our school allowing students to apply for positions under the prevailing four domains of the school. There was now a bridge between the students’ thoughts and those of the Learning Advisors. This enhanced student voice and made a collaborative environment in which the school could be built upon.

Corpus Christi is not just a school but also a community and this is what makes it so strong in its endeavours to teach, shape and transform us, the students, into adults who are actively engaged in society, who aim to revolutionise our world.

Student Leader
School Profile

Corpus Christi Catholic High School is in its third year of operation, serving the families of the seven Catholic parishes in the Wollongong Diocese from St Patrick’s Port Kembla in the north to Ss Peter and Paul in Kiama/Gerringong. The school presented its first students for stage Five in 2008, with this group of students progressing to Stage Six of their secondary education in 2010.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>60</td>
<td>71</td>
<td>131</td>
</tr>
<tr>
<td>2007</td>
<td>78</td>
<td>66</td>
<td>144</td>
</tr>
<tr>
<td>2008</td>
<td>87</td>
<td>55</td>
<td>142</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.9%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

Student Retention Rate

<table>
<thead>
<tr>
<th></th>
<th>Year 10 Total Enrolment 2006</th>
<th>Year 12 Enrolment at Census Date remaining in Year 12 at end 2008</th>
<th>Actual Retention Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Destination Survey

<table>
<thead>
<tr>
<th></th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>No of School Leavers</td>
<td>University</td>
<td>Tafe/Tertiary</td>
<td>Employment</td>
</tr>
<tr>
<td>Other School</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Staffing Profile

In 2008, the total number of staff was 44. This consisted of six executive staff, 26 classroom teachers, two specialist support staff (Information Technology), four administrative support staff, two classroom support staff, three 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 one year to twenty eight years. Five staff members hold Masters Degrees and one staff member holds a PhD.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Teacher qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Staff Attendance

The average daily staff attendance rate for 2008 was 96.44%.

The staff retention rate is high at Corpus Christi with 100% of the teaching staff remaining for the 2008 school year.

Professional Learning

During 2008 CCCHS personnel undertook a range of professional learning activities related to improving student outcomes and in line with our identified SRI components. These included a number of whole school development days involving all staff which focused on deepening our understanding of assessment for learning, our CLE creation framework, the autism spectrum and our school’s mission. Time for collaborative planning of our integrated teaching units and developing our scope and sequence for Stage Five and our student growth and learning model for stage 6 were also significant elements of these days. All members of staff were engaged in our annual anaphylaxis training.

Professional learning which was accessed off-site by staff included attendance by our middle level leaders at a Middle Schools Conference in Adelaide and a Special Education Conference
attended by our key personnel in this area. Judy Hatswell’s intensive Choice Theory training was accessed by several members of the teaching and leadership staff at various times throughout the year. With our move into stage 5, our Facilitator of Pathways and Partnerships availed herself of professional learning with a focus on careers and vocational education and establishing community partnerships. Ongoing ICT training was accessed by a number of staff in support of our technology-rich learning environment.

Our preparation for Stage Six delivery was further enhanced by the professional learning which arises from three of our staff members undertaking Higher School Certificate marking responsibilities in 2008, as has occurred in each year of the school. Further deepening of our subject expertise resulted from the involvement of staff in professional learning opportunities offered through the English, Maths and History teachers’ associations.

School based expenditure on professional learning in 2008 was $26,262. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Culture of the Catholic School**

The opportunities presented to the school to further enhance our Catholic life and identity in the year of World Youth Day, were fully embraced. The school was actively involved in the planning of the Journey of the Cross and Icon within the Shellharbour parish and our students and staff gave leadership to the event on the day. The school’s leadership team supported the P&F focus on youth spirituality and several of our year 9 students attended WYD in Sydney, and the staff supported the diocesan Campbelltown schools with their pilgrim hosting responsibilities. The Disciples of Youth Mission team lead day retreats for each of the year groups across Years 7, 8 and 9.

The focus of staff formation and spirituality in 2008 centred on the Eucharist - in keeping with our charism. It also focussed on us becoming familiar with the Catholic Schools at a Crossroads document. Ongoing meetings with our parish priests during the year enabled the leadership team to develop an understanding of the key themes of the document and to plan some local responses, including the implementation of the Reconnect program for staff in 2009.

The development of the Colour House patrons and the articulation of associated gospel values was a significant step in 2008 towards providing students with a further sense of connectedness and identity with the Catholic values of the school.

In the area of Religious Education, further work was undertaken in the year to transform the diocesan curriculum into the language of the Board of Studies. For example, Stage statements were written for stage 4 and assessment tags were also developed for this stage.

The key social justice initiatives were associated with Caritas’ Project Compassion campaign in term one, Australia’s Biggest Morning Tea for the Cancer Council, Jeans for Genes day and the Christmas hamper collection for the local branch of the St Vincent de Paul. This latter event and our Project Compassion drive were the two most substantial social justice initiatives for 2008.
Student Welfare

Throughout 2008 the school’s Student Growth and Learning model was further enhanced by professional development of staff in William Glasser’s Choice Theory. This means that student welfare at CCCHS is now informed by both the basic tenets of Choice Theory and the principles of Restorative Practice. In supporting student growth and learning, staff use both reality therapy and affective questioning as appropriate to the situation. Both of these assist students in reflecting on their behaviours and devising their own strategies for current and future situations. A framework for such questioning has been designed for staff to use with students and the flowchart outlining the behaviour management process was further modified in 2008 in light of these developments.

Initiatives promoting respect and responsibility centred around the increased prominence given to CCCHS Circles of Connection. This framework was depicted for the first time in 2008 on the front cover of the Student Handbook, to enable greater focus by students and staff on actions of connection which enable us to build community as we create and strengthen the connections between us.

The support of the Centacare counsellor working on site for two days per week was a significant support to the school’s learning advisory program and our ability to respond to individual and family needs. The following school policies are available on the school website: Quality Relationships, Behaviour Management and the Learning Advisory Program. Access to all policies and guidelines can be obtained by contacting the school office.

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

The Complaints and Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au

Financial Summary

In 2008 Stage Three of the building program was completed. This stage included provision for Year Nine students, Food and Hospitality rooms, a Tiered Learning Space and our Learning Resource Centre. Funds for this project were provided by Catholic Education Office, the Catholic Block Grant Authority and a loan provided by the Catholic Development Fund.

Ongoing establishment of the school and growth in student population has resulted in most expenditure based on resourcing of classrooms. This expenditure included furniture, equipment and teaching resources.

The following graphs reflect the aggregated income and expenditure for Corpus Christi for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
The key areas of focus for learning and teaching in 2008 have been: the development of the CCCHS learning vines which detail the continuum of learning for stage 4 by utilising the Board Of Studies (BOS) stage statements from each syllabus document, the further development of the CCCHS Connected Learning Experiences (CLEs) creation framework, and the establishment and delivery of Year 9 teaching programs.

Curriculum and Pedagogy
A significant amount of professional development focussed on the CCCHS framework for creating our integrated units of work. Based on the Backwards Design model, staff further developed their skills in designing effective enduring understandings for units of work and further developing their skills in the effective use of assessment for learning.
With the development of the diocesan Learning and Teaching Framework, the school became the only Diocesan secondary school to become involved in the exercise of coding each other’s teaching sessions to determine the effective implementation of the dimensions of the quality teaching framework. This became one of the key vehicles in the year for focussing on the evaluation of our pedagogy.

A whole staff evaluation of the scope and sequence for Stage 4 was undertaken as a key project in 2008 and resulted in some revision of this for 2009. Stage 5 Connected Learning Experiences were developed and implemented as were elective course across each of the Key Learning Areas in stage 5.

The laptop program moved into Stage 5, supporting a technology-rich learning environment for students. Specialist computer programs were purchased to support the learning within some of the TAS and Creative Arts electives.

Students in each year 7–9 were issued with Interim Reports at the end of term one and semester reports at the end of Terms 2 and 4.

Cross Curriculum

The Learning to Learn program continued to provide an effective means of support for stage four students. This weekly eighty five minute session enables a consistent approach to the teaching of generic transferable skills for learning including literacy and numeracy. In addition, Focussed Learning Sessions in stage 4 include literacy and numeracy modules.

An Indigenous perspective has been embedded into the Stage 4 scope and sequence of CLEs and is enhanced by the close collaboration with the local Indigenous men’s group which has points of connection with the school at various times throughout the year. The decision taken by the school community in 2008 to have an Indigenous House named after Aunty Mary Davis, a significant local elder has ensured an ongoing Indigenous perspective for the school community.

Environmental Stewardship is a key gospel value embedded into the scope and sequence across all year groups and research was undertaken during the year to develop a project for external funding to develop a substantial Indigenous Garden on the school grounds.

Meeting the Needs of All Students

Individual differences are recognised and celebrated at CCCHS. Diverse learning experiences and rich tasks cater to a variety of learning styles and levels. Again in 2008, the school timetable supported the work of each teacher acting as mentor with the members of their Learning Circle encouraging each student, including the gifted and talented and those with learning difficulties, to be suitably challenged but not frustrated in their learning.

In 2008 each student with a disability was supported by the Learning Support Team which takes primary responsibility for ensuring the learning welfare of the student by planning the Individual Education Program with the student and ensuring its effective implementation. Students with a disability are placed in an environment with the least restrictive educational setting as determined by their specific needs. Where possible, students with a disability are placed in the regular classroom with support by additional staff or assistive technology if necessary.

2008 saw the introduction of an eighty five minute schedule in the weekly timetable for stage 5 students entitled Self Directed Learning Project. This provides each student with the opportunity to design their own project in an area of individual interest which may or may not be connected to their school studies. Staff or community members act as mentors for students.
and students’ efforts in this project are credentialed. This SDLP builds on the self directed learning skills developed by students in stage 4 during their independent CLE time each day.

Expanding Learning Opportunities

A wide variety of extra curricular activities were provided for students during 2008. A significant proportion of students engaged in the Instrumental Program and students successfully competed in the regional Public Speaking and Debating competitions. A range of writing competitions were available to students and many Year 8 students entered the Regional Science Fair with distinction. A school devised Musical Production was held in Term 3, with this becoming an annual feature on the calendar. A significant number of CCCHS students have a high interest in sport and the school entered teams in each of the diocesan sporting events throughout the year. This was complemented by our involvement in a number of local sporting competitions. Whilst only having students in three year groups, three CCCHS students received awards at the Diocesan Annual Sports Awards in December.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. The National Assessment Plan for Literacy and Numeracy (NAPLAN) provides information that assists 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.

NAPLAN

The NAPLAN results were strongest for the Year Seven cohort, where the percentage of CCCHS students who were placed in the highest achievement band exceeded the national percentage in the areas of Reading, Writing and Numeracy. Furthermore, in each of these three areas, 99% of CCCHS Year Seven students were at or above the National Minimum Standard. In the areas of Spelling and Grammar, the percentage of Year Seven students in the highest band was on par with the national percentage.

In the area of Reading, Year 9 students placed in the highest achievement band exceeded the national percentage. Across all of the areas of the assessment – Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, Year Nine students exceeded the national figures in Bands Seven and Eight which represent the second highest band of assessment. Furthermore, across all areas of the test, the percentage of Year Nine students who were at or above the national minimum standard ranged between 91–97 per cent of the cohort.
The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 4 and 5</td>
<td>Bands 6 and 7</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>19%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>21%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>22%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
</tbody>
</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
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</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

Students
The student survey revealed that students feel safe at school, that they understand their rights and responsibilities and that they feel encouraged by their Learning Advisors to learn to the best of their ability. A very high rate of positive responses also came forth from the survey in relation to the pride that students feel in their school, how it assists them in understanding the Catholic faith and having someone to approach if they were experiencing a problem. There was some indication in the survey that students would like to see a continuing expansion of sporting and other activities in which they could become involved.

Parents
The parent survey revealed that parents feel that the school helps their child to develop a knowledge and understanding about Catholic tradition, that teachers are genuinely interested in the welfare of their child, that the school provides a safe and supportive environment, that the school offers a range of co-curricular activities, that it effectively communicates information about events and that there are various opportunities for parents to become involved. There was an indication in the survey that some parents would like to see their child further challenged to meet their individual learning needs and the provision of appropriate information about their child’s progress.

Staff
The following are among the key strengths of the school as identified by the staff;
• the adherence to the learning and teaching principles which underpin the school,
• the collegial nature of the school community,
• the close working relationship between the student and staff facilitators,
• the school organisational structure,
• strong and original programming,
• the range of extra-curricula activities,
• exciting fieldwork,
• enthusiastic learning advisors,
• strong communication with parents,
• the laptop program,
• availability of the executive for staff,
• the focus on relationship building,
• professional learning opportunities, and
• modern teaching facilities.

Some areas for further development include the ongoing acquisition of resources, maximising teacher expertise within the CLE structure, embedding Choice Theory into behaviour management and building on the team structure as a way of supporting the large number of new staff each year.
School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

- Parents, parishes and the broader church
- Student rights and responsibilities
- assessment
- linkages with the wider community

School Review and Improvement components to be reviewed in 2009:

- Planning for improvement
- Environmental stewardship
- Professional learning
- Recruitment, selection and retention of staff