About This Report

Corpus Christi Catholic High School, Oak Flats is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW and managed by Catholic Education Diocese of Wollongong (CEDoW). The CEDoW is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year 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 regarding School Review & Improvement 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by Wollongong CEDoW to ensure compliance with all Board of Studies, Teaching and Educational Standards (BOSTES) NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES NSW, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2016.

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  NSW  2529
Ph:      (02) 4230 3300
Fax:     (02) 4230 3399
Email:   info@ccchs.dow.catholic.edu.au
Website: www.ccchsow.catholic.edu.au

Principal:  Kerrie Piatek
Date:     24 March 2016
Vision Statement

Established in the Year of the Eucharist, under the guidance of Bishop Peter Ingham, the school motto Abide in Christ, calls each member of the school community to remain close to Christ, to dwell in the Lord, and to grow more fully into the likeness of Christ. The overarching purpose for learning and teaching at Corpus Christi Catholic High School is, “To develop in all learners a Eucharistic imagination with which to transform their world”.

Message from Key School Bodies

Principal’s Message

Corpus Christi Catholic High School continued to focus on the development of students’ Catholic Faith and Life, student wellbeing and improving student learning outcomes. 2015 again saw strong student learning gains in NAPLAN and the Higher School Certificate results.

A highlight of 2015 was the installation of a sheltered and shaded area for students and staff attached to the Workshop and Visual Art Space. This area was designed so that practical works can be completed in a comfortable and appropriate outdoor learning environment. This initiative was funded by the Parents’ and Friends’ Association (P&F), and along with the additional financial support endorsed from the P&F for additional school counselling hours, faculties, elite athletes and the schools Little Lights Playgroup, indicates the effective parent school partnership that exists at the school.

Parent Involvement

The P&F of Corpus Christi have enjoyed another year as part of the school community. The P&F Association supported members of the school in the area of pastoral care. It is through the generous support of the wider school community that the P&F have been able to continue to support additional student counselling services. The P&F have also provided practical support to families in need, in a manner that directly reflects their personal requirements and circumstances. Looking after others is an important part of embodying Catholic values. In 2015 the ‘Agent of Transformation Award’ winner was a Year 11 student. The P&F donated $100 to a charity of choice, which was Shellharbour Surf Lifesaving Club.

Key Learning Areas (KLAs) submitted requests for financial support at the beginning of the year. The P&F considered each submission and this resulted in approximately $4500 being distributed amongst the KLAs. Further to this, the P&F supported the purchase of new rugby league and netball sports uniforms for students who represent the school in these activities. The P&F also supported the 'Little Lights' playgroup program which commenced in Term 4.

The major project this year was the improvement of an outdoor area of the combined Technology and Applied Studies (TAS)/Vocational Education and Training (VET) workshop. The P&F worked closely with the school to construct a steel awning over this area. Learning spaces, whether indoors or outdoors, need to be diverse learning environments which must work well for students and staff. This work greatly improved the functioning and safety of this area for students and staff. The P&F team is made up of dedicated parents and staff who take a small amount of time out of their normally busy lives each month to contribute to the P&F discussions.
Thank you to those parents who came to various general meetings throughout the year. Their contribution was greatly appreciated as the P&F always looks forward to seeing new parents attending monthly meetings.

_Parents and Friends Association, President_

**Student Leadership**

Corpus Christi Catholic High School has introduced and developed a significant number of leadership roles for students that provide them with the opportunity to further develop and enhance interpersonal, communication and leadership skills. An example of this is being a member of the Student Representative Council (SRC). This is an opportunity accessible to all students at Corpus Christi. The SRC consists of a group of 16 students ranging from year 8-11, who work together to implement feedback from the student body and create strategies to further improve the school community. Meetings were held with all SRC members, feedback was discussed and strategies are implemented. Areas which the SRC focused on included hospitality, sports and recreation, pastoral care, social justice, the House Cup and liturgical celebrations.

It was an honour and privilege to be a member of the Year 12 Student Leadership Team, which consisted of school captains, vice captains and house leaders. This group of 12 students, with the guidance from all Learning Advisors, set annual goals each year. The Year 12 Leadership Team met fortnightly to discuss school initiatives and community events, which assists greatly in achieving a common goal for the school. The student leadership program was built around the notion of Servant Leadership, meaning that student leaders have the ultimate responsibility to implement a set of practices that enriches the lives of students and works to achieve a stronger, just and caring school community. An example of servant leadership was demonstrated through activities such as, Project Compassion, fundraisers for Caritas Australia and the St Vincent de Paul appeal. Lastly, it was the role of the senior leadership team to always acknowledge the house values of Chisholm, Ingham, Deane and Davis and further encapsulate the school values in all activities and endeavours.

_School Captains 2015_

**School Profile**

**School Context**

Corpus Christi is a Catholic Systemic co-educational secondary school located in Oak Flats. The school caters for students in years 7-12 and has a current enrolment of 935 students.

Corpus Christi Catholic High School is a developing school established in 2006, presenting its first Year 12 students for the HSC in 2011. Students are drawn from across the Illawarra, with authentic school/parish connections being established in support of students' ongoing faith development. A wide range of extra-curricular activities are provided in sport, creative and performing arts, public speaking and debating. The schools core values are expressed in the school motto, ‘Abide in Christ’ and the school vision statement: "to develop in all learners a Eucharistic imagination with which to transform their world." The schools mission is achieved by ensuring that the ten learning and teaching principles underpin all aspects of school life. A key feature of the school is the Learning Advisory Program, which ensures that the total wellbeing of each student is at the heart of pastoral care practices. At the heart of the provision of a contemporary learning environment is a school devised learning and teaching framework, which is the vehicle for the delivery of an integrated curriculum in a technology-rich environment.
**Student Enrolments**

<table>
<thead>
<tr>
<th>2015 Enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>461</td>
</tr>
<tr>
<td>Girls</td>
<td>474</td>
</tr>
<tr>
<td>Total</td>
<td>935</td>
</tr>
<tr>
<td>Indigenous</td>
<td>25</td>
</tr>
<tr>
<td>LBOTE</td>
<td>182</td>
</tr>
</tbody>
</table>

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.ccchsow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2015.

**Student Attendance**

<table>
<thead>
<tr>
<th>2015 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>92.8%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Year 8</td>
<td>89.5%</td>
<td>89.6%</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.0%</td>
<td>88.0%</td>
</tr>
<tr>
<td>Year 10</td>
<td>88.8%</td>
<td>87.9%</td>
</tr>
<tr>
<td>Year 11</td>
<td>91.5%</td>
<td>89.3%</td>
</tr>
<tr>
<td>Year 12</td>
<td>92.9%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Whole School</td>
<td>90.7%</td>
<td>89.5%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Recording of student non-attendance is managed through the school’s administration systems, SAS and Sentral. The Administration Office follows up non-attendance by utilising SMS messaging and also through written correspondence to parents/carers if there is no response. Individual student Learning Advisors and House Leaders also assist in this process by speaking to students and parents/carers in relation to absences of concern and follow up. Referral may also be made to the Principal who will discuss attendance concerns with the student and family. Follow up is consistent with the School Attendance Guidelines and Procedures Policy (January 2015).
**Student Retention Rate**

<table>
<thead>
<tr>
<th>Year 10 Total Enrolment 2013</th>
<th>104</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2015</td>
<td>80</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Student Attainment in Senior Years**

<table>
<thead>
<tr>
<th>Years 11 – 12 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during Years 11 and 12</td>
<td>41.6%</td>
</tr>
<tr>
<td>% of students who have completed at least one (1) VET course in either Year 11 or 12</td>
<td>17%</td>
</tr>
<tr>
<td>% of students in Year 12 attaining the award of Higher School Certificate or equivalent Vocational Education and Training qualification</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Destination Survey**

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of School Leavers</td>
<td>22</td>
<td>30</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>TAFE/Tertiary</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Other School</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>2</td>
<td>0</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Staffing Profile**

There are a total of 69 teachers and 21 support staff at Corpus Christi Catholic High School. This number includes 56 full-time, 13 part-time teachers.

**Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI – NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

The average daily teacher attendance rate for 2015 was 93%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 81%.

Professional Learning

During 2015, Corpus Christi personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
A. Corpus Christi whole school development days. These days focused on:
   ● Spirituality Day with Father Michael Whelan sm - (80 Staff);
   ● Pastoral Care and Learning which included sessions on Suicide Intervention, Cognitive Load Theory, Corpus Christi Learning Framework (69 staff);
   ● School Review and Improvement (80 staff); and
   ● CLE Planning (69 staff)

B. Other professional learning activities provided at school level including CEDoW run courses:
   ● RAP Analysis (37 staff);
   ● Gifted and Talented Planning (15 staff);
   ● Coaching Course (3 staff);
   ● Express Yourself (7 staff);
   ● Alight for the World Spirituality Days;
   ● Leading for Learning (2 staff);
   ● Lamplighter Spirituality Course (4 staff); and
   ● Men’s Retreat (8 staff)

The average expenditure by the school on professional learning per staff member was $476.
In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $144.

Catholic Life & Religious Education

The Catholic life and mission of the school took a step forward this year with the introduction of several new initiatives to foster the faith development of both students and staff. As a school community that strives to live out its motto of “Abide in Christ”, it has been heartening to see the daily interactions of students and staff, as well as the wider community. The work of the Social Justice Committee, student liturgy leaders, and the students and staff of the school has enabled the words of the school motto to be lived out in the reality of the school. Highlights for the year have included:

- The Opening School Mass, which saw the school community gather in prayer and welcome;
- Year 9 student drama Holy Week presentation to the Ss Peter & Paul Primary School;
- Corpus Christi Day Mass – celebrating the Feast of Corpus Christi, and a presentation from an ex-student about his fundraising work and how he truly uses his “Eucharistic imagination to transform his world”. This day saw the school community donate $8846.35 to the Sony Foundation, an organisation that helps young people fighting cancer;
- the Youth Mission Team attending Year 8 and Year 10 reflection days;
• the establishment of the afternoon “iStand” mini-retreats, facilitated by the Youth Mission Team in conjunction with members of the Religious Education Department;
• the Term 3 parent forum which looked at ways to further engage students and the wider parent community in the spiritual life of the school;
• Year 12 and Senior Retreats, which saw senior students come together for a journey of self-discovery and reflection;
• attendance of 5 Year 10 students and 2 staff members at the Australian Catholic Youth Festival in Adelaide;
• St Vincent de Paul Winter and Christmas appeals. The school community donated several car loads of clothing and presents to the Oak Flats St Vincent De Paul Society; and
• during Lent, students raised $2532.04 for Project Compassion during Lent.

The Religious Education department supported several staff members in their on-going professional development and spiritual formation throughout the year. Three staff members attended workshops on Flipped Learning, whilst other staff attended professional development on the senior Studies of Religion program. The Leader of Mission attended the Catholic Mission conference, whilst 8 male staff members attended the annual “Men’s retreat” run by the Diocese of Wollongong. At the end of the year 2 of our staff members were fortunate to be a part of a pilgrimage to the Holy Land, where they were able to “Follow in the Footsteps of Jesus”.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2015. The school cohort in 2015 consisted of 169 Year 8 students who sat the Religious Literacy Assessment (Part A) on 17 August 2015 and 179 completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Disciples, Martyrs and Witnesses to the Faith. The performance of each student was described as developing, achieving or extending.

Overall the school performed well, showing growth in the ‘Achieving’ band. This was particularly evident in the Part A data which saw students achieve substantial growth of over 7% in this area. Students showed a high level of performance in their knowledge of religious history and tradition. This high level of performance was particularly noticeable in their:

- Knowledge of the history of the Exodus story and Passover; and
- knowledge of Jesus’ teaching of the Beatitudes.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to recognise the contribution of significant men and women to the early church.

In 51% of the Religious Literacy Assessment Part A questions students were above the Diocesan average.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge.

For Part A, 36.9 % of students were placed in the developing level, 63.1% in the achieving level and 0 % were in the extending level.

For Part B, 31.8 % of students were placed in the developing level, 65.4% in the achieving level and 2.8 % were in the extending level.
Combining Parts A and B, 25.9 % of students were placed in the developing level, 73.5 % in the achieving level and 0.6 % were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2015:

• **Key Area 1: Catholic Life and Religious Education**
  1.1 Parents, Parishes and the Broader Church

  Goal: Parents are able access a wide variety of opportunities to be involved in Catholic faith and life of the School. This focus was to:
  • facilitate Liturgy before Mothers’ Day and Fathers’ Day Breakfast for parents;
  • develop with the P&F executive a strategy with the aim of greater involvement in Catholic Life of the school.

• **Key Area 2: Students and their Learning**
  2.1 Integration of Information and Communication Technology (ICT)

  Goal: Students have access to the most effective information and communication technologies to improve their learning outcomes across the curriculum. The focus was to:
  • review the 1:1 laptop program in relation to each group for 2016 and beyond;
  • provide opportunities for staff to engage in exploring a range of apps, share ideas and collaborate to determine the effectiveness of iPads in improving student learning outcomes; and
  • to implement and provide access and training for staff in the use of the app Hapara.

• **Key Area 3: Pedagogy**
  3.6 School Climate, Learning Environment and Relationship

  Goal: The learning vision at Corpus Christi shapes the learning environment and informs all aspects of school life. The focus was to:
  • review the Learning and Teaching Principles to reflect the 2015 school context; and
  • develop a Corpus Christi Learning Framework that informs effective learning for years 7 to 12 and reflects quality Catholic education.

• **Key Area 4 Key Area 4 Human Resources Leadership and Management**
  4.5 Overal compliance with legislation and other requirements

  Goal: The school has highly effective strategies in place which ensure that all staff have a shared understanding of their responsibility for compliance with all legislation and mandated requirements. The focus was to:
● audit and evaluate all current policies and procedures; and
● develop a knowledge management plan to facilitate access by the school community to appropriate policies and procedures.

**Key Area 5 - Resources, Finance and Facilities**
5.4 - Financial management

Goal: The school's leadership is actively involved in the strategic planning and development of financial management. The focus was to:

● develop policy and procedure that details specific responsibilities and actions to ensure that the school's leadership is actively involved in the financial management of the school;
● provide updates by the Leader of Administration through Leadership team meetings; and
● provide regular updates by the Leader of Administration to the Principal in both verbal and written formats. Written formats include a Reconciled Budget Report and a Monthly Financial Report.

**Key Area 6 - Parents, Partnership, Consultation and Communication**
6.1 - Parent Involvement

Goal: To develop clear and agreed whole-school protocols and practices for parents to engage in two-way communication with the school community. The focus was to:

● establish a committee to review complaints handling policies and procedures; and
● implementation and training for staff on complaints handling procedures.

**School Review and Improvement components to be reviewed and rated in 2016:**

**Key Area 2 Students and their Learning**
2.2: Rights and Responsibilities

This component has been chosen to ensure that the dignity and worth of each person is valued and is reflected in all school policies and procedures and that student learning and management approaches are based on restorative principles and procedural fairness. The focus will be to:

● develop effective school procedure and guidelines for the collection and implementation of Nationally Consistent Collection of Data (NCCD) which allows schools to consider all students and their needs across all domains of learning; and
● provide Restorative Justice and Choice Theory professional development to all staff.

**Key Area 3**
3.1: Curriculum Provision

This component has been chosen to ensure that the school's educational plan provides a dynamic, relevant, challenging and engaging curriculum and co-curriculum supported by pedagogy that stimulates motivation and imagination of students and learning advisors. The focus will be to:

● continue focussing on the development of the Learning Framework; and
● revise the Assessment Policy, and Procedures for Years 7 to 10.

**Key Area 4**
4.1: Recruitment, Selection and Retention of Staff
This component has been chosen to ensure that a clear and strategic commitment to promoting a school culture that enhances the morale and well-being of staff and that the school is consistent in ensuring that all stages of the selection process are conducted and that potential staff have appropriate qualifications to meet the CEO Religious Education accreditation guidelines.

The focus will be to:
- develop strategies and implement an action plan from the staff wellbeing survey; and
- include the requirement for religious accreditation in recruitment information.

Key Area 5
5.1: ICT Resources

This component has been chosen to ensure that; the school community is well informed of the current situation and future directions for ICT. The school places a high priority on, and supports, professional development in ICT.

The focus will be to:
- Review, update and implement the Technology for Students 2016 and Beyond strategic plan;
- ensure that the ICT Committee meetings are planned, contain input from all stakeholders, and have a clear purpose and outcomes to meet the school desired goals; and;
- develop an ICT Professional Development action plan that is informed by school targets and staff PDP goals.

Key Area 7
7.1: Planning for Improvement

This component has been chosen to ensure that adequate and appropriate resources and clear lines of responsibility and accountability support the implementation of Annual Action Plans.

The focus will be:
- That responsibility for Annual Action Plans are included in all middle leader role descriptions; and
- that Annual Action Plans are standing items at the appropriate Scheduled Meeting including Leadership Team Meetings, Middle Leader Meetings, Learning Framework Committee, ICT Committee and one on one meetings with school leaders.

Financial Summary

In 2015 the school, together with the P&F undertook a major program to build a sheltered and shaded area for students and staff to use as a practical, comfortable and an appropriate outdoor learning environment for TAS and Visual Art’s. All learning spaces need to be diverse learning environments and must work well for both students and staff. The completion of the work transformed this area into one of functionality and safety for both students and staff. The P&F provided an amount of $38,300.

New exit and emergency lights were installed across the school which was funded from a school investment account at a cost of $28,043. Additionally, old projectors were replaced with new televisions and technology was upgraded in the majority of learning spaces allowing for wireless
The school upgraded the server and the wireless network. This project was funded from a school investment account and amounted to $147,064.

The following graphs reflect the aggregated income and expenditure for Corpus Christi Catholic High School, Oak Flats for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education, and Training.

**Student Welfare**

Pastoral Programs at Corpus Christi are designed collaboratively by house leaders and Learning Circle Advisors within each house. In 2015 the main initiatives were helping students to value themselves and to experience well-being. A range of programs were offered.

The Seniors Quality Graduate Program looked at a number of areas including value and self-worth, self-esteem, personal values and moral development. The program also looked at developing positive relationships, resilience, role models, leadership and goal setting. This program ran for 4 weeks in Term 1 Year 11, and was re-visited again at the Senior Retreat.

In Stage 5, year 9 participated in a year 9 Hike and a year 10 camp. These programs looked at self-esteem and social development, focussing on developing social skills through group activities and extensive debriefs to determine values learnt such as how to support one another and self-confidence. Brainstorm Productions was also used which brought educational theatre to the school which addressed a range of pastoral themes:

- ‘Verbal Combat’ - addressing cyberbullying and healthy online relationships.
- ‘Sticks and Stones’ - addressing anti bullying causes, effects and prevention.
- ‘Decision Making’ – addressing moral development and the ethical use of social media.
- Vocational Awareness
- Cheap Thrills - alcohol and drug awareness.
Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

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.

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**Learning and Teaching**

**Curriculum and Pedagogy**

**Assessment and Reporting**

The school-based assessment policy was reviewed for Year 7 to 11. The updated policy focuses on ensuring that the elements of assessment ‘For’, ‘Of’ and ‘As’ learning are clearly articulated for students and parents. Assessment at Corpus Christi is standards referenced and is reported by the use of the Common Grade Scale. A range of formal and informal assessments are used to determine what a student knows and can do.

Throughout the academic year, Learning Advisors build up a profile of achievement for each student in relation to the standards. Reporting of student achievement takes place twice a year. In addition the students’ achievement grades on formal assessment tasks are uploaded to the student portal for parents to provide ongoing feedback about their children’s progress.

**Integration**

2015 saw the consolidation of significant structural changes made in 2014 to the integrated curriculum, and continued refinement of curriculum processes and Connected Learning Experiences (CLEs). This included:

- A comprehensive evaluation of the 2014 Stage 4 integrated curriculum to continue improvement of integration and subject integrity, with particular CLEs targeted for redevelopment;
- Re-development of the relevant Year 8 CLEs to accommodate the implementation of Australian Curriculum;
- A new approach to CLE timetabling, with a focus on continuity of learning relationships. Students were placed in individual subject classes for the year, with the integration to be developed through staff collaboration.

The following strategies were put in place in 2015 to ensure the integrity of CLE integration:

- A Semester 2 CLE Learning Advisors Planning and PD day, covering teaching strategies to support curriculum integration, including hook lessons, design of effective integrated tasks and synthesis lessons.
- The development and publication of a CLE Learning Advisor role description.
- Revision of the school meeting schedule to better accommodate CLE meetings.
Technology Supporting Learning

The school’s Moodle site is the main learning management platform and is used extensively for Years 7 to 12. Login statistics demonstrate the high usage rate, often averaging over 1000 logins per day. A wide variety of learning materials including documents, forums, quizzes, assessment and multimedia are used regularly by students, not only while at school, but also after school hours.

Google Apps For Education (GAFE) was widely used for teacher administration, with important documents such as programs and registers being developed and maintained collaboratively. GAFE usage in the classroom increased rapidly throughout 2015 with the introduction of Hapara. Hapara (Teacher Dashboard for Google Apps) has allowed Learning Advisors to share documents, monitor student progress and provide feedback to students about their work. A number of professional learning sessions were offered to staff at lunch and after school informing staff on best practice of using Hapara and Google apps in the classroom.

Cross Curriculum

Numeracy Strategies

Throughout 2015 a range of different strategies were employed which aimed at improving numeracy levels for students in years seven to ten. Students in these year groups completed a weekly MathsMate sheet as part of their mathematics home learning. This program aims to reinforce foundation maths skills as well as extend students’ problem solving through challenge questions. Students in Year 7 and 8 also had access to a peer-mentoring program, which provided tuition with a senior student.

A variety of different sessions were run throughout the year during i-CLE time, which specifically targeted problem-solving skills. NAPLAN data was analysed to determine specific areas requiring improvement and these were the focus of problem solving workshops involving year eight and nine students. Students participating in the Australian Mathematics Competition also participated in the online problem-solving course ‘Get Set AMC’ and met in small groups during i-CLE to exchange ideas and work in small groups.

Literacy Strategies

2015 continued with the data responsive approach of 2014 to shape appropriate literacy interventions targeting areas of greatest need. It was pleasing to see that through an analysis of NAPLAN performance, the interventions of 2014 had a positive impact, with the targeted area of grammar and punctuation visibly improving, and, in particular, the targeted skills such as identifying and manipulating clauses. On these grounds, the Grammar Bites workshops and Literacy immersion days in the lead up to NAPLAN testing were retained, with additional planning around longer term strategies to strengthen the integration of literacy teaching into all learning and teaching programs.

Indigenous Education

Specific opportunities were provided to 25 indigenous students in support of the development of their particular interest and needs. For 2015 the initiatives included:

- Parent meetings and Personalised Learning Plans (PLP’s) and student surveys;
- two Year 12 HSC students studied at the Illawarra Institute of Technology in their chosen fields of Health & Beauty and Community Services;
● One Year 12 student gained admission to University of Wollongong (UOW) through the Woolyungah Indigenous Education Alternative Admissions program;
● The iSUCCEED program in 2015 included a Visual Art component with Master Printmaker Tom Goulder from Duck Print Fine Art Limited Edition;
● Students had access to AIME Educational Program, UOW, Woolyungah Indigenous Education Centre;
● Eighteen students participated in the AFL KickStart Program;
● Tuition programs were accessed by students which supported literacy across all KLAs;
● In-class assistance was provided for targeted students;
● Students attended a Bangarra Dance Theatre ‘Lore’ performance at the IPAC, Wollongong and a Ngaran Ngaran Cultural Awareness Workshops & Short Film;
● Didgeridoo performance at the Year 12 Graduation Ceremony;
● Indigenous Education Newsletter published each term;
● NAIDOC WEEK celebrations including a Liturgy and flag raising ceremony at school;
● Information about Scholarships & Traineeships was provided to students;
● Work Placement Experience for students from Years 10, 11 and 12;
● Twelve students participated in the Reconciliation Week Flag Walk for Shellharbour City Council; and
● A Close the Gap Petition was signed by students in Years 7 to 12

Meeting the needs of all students

Corpus Christi bases its philosophy on the value of each individual child and the importance for the school to have a close relationship with the family. The Diverse Learning Needs Faculty works toward supporting students in ways that allow them to access school life on a fair and equal basis. The following initiatives were implemented in 2015:

● Year 6 extended transition program was organised to ensure students starting Year 7 were prepared for the changes as they begin their journey at Corpus Christi;
● A reading program successfully supported the literacy needs of identified students from Year 7;
● The Work Experience program broadened to allow students to access weekly work in the area of their choice. This was available for students across Year 10, 11 and 12;
● Disability provisions across year groups were available for all in-class tasks and formal examinations;
● Year 10 information night for Stage 6 subject selection was followed by a parent/student meeting time to support students who require a variety of pathways at this stage of their schooling, including TAFE courses, Life Skills subjects and non ATAR subjects;
● Planning for the Stage 6 Life Skills courses took place to allow the classes to run independently for 2015. This allowed for greater support for students requiring alternative patterns of study; and
● The continuation of the NCCD. It ensured that there is the ability to recognise and respond to students’ individual needs.

Gifted Education

The Gifted Education program at Corpus Christi covers a range of initiatives including in-class extension, extra curricula activities and acceleration options. The program begins with identification. All incoming year 7 students (plus any other students as requested by their parents), are formally tested using the Middle Years Ability Test (MYAT). High achievers are identified and areas of strength clarified. Further testing using the SLOSSON is undertaken by individual students
to provide a more complete profile of strengths. Learning Advisors of identified students are made aware of student strengths for CLE or subject based differentiation.

Acceleration opportunities exist for students performing significantly above their peer group. In 2015, one student in year 10 was completed the preliminary chemistry course.

A range of extra-curricular opportunities were provided for students with academic strengths including:

- CEDoW Stretching Potential through Learning in Interactive and Challenging Environments in the Diocese of Wollongong (SPLICED) program – unit 1 challenged students gifted in creative expression through writing, drawing or musical ability;
- University of Wollongong’s In2Uni academic enrichment program for students in years seven and eight in English and Mathematics respectively;
- University of Wollongong Science and Engineering challenge for students in years nine and ten;
- University of NSW ICAS competitions in Digital Technologies, Mathematics, Spelling, Writing, English and Science;
- Australian Mathematics Competition;
- Tournament of Minds;
- University of Wollongong Science Fair;
- Corpus Writing Program;
- Public Speaking competition;
- Special Education needs; and
- Self-directed learning

**Expanding Learning Opportunities**

**Sport**

The opportunities for students at Corpus Christi to compete in a wide range of sports continued during 2015. During the year, the school has entered Diocesan Carnivals that provide pathways to higher-level representation as well as All-Schools’ carnivals that allowed teams to progress to the NSW combined school carnivals. In 2015 the school competed in more than 30 carnivals, allowing students from Year 7 through to Year 12, chances to represent the school and participate in organised sports. Students were encouraged to nominate for teams no matter their ability as the school’s aim has been to promote the benefits of sport. The benefits of playing sport are invaluable and include a greater connection with the school that helps to further foster personal confidence.

The Junior Girls Netball team won a zone carnival at Nowra and the regional carnival in Queanbeyan. The Under 13 Boys Rugby League team won the Southern Illawarra title and progressed to the next regional level. This team remained undefeated on the day, but due to a count back on for and against, narrowly missed progressing to the NSW country championships.

Individual performances in school-organised sport have seen a number of students selected in representative Diocesan teams. Two students were selected in the Diocesan Under 15s Touch Football Team, that played in the Combined Catholic College (CCC) Carnival at Coffs Harbour. One student went on to be selected in the Combined Catholic College side. Other notable performances occurred in the swimming pool where two students were selected in the CCC squad to compete at the NSW State Titles.

Points are allocated after each carnival that decides the champion school in the Diocese. This annually awarded trophy, called the Vince Villa trophy, has eluded Corpus Christi over the years. In
2015 the school worked hard to ensure that it improved upon recent results. Students have enthusiastically competed at all Diocesan carnivals, including swimming and athletics, which enabled us to make further improvements upon previous positions in this prestigious sporting competition.

**Vocational Education and Training**

The Australian Qualifications Framework (AQF) courses offer each student a suite of skills and knowledge that compliments their Higher School Certificate results. Two frameworks, CPC20211 Certificate II in Construction Pathways and SIT20312 Certificate II in Hospitality Kitchen Operations are offered at Corpus Christi.

Learners enrolled into Year 11 Hospitality - Kitchen Operations, completed their work placement requirements, while learners enrolled in Certificate II Construction Pathway undertook mandatory work placement and successful White Card training before being placed with employers.

Twenty-three students successfully completed the designated Units of Competency to gain Certificate II.

Five Year 11 and 12 students were provided with the opportunity to undertake TAFE Vocational Education and Training course as part of their Higher School Certificate. Two students were enrolled in School Based Traineeship. Several students were nominated and recognised for their efforts in the Illawarra Regional Vocational Awards. One student was named Hospitality Student of the Year and another student was named Construction Student of the Year and Overall VET student of the Year

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.
NAPLAN

NAPLAN is implemented for students in Years 7 and 9 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. Corpus Christi students achieved positive results in NAPLAN. In overall literacy 96% of Year 7 students and 91% of Year 9 students achieved results in bands that were above or met the national minimum standard. In Numeracy, 98% of Year 7 students and 99% of Year 9 students achieved results in bands that were above or met the national minimum standard. Students in Years 7 to 10 participated in a whole school literacy and numeracy program. Identified students including Gifted students also participated in a range of targeted intervention programs in both literacy and numeracy. These included intensive reading and numeracy programs, numeracy and literacy intervention during iCLE using a range of online and hands-on resources.

Student Achievement in Bands

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.

<table>
<thead>
<tr>
<th>NAPLAN 2015: % 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>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>31%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>21%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
</tbody>
</table>

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

The RoSA was granted to 177 students in 2015.

**Higher School Certificate**

The Higher School Certificate is reported according to a standards-referenced approach. The results for all 2 unit courses are reported as a percentage, referenced to standards with a mark of 50 representing minimum standard. Achievement is also reported in Bands 1 to 6 with Band 1 representing below *minimum* standard. For 1 unit or extension courses marks are reported out of 50. The following courses represent those that have been studied in all 7 Diocesan schools and that have a Diocesan candidature greater than 100.

In 2015, 13 students from the class of 2015 were listed on the Board of Studies’ Distinguished Achievers List for achieving a Band 6 or E4 result in one or more courses. In total 16 Band 6 or E4 results were achieved. One Student’s major work was selected for InTech which is an exhibition of outstanding Major Projects from Higher School Certificate Industrial Technology students.
### Student Achievement (Band Performance)

<table>
<thead>
<tr>
<th>Band Performance (% in Bands)</th>
<th>Bands 1 and 2</th>
<th>Bands 3 and 4</th>
<th>Bands 5 and 6</th>
</tr>
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<tbody>
<tr>
<td>English (Standard)</td>
<td>School 4.00</td>
<td>State 15.33</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>72.00</td>
<td>8.36</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>School 0.00</td>
<td>State 0.87</td>
<td>83.34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.67</td>
<td>57.87</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>School 11.32</td>
<td>State 25.09</td>
<td>20.76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66.04</td>
<td>25.90</td>
</tr>
<tr>
<td>Mathematics</td>
<td>School 0.00</td>
<td>State 9.24</td>
<td>28.58</td>
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<td></td>
<td></td>
<td>71.43</td>
<td>52.47</td>
</tr>
<tr>
<td>Biology</td>
<td>School 7.14</td>
<td>State 15.73</td>
<td>14.28</td>
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<tr>
<td></td>
<td></td>
<td>78.57</td>
<td>28.14</td>
</tr>
<tr>
<td>Ancient History</td>
<td>School 0.00</td>
<td>State 16.74</td>
<td>66.67</td>
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<tr>
<td></td>
<td></td>
<td>26.67</td>
<td>32.87</td>
</tr>
<tr>
<td>Business Studies</td>
<td>School 5.56</td>
<td>State 11.46</td>
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<td>55.55</td>
<td>36.33</td>
</tr>
<tr>
<td>Legal Studies</td>
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<td></td>
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<td>25.00</td>
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</tr>
<tr>
<td>Studies of Religion I</td>
<td>School 9.09</td>
<td>State 4.40</td>
<td>38.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50.00</td>
<td>51.01</td>
</tr>
<tr>
<td>Design and Technology</td>
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<td>State 4.86</td>
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<tr>
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<td>State 8.99</td>
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<td></td>
<td></td>
<td>71.43</td>
<td>29.82</td>
</tr>
<tr>
<td>Personal Dev, Health and</td>
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<tr>
<td>Hospitality</td>
<td>School 0.00</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>61.54</td>
<td>37.20</td>
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</table>
## Student Achievement (mean performance)

<table>
<thead>
<tr>
<th>Mean Performance (%)</th>
<th>Students</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Standard)</td>
<td>49</td>
<td>72.04</td>
<td>67.10</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>18</td>
<td>83.18</td>
<td>80.43</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>52</td>
<td>70.62</td>
<td>68.64</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
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<td>77.89</td>
</tr>
<tr>
<td>Biology</td>
<td>14</td>
<td>70.30</td>
<td>71.13</td>
</tr>
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<td>Ancient History</td>
<td>14</td>
<td>82.27</td>
<td>71.34</td>
</tr>
<tr>
<td>Business Studies</td>
<td>17</td>
<td>75.04</td>
<td>73.65</td>
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<td>Legal Studies</td>
<td>15</td>
<td>80.12</td>
<td>74.60</td>
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<tr>
<td>Studies of Religion I</td>
<td>43</td>
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<td>38.49</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>11</td>
<td>74.27</td>
<td>76.25</td>
</tr>
<tr>
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<td>75.96</td>
<td>72.73</td>
</tr>
<tr>
<td>Personal Dev, Health and Physical Education</td>
<td>20</td>
<td>73.13</td>
<td>73.10</td>
</tr>
<tr>
<td>Hospitality</td>
<td>11</td>
<td>77.56</td>
<td>75.96</td>
</tr>
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</table>

### Comparative Performance over Time

<table>
<thead>
<tr>
<th>School Performance (%)</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Standard)</td>
<td>73.44</td>
<td>70.69</td>
<td>70.34</td>
<td>72.04</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>80.73</td>
<td>78.53</td>
<td>84.50</td>
<td>83.18</td>
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<tr>
<td>General Mathematics</td>
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<td>74.70</td>
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<tr>
<td>Mathematics</td>
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<td>72.45</td>
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<td>75.50</td>
<td>75.37</td>
<td>82.27</td>
</tr>
<tr>
<td>Business Studies</td>
<td>75.38</td>
<td>75.35</td>
<td>76.16</td>
<td>75.04</td>
</tr>
<tr>
<td>Legal Studies</td>
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<td>75.37</td>
<td>75.85</td>
<td>80.12</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>38.60</td>
<td>37.37</td>
<td>36.80</td>
<td>36.66</td>
</tr>
<tr>
<td>Design and Technology</td>
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<td>83.22</td>
<td>79.98</td>
<td>74.27</td>
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<td>Personal Dev, Health and Physical Education</td>
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<td>73.13</td>
</tr>
<tr>
<td>Hospitality</td>
<td>74.87</td>
<td>78.92</td>
<td>81.93</td>
<td>77.56</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

In assessing school satisfaction, data was gathered through focus groups of parents and students, as well as a parent and staff survey. Areas of strength reported from students included satisfaction with the learning advisory program and iCLE, and positive feedback on the introduction of focused learning in year nine and ten. Senior students continued to provide positive feedback on the value of iCLE and the Senior Learning Advisory Program and the positive relationship with learning advisors.

Areas of strength reported by parents were that they valued the pastoral care structures and Catholic life of the school. In addition a parent focus group was formed to review the Catholic Life and Faith. Several initiatives for future directions were raised, such as the opportunity for parents to meet over prayer and conversation as well as a welcome Mass for the wider school community at the start of each year.

Areas of strength reported by staff included the strong sense of collegiality, which exists amongst staff, the support of their KLA Leaders and other staff at the school and that they feel their work and input is valued.