

Annual School Report

Secondary

2018



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

Corpus Christi Catholic High School, Oak Flats is registered by the NSW Education Standards Authority (NESA) 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 CEDoW to ensure compliance with all the NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the Report will be presented to the parent body and be available on the school's website by 30 June 2019.

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

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Principal: Kerrie Piatek

Date: 7 March 2019

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. 2018 again saw strong student learning gains in NAPLAN, the Year 8 Religious Literacy Assessment and the Higher School Certificate. Key focus areas for 2018 included a review of Stage 4's curriculum to make recommendations for Connected Learning Experiences in 2019, and a review of the school's Pastoral Care Program. New facilities included the refurbishment of the school's basketball and handball courts. The Parents and Friends' Association (P&F) continued the provision of financial support for faculty areas and provided financial resources for the continued purchase of flexible furniture for learning spaces.

Parent Involvement

The P&F works in partnership with the school community to support parents, students and staff. The P&F aims to promote the spiritual, educational and emotional well-being of students and their families by working with the staff to create a safe and nurturing learning environment for all.

Over the course of 2018, the P&F met twice each term to discuss, discern and determine strategies that would best meet the educational, pastoral and financial needs of the school community. Each decision was underpinned by the school's vision and mission to take action as Eucharistic people reflecting the light of Christ.

This was highlighted by the P&F's annual 'Agent of Transformation Award'. This is awarded to a student who has demonstrated a significant contribution to the Corpus Christi school community and/or to a social justice outreach activity. The recipient for the P&F Agent of Transformation Award for 2018 was recognised for his contribution to the school community through his involvement in various committees and events, and within the wider community through his involvement in charity events, local Parish and at the Catholic Youth Festival. The P&F supported the pastoral needs of the school community by acknowledging life events of staff and families and providing practical support where needed.

The regular P&F report in the school's fortnightly newsletter was also another avenue to connect with families and provided useful tips, websites and links to information. The P&F provided support for new families with children in Year 7, with representation on the Executive Committee, an orientation session and an information brochure.

Parents' and Friends' Association, President

Student Leadership

The encouragement of student leadership is one of the many pillars that make up the school that is Corpus Christi. It is instilled in every student that they have the innate capability to lead through both macro and micro actions, with the school providing opportunities to demonstrate these actions in leadership roles and groups but also as individuals. Implicit in the school ethos is a focus on servant leadership and abidance in the teachings of the Church, as well as community leaders. The result: young men and women that have an awareness of social justice and the capability of individual decision-making that transforms our world.

The Corpus Christi community contains and supports multiple groups which students can participate in to develop and exhibit leadership skills, such as through organising events, learning communication skills and actively seeking to create change for the better in both the school community and the wider community. The Year 12 Student Leadership Team is one such group which contains twelve leadership roles for students, and meets fortnightly to organise and discuss other groups in the school community, such as the Social Justice Committee, the House Cup and the Student Representative Council (SRC). In 2018 they also hosted many fundraisers for various causes, such as the Illawarra Cancer Care Centre, Legacy and drought relief for Australian Farmers. The SRC, overseen by Year 12 students, consisted of students from every grade coming together fortnightly to discuss propositions made by students to improve the functioning of the school or raise awareness of particular causes which students felt were imperative to being responsible and active citizens. The establishment of Youth Mission Leaders in 2018 also provided the opportunity for students to demonstrate leadership in spiritual matters and church events within both the school and wider community.

Group actions are also encouraged at Corpus; the Social Justice Committee hosted numerous fundraisers at school events, such as at the swimming carnival and sports carnival, to raise money for various charities such as Caritas Australia, St Vincent de Paul, the Thin Green Line Foundation, drought relief and many more. The Laudato Si Committee pursued environmental awareness through multiple initiatives, encouraging leadership through accountability and responsibility in students' approach to the environment. Individual leadership and achievement is promoted in the highlighting of sporting and academic achievement, with not only high performance congratulated but also an emphasis on the value of participation. In this way students are encouraged to push their own boundaries, encouraging each other to push their boundaries, lead by example and transform their world one action at a time.

School Leaders

School Profile

School Context

Corpus Christi Catholic High School is a Catholic systemic co-educational school located in Oak Flats. The school caters for students in Years 7-12 and has a current enrolment of 978.

Students are drawn from across the Illawarra, with authentic school and 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 and across a range of curriculum areas.

The school's mission is achieved by ensuring that the 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 our pastoral care practices. Central to the provision of a twenty first century learning environment is the school devised learning and teaching framework, which is the vehicle for the delivery of an integrated curriculum in Stage 4 in a technology-rich environment.

The unique Pathways and Partnerships Program equips students to develop employability skills and to connect with a range of training, employment and tertiary education opportunities.

Student Enrolments

2018 Enrolments	
Boys	455
Girls	523
Total	978
Aboriginal and Torres Strait Islander	173
LBOTE	29

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.ccchsdo.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2018.

Student Attendance

2018 Attendance	Male	Female
Year 7	90.8%	91.6%
Year 8	89.6%	89.6%
Year 9	87.3%	88.0%
Year 10	88.8%	86.1%
Year 11	87.4%	88.4%
Year 12	90.3%	86.0%
Whole school	89.0%	88.7%

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 and Compass. The Administration Office follows up non-attendance by utilising SMS message and also through written correspondence to parents and carers. Individual Learning Advisors and House Leaders also assist in this process by speaking to students and parents and carers in relation to absences of concern. Referral may also be made to the Principal who will discuss attendance concerns and exemption from attending schools with the student and family. Follow up is consistent with the School Attendance Guidelines and Procedures Policy (January 2015).

Student Retention Rate

Year 10 Total Enrolment 2016	168
Year 12 Enrolment at Census Date remaining in Year 12 at end 2018	109
Actual Retention Rate (%)	64%

Student Attainment in Senior Years

Years 11 - 12 2018	
% of students undertaking vocational training or training in a trade during Years 11 and 12	26%
% of students who have completed at least one (1) VET course in either Year 11 or 12	14%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	80%

Destination Survey

2018	Year 10	Year 11	Year 12
No of School Leavers	21	39	109
University	0	0	61
TAFE/Tertiary	4	10	8
Employment	6	26	4
Other School	11	3	1
Other/Unknown	0	0	35

Staffing Profile

There are a total of 75 Teachers and 23 Support Staff at Corpus Christi Catholic High School. This number includes 64 full-time, 11 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	8
Proficient	67
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2018 was 94.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2017 to 2018 was 93%.

Professional Learning

During 2018 Corpus Christi Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

A. Corpus Christi Catholic High School whole school development days involving 100 staff.

These days focused on:

- Staff Spirituality Day on Prayer
- Staff Wellbeing PD – presenter Daniela Falecki
- Resilience Project Training
- Emergency Care, CPR & Anaphylaxis.

B. Other professional learning activities provided at school level including CEDoW run courses:

- Lamplighters Training - (9 staff)
- Alight for the World - (10 staff)
- Shining Lights - (3 staff)
- Learning for Leadership - (3 staff)
- SLLN Days - (19 staff)
- ECT Days - (7 staff)

- RLA PD - (3 staff)
- Collaborative Leadership PD - (4 staff)
- Understanding Dyslexia - (1 staff)
- Blended Online Hearing - (2 staff)
- Butterfly Foundation - (3 staff)
- Religious Literacy Assessment - (5 staff)
- Learning Sprints – (6 staff)
- Debating - (2 staff)
- Positive School Conference - (2 staff)
- Mental Health Conference - (2 staff)
- IEU Women’s Conference - (3 staff)
- English Conference - (3 staff)
- History Conference - (1 staff)
- Geography Conference - (2 staff)
- Japanese PD - (3 staff)
- ATSIC Conference - (2 staff)
- VET Currency - (4 staff)
- New Course Planning - (17 staff)
- Google Suite PD - (14 staff)
- Library Stocktake PD - (2 staff)
- Certificate IV Training - (11 staff)
- Challenging Students Mathematics Project - (8 staff)
- Paul Dillon PD - (1 staff)
- Lyn Sharratt PD - (1 staff).

The average expenditure by the school on professional learning per staff member was \$475.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$486.

Catholic Life & Religious Education

Catholic Schools play an integral role in the evangelising mission of the Catholic Church. Integrated throughout the daily life of the school is the shared mission of Catholic Education in the Diocese of Wollongong 'to create vibrant Catholic school communities where every student finds meaning and purpose in their life through experiencing continual growth in faith and improvement in learning'.

The school follows the Diocesan Religious Education Curriculum, supported by the text, 'To Know, Worship and Love', which is endorsed by the CEDoW.

Corpus Christi proudly embraces the mission statement, striving to equip students with the ability to 'transform their world through a Eucharistic imagination'. In 2018 the school reflected on how this statement could be further explored, establishing four key values that underpin the identity and mission of the Corpus community. These include; presence, humility, courage and service. It is through these values that the spirituality is shaped and guided.

The work of the Social Justice Team continues to contribute significantly to the culture of the school and supports local and national charities. Throughout 2018 students raised over \$15,000 for organisations such as Caritas and St Vincent de Paul. With significant drought affecting rural NSW in 2018, students donated over \$8,000 to appeals from both St Vincent De Paul and Rural Aid. Student participation in this area continues to grow, with significant participation at fortnightly meetings and social justice initiatives. Through the St Vincent de Paul Winter and Christmas Appeal collections a range of items such as clothing and toys were donated to the local St Vincent de Paul chapter for distribution amongst the community.

Youth Ministry continues to grow under the direction of the Youth Ministry Leader. In 2018 over 100 students attended Diocesan and local youth events, ranging from concerts and prayer groups, to the Wollongong Diocese 'LIVE' Festival. These initiatives saw the students and staff experience a range of formation opportunities, further developing their relationship with their faith.

Religious Literacy Assessment

The Religious Literacy Assessment Program (RLA) for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2018 consisted of 178 Year 8 students who sat the Religious Literacy Assessment on 27 August 2018.

The performance of each student was described according to the Common Grade Scale (A to E).

The school performed extremely well in the 2018 RLA, with over 90% of students achieving sound or above. This continues the upward trend of the last three years, placing the school as one of the top performers across the Diocese.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- understanding that human beings participate in, contribute to and are responsible for God's creation

- knowledge of the parables of Jesus and how they apply to everyday living and Christian discipleship.

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:

- investigate the significance of key people and events in the early Church.

In the assessment 2% of students were placed in the elementary level, 7% in the basic level, 59% in the sound level, 31% in the thorough level, and 1% were in the extensive level.

School Review and Improvement

School Review and Improvement (SRI) is an on-going 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 2018:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Goal: Specific Gospel values identify the Eucharistic imagination as a lived experience.

Key Area 2: Students and their Learning

2.5 Pastoral Care

Goal: A comprehensive and inclusive framework is implemented to support the cognitive, emotional, social, physical and spiritual wellbeing of students.

Goal: Developing students' psychological resilience to support their mental wellbeing through the delivery of evidence-informed programs.

Key Area 3: Pedagogy

3.2 Provision for the diverse needs of learners

Goal: A holistic and inclusive approach to the provision for the diverse needs of students is clearly evident across the curriculum. This includes the establishment of highly effective processes and practices to ensure that students' learning needs are identified and met through appropriate intervention.

3.3 Teaching practices

Goal: The Stage 4 curriculum structure is revised and renewed to ensure that high quality teaching and learning is evident through the design, implementation and delivery of contemporary and engaging curriculum that includes aspects of integration, STEM and Project Based Learning.

3.6 School climate, learning environment and relationships

Goal: Clear policy and procedures will be established that state the role and support provided for staff in responding to students with high level mental health difficulties.

School Review and Improvement components to be reviewed and rated in 2019:

Mission Dimension 1 - Mission and Catholicity

Spiritual Formation (1.3)

Create a rich and inclusive prayer life which inspires, engages and connects the community and builds personal encounter.

Religious Education (1.6)

Implementation of targeted professional development to ensure staff deliver quality religious education teaching and effective Catholic pedagogy.

Church Engagement (1.7)

Develop and implement school policy and procedures to promote ecological conservation and sustainability.

Mission Dimension 2 - Learning and Teaching

Student achievement and performance (2.1, 2.6)

Lift student learning outcomes through the implementation of innovative pedagogy that connects learning to real life experiences.

Innovation (2.1, 2.4, 2.7, 2.8)

Students are co-creators of their learning, and reflect and provide feedback on their own learning growth.

Early and ongoing intervention (2.1, 2.3, 2.5)

All students are challenged and engaged in their learning through the implementation of targeted intervention and differentiated learning.

Numeracy (2.2B)

A school wide approach to numeracy is implemented to improve student learning growth and performance.

Mission Dimension 3 - People and Culture

Student and Staff Wellbeing (3.1)

Pastoral care supports the development of confident learners and resilient students.

Student and Staff Wellbeing (3.2)

A sustained whole school professional learning plan provides staff with the expertise in supporting student wellbeing.

Student and Staff Wellbeing (3.2)

Maintain and enhance a supportive and positive school culture to promote staff wellbeing through the implementation of transparent and accessible policies and practices.

Safe and Supportive Environments (3.3)

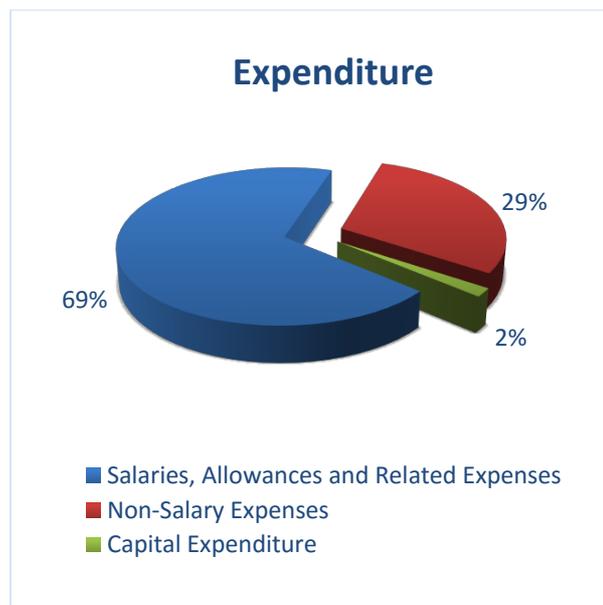
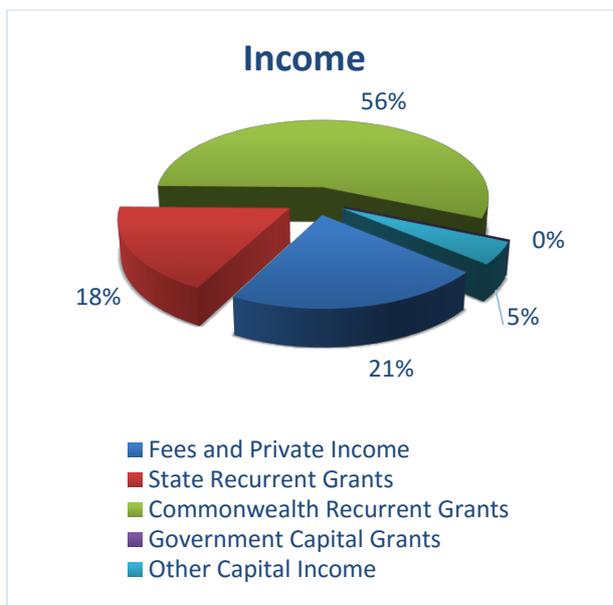
A culture of high expectation exists for students with diverse learning needs.

Financial Summary

Major capital expenditure in 2018 included:

- School LED sign (\$24,108)
- Student Loan Laptops Upgrade (\$11,670)
- Installation, purchase of projectors and Apple TVs (\$59,148)
- Repainting courtyard concrete and handrails (\$25,956)
- Replacement of tactiles (\$9,270)
- Replacement of carpet in the Library Resource Centre and Tiered Learning Space (\$44,650)
- Resurfacing of basketball and handball courts (\$38,142) paid for from a P&F grant.

The following graphs reflect the aggregated income and expenditure for Corpus Christi Catholic High School, Oak Flats for the year ended 31 December 2018. This data is taken from the 2018 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

During 2018 a whole school review was undertaken to inform future pastoral directions and consolidate a whole school approach to Pastoral Care and Wellbeing. The review made recommendations in relation to the Learning Advisory Program and the Learning Circle component of the Learning Agenda. Future directions included the recommendation of the 'Resilience Project' implementation into the Learning Advisory Program. The Resilience Project includes strategies to encourage and practise the implementation of evidence based strategies expected to build resilience and improve mental health. The Resilience Project Team engaged the Learning Advisors at a professional development session in conjunction with another local secondary school and provided the staff with resources, activities and knowledge to support their work with students and supportive approaches to teaching resilience in the school setting.

The Learning Advisory Program contains a multitude of effective strategies that meshed together to contribute to positive outcomes for the student population. The building blocks of this Learning Advisory Program entail evidence-based effective approaches to discipline including, Restorative Justice Practices and Choice Theory. Affirmation is a large component of this program and the school continues to celebrate success through the "Celebration of Learning", Showcases and Learning Conferences. Furthermore, the Goal Setting Program provides focus and future direction for developing in all students effective learning strategies. During the course of the year there were many stage-based targeted programs that align with the age and level of development of the students. Such programs include BrainStorm, which help students each year with bullying, cyber safety via a range of award-winning theatre performances.

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. No changes were made to these Diocesan documents in 2018.

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.

Learning and Teaching

Curriculum and Pedagogy

Learning and teaching at Corpus Christi continued with a strong focus on students and their learning. Learning and teaching priorities focused closely on Academic Case Management to support students in Years 7 to 12 who are at risk of not achieving the required academic benchmarks.

The case management approach was used to place a spotlight on how all students are progressing. Timetabled case management meetings between Leadership, KLA Leaders, House Leaders, parents and the student focused on goal setting and targeted intervention strategies to best assist the student attain their learning goals.

ACER's Progressive Achievement approach was implemented for the first time at the school. This form of testing focuses on assessing and monitoring student growth over time and is underpinned by an understanding that students of the same age and in the same year of school can be at very different points in their learning and development. This data will continue to inform best practices in 2019 and be centred on the COMPASS electronic platform.

Towards the later part of the year the learning and teaching developed a two year focus strategic plan that will see the ongoing development of; learning intentions; success criteria; shared practice; agile learners and spaces; growth mindset and integrated areas of learning in Stage 4.

Technology supporting learning

All students who attend Corpus Christi utilise ICT as part of their daily learning activities. The intention is that all students develop into confident and competent users of digital technologies.

All students have access to a self directed user guide (via Google Sites) on how to correctly and appropriately use technology while at school and at home. New students to the school undertake a Laptop Induction Program that provides them with the knowledge and access required to undertake their studies.

Corpus Christi utilises the Google Suite and associated apps to deliver and complete course requirements. Students have access to a Google based account that provides them access to a variety of tools, which all contribute to the Learning Management System implemented across the school.

Students have daily access to a robotics and coding club at recess and lunch times. This is open to all students who are interested in pursuing STEM related activities and extending themselves.

Cross Curriculum

Literacy Strategies

Students in Years 7 to 10 have access to literacy-based tasks through an online program called Literacy Planet. This program, run during Learning Circle, consisted of tasks chosen to address identified areas requiring development, through analysis of the 2017 NAPLAN data. Areas covered include: sight words; reading; spelling; comprehension; grammar and punctuation; writing. Students also took part in Word Mania, Australia and New Zealand's biggest literacy competition for schools, which is a word-building challenge that develops students' vocabulary and spelling skills.

Each KLA worked to embed explicit literacy strategies in each assessment task and in the lead up to assessment tasks. Staff actively structured assessment tasks so that they explicitly assessed the literacy that is relevant to their course. Assessment notifications were explained in such a way that staff explicitly discuss the literacy components that will need to be used in the assessment task. In 2018 all assessment tasks were formally reworked to embed literacy strategies and practices as outlined above.

Numeracy strategies

In 2018 additional focus was given to the development of strategies and resources to further develop numeracy levels through the Mathematics curriculum.

Booklets were once again used for each unit of Stage 4 Mathematics to build fluency in mathematical language, techniques and problem solving. A peer-mentoring program with a group of students identified as requiring intervention were invited to attend weekly tuition with senior students. In addition an intensive half-day numeracy workshop designed to address specific areas identified through NAPLAN data was held for Year 7 and Year 9.

In Years 7 to 10 the weekly MathsMate sheet was used as part of students mathematics home learning to reinforce basic skills and knowledge. In the Year 7 and 8 cluster classes, students were exposed to problem solving, and applying knowledge and techniques in more complex situations. Diagnostic tests were given to students in the Year 8 cluster class and analysed to determine strengths and weaknesses for numeracy development in 2019.

A series of numeracy resources were developed targeting areas of weakness identified through NAPLAN data some of which will be embedded in 2018 programs whilst others will be used for intensive numeracy workshops.

A number of opportunities were offered to support student engagement in numeracy and problem solving and to raise the numeracy levels of the higher ability students. Year 7 attended World of Maths Incursion, Year 9 attended Maths Olympics, the top Year 8 and 9 classes attended Work Like A Mathematician Day at UOW.

Aboriginal and Torres Strait Islanders

ATSII Education Initiatives occurred throughout 2018 in many aspects of school life. These were highlighted through:

- AIME UOW Program
- AIME Weekly Tutor Squad approximately 10 students attending each week
- AIME Year 11 and 12 Program
- AIME Kindling Day - End of Year Celebration
- Bangara Dance Workshop Opera House
- Commander's Active Citizens Program
- On Country excursion - Wreck Bay
- Sista Club and Bro Club weaving classes
- In class learning support and tutorials
- Homework Club
- Sista's Dance Troupe

- Reconciliation School Flag Walk.

Meeting the needs of all students

Diverse learning

Diverse Learning in 2018 was focused on determining the best practice to support students in the classroom, small group or individually.

The following support and programs was also implemented:

- support was provided to students for in class assessments across Years 7 to 12 and NAPLAN Testing for Years 7 and 9.
- NESA Disability Provisions for HSC students
- Tier 3 intervention to assist students in gaining HSC Minimum Standards.
- Year 7 2019 Transition Program for 25 students
- personalised planning meetings were completed with students, family, staff and appropriate community support personnel
- individual timetables for Trial HSC and Year 11 Final Exams were organised for those students requiring provisions.

Gifted Education

In 2018, the Gifted Education Program focused on developing and improving the identification of gifted students and the establishment of a cluster class in both Years 7 and 8.

Incoming gifted students are identified using a combination of parent and primary school teacher referral, primary school grades, previous involvement in gifted and talented programs, NAPLAN data and results from ability testing using the Middle Years Ability Test (MYAT). Students identified as gifted are placed into a cluster class. Gifted students are also clustered in Learning Circle. Students who arrive beyond Years 7 and 8 are tested using the ACER General Ability Test (AGAT) and placed in the class most appropriate to the skill level exhibited in this test, as well as what is indicated in their previous school reports.

The purpose of this program is to group gifted students together to ensure these students are provided with an environment of social support and peer intellectual stimulation. The class consists of a number of students identified as gifted with the remainder being high achieving students. Students in these classes are extended within and beyond the Stage 4 and 5 curriculums with a focus on developing critical thinking skills and higher order problem solving skills. Differentiation within the class is essential, with potential for extension programs being run within the class environment.

Parents of cluster class students were invited to attend an information session on the educational rationale of the classes and given suggestions of how they could help their children at home.

The mini clusters were initiated in 2018, whereby groups of 8 to 10 students with particular strengths were grouped together within otherwise mainstream classes. These students were provided with targeted extension activities designed to foster their gifts and to encourage students to work with like-minded individuals as to enhance their engagement and critical discussion.

Staff training occurred on a one-to-one basis, with staff on cluster classes nominating times to meet with the Leader of Gifted Education to develop strategies that would positively inform their practice pertaining to gifted education.

Extracurricular activities and excursions throughout the year further challenged gifted students. Year 8 students took on the University of Wollongong's Science Fair and numerous students involved in the University of NSW's International Competitions and Assessments for schools (ICAS) exams. The school entered one team into the Tournament of Minds Competition and the school had three students accepted into the University of Wollongong's STEM (Science, Technology, Engineering and Mathematics) camp for girls.

Vocational Education and Training

Students enrolled in Vocational Education and Training (VET) gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move between the education and training sectors and employment.

Student completing a AQF VET Industry framework course can achieve an ATAR for university entry. These courses offer a variety of post school pathways to students with both ATAR and NON-ATAR pattern of study.

All enrolled students must complete the NESA mandatory 70 hours work placement throughout the course to achieve a Certificate of Competency.

2018 Year 10 subject selection included two new Industry framework courses:

- Certificate III Live Production and Services - Entertainment
- Statement of Attainment Towards a Certificate II Information Digital Media Technology - online course.

In Stage 6, students studied for following VET courses:

- Certificate II in Construction Pathways
- Certificate II in Hospitality Kitchen Operations
- Certificate II in Business Services.

Students also accessed Stage 6 EVET courses which included:

- Financial Services
- Human Services
- Retail Services.

Trainers are industry qualified and each trainer is required to maintain a minimum of 35 hours industry currency every two years. In 2018 trainers at Corpus Christi upgraded to Certificate IV TAE40116 Reporting and Accessing. Students were provided with learning opportunities to enhance career pathways post-school either into an apprenticeship or tertiary undergraduate studies.

Sport

The overall goal of the sports program at Corpus Christi is to provide opportunities to students to participate in physical activity at both a recreational and representative level in a safe and supportive environment, with the hope that these positive active experiences promote and encourage healthy lifestyle habits later in life.

Corpus Christi's involvement in representative sport has been diverse. There are numerous teams and individuals progressing through the Wollongong Diocese and NSWCCC pathways. Across the board, the students of Corpus Christi have continued to develop and strengthen the strong and emerging culture of school sporting pride and this has led to 2018 being a significant year for Corpus Christi in regard to sporting success. Throughout the year, the main focus was on participation in the Wollongong Diocesan Competition for the prestigious "Vince Villa Trophy" awarded to champion sporting school in the Diocese. In 2018 the school achieved a top three place in this competition for the first time, ending the year in second place overall.

A number of teams and individuals placed very highly in Diocesan and Representative Competitions. Teams that achieved particularly noteworthy results include:

Team	Position
Year 7/8 Boys Touch Football	Wollongong Diocese Champions
Open Girls Tennis Team	Wollongong Diocese Champions
Year 7-9 Boys AFL	Wollongong Diocese Champions
Year 7-9 Boys Cricket	2 nd in Diocesan Competition
Corpus Christi Swimming Team	2 nd in Diocesan Competition
Corpus Christi Athletics Team	3 rd in Diocesan Competition
Corpus Christi Cross Country Team	3 rd in Diocesan Competition
Year 7/8 Boys Netball	State Finalist

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

Corpus Christi students achieved positive results in NAPLAN in 2018. In reading, 97.5% of Year 7 students and 98.2% of Year 9 students achieved results in bands that were above or met the national minimum standard; in writing, 95.4% of Year 7 students and 89% of Year 9 students achieved results in bands that were above or met the national minimum standard; in spelling, 98.5% of Year 7 students and 97.7% of Year 9 students achieved results in bands that were above or met the national minimum standard; in grammar and punctuation, 98% of Year 7 students and 95.4% of Year 9 students achieved results in bands that were above or met the national minimum standard; and in numeracy, 100% of Year 7 students and 98.8% of Year 9 students achieved results in bands that were above or met the national minimum standard.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 7 and 9. It provides 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.**

NAPLAN 2018: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	12	63	27	16	64	21
	National	16	55	27	19	77	21
Writing	School	19	55	27	27	54	19
	National	32	53	14	41	45	12
Spelling	School	9	60	32	14	63	23
	National	17	51	30	22	53	24
Grammar & Punctuation	School	11	59	30	18	58	24
	National	18	52	30	21	57	20
Numeracy	School	8	69	23	8	67	24
	National	15	55	29	15	58	29

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100 as the students who did not complete NAPLAN are not allocated a Band.

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. In terms of percentage of students at or below the NMS, Corpus Christi saw an improvement in all areas (Writing: 24.3% to 22.4%; Spelling: 16% to 11.4%; G&P: 16.3% to 14.1%; Numeracy: 11.9% to 8.1%) except Reading, where there was a slight increase (11.5% to 13.2%). A new reading program across years 7 to 9 has been developed in light of these results.

NAPLAN 2018: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98	98
	National	94	94
Writing	School	95	89
	National	87	80
Spelling	School	99	98
	National	93	90
Grammar & Punctuation	School	98	95
	National	92	92
Numeracy	School	100	99
	National	95	96

Record of School Achievement

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 14 students in 2018.

Higher School Certificate

In 2018 Higher School Certificate, 8 students 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 11 Band 6 or E4 results were achieved. Overall, 71% of the year group achieved a Band 4-6 in their studies.

A HSC Dance student was selected for Callback, which showcases exemplary Dance performances from the 2018 High School Certificate presentations.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	0	93.4	6.5
	State	15.0	69.4	15.1
English (Advanced)	School	0	52.4	47.6
	State	1.4	35.8	62.7
Mathematics General 2 BDC	School	14.9	61.2	23.9
	State	19.9	52.5	26.6
Mathematics	School	3.8	57.7	38.5
	State	7.4	40.5	51.8
Biology	School	0	77.7	22.2
	State	10.1	52.6	36.9
Ancient History	School	14.3	42.8	42.9
	State	14.9	47.9	36.1
Business Studies	School	4.0	60.0	36.0
	State	12.2	49.7	37.0
Music 1	School	0	40.0	60.0
	State	1.6	33.4	64.5
Studies of Religion I	School	6.8	79.5	13.6
	State	6.6	56.5	36.7
Industrial Technology	School	0	85.7	14.3
	State	23.4	53.6	22.4
Community & Family Studies	School	0	60.0	40.0
	State	13.1	56.3	28.9
Personal Dev, Health & PE	School	8.7	52.2	39.1
	State	13.5	52.4	33.1

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	50	71.2	68.7
English (Advanced)	42	79.4	80.6
Mathematics General	72	70.1	69.9
Mathematics	26	77.0	78.2
Biology	29	72.4	74.1
Ancient History	22	74.2	72.8
Business Studies	25	75.9	73.6
Music 1	5	79.3	81.5
Studies of Religion 1	46	35.2	37.0
Industrial Technology	9	70.3	68.0
Community and Family Studies	11	76.8	72.0
Personal Dev, Health and Physical Education	23	74.7	72.3

Comparative Performance over Time

School Performance (%)	2015	2016	2017	2018
English (Standard)	72.0	74.6	70.9	71.2
English (Advanced)	83.2	80.7	80.3	79.4
Mathematics General	70.6	73.5	70.0	70.0
Mathematics	78.4	70.2	75.3	77.0
Biology	70.3	74.2	73.7	72.4
Ancient History	82.3	79.7	69.7	74.2
Business Studies	75.0	77.7	71.7	75.9
Music 1	85.9	82.8	81.2	79.3
Studies of Religion 1	36.7	36.7	35.9	35.2
Industrial Technology	80.8	75.3	67.7	70.3
Community and Family Studies	76.0	80.1	75.0	76.8
Personal Dev, Health and Physical Education	73.1	79.9	74.8	74.7

Parent, Student and Staff Satisfaction

In assessing school satisfaction, data was gathered through focus groups of students and also student, parent and staff surveys.

Areas of strength reported from students included; satisfaction with the Learning Advisory Program and Learning Circle, individual support and intervention offered by staff to students especially in the senior years and the positive relationships with the teaching and support staff. In addition, students reported that the school assisted them in developing their Catholic faith and they have a clear understanding of their rights and responsibilities.

Areas of strength reported in the staff survey as a strong support for the development of the Catholic tradition, the variety of co-curricular activities that are on offer and the provision of a safe and supportive environment.

Areas of strength reported by parents included the strength of the Catholic Ethos, the provision of a safe and supportive environment and the communication about events and activities to the school community.



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