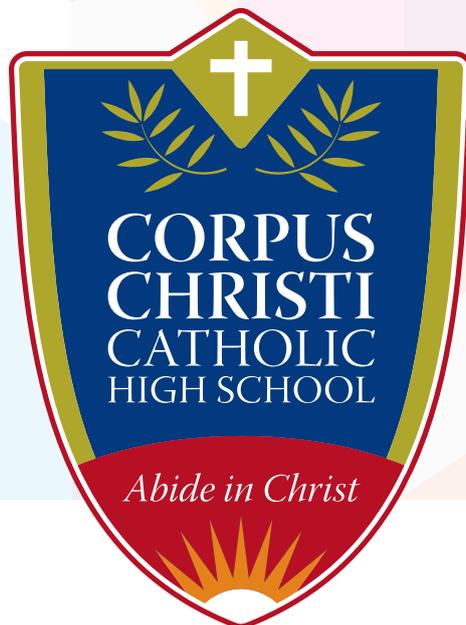


# 2020

## ANNUAL SCHOOL REPORT

# Corpus Christi

Catholic High School  
Oak Flats



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## About this Report

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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 2021.

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

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Principal: Robert Muscat  
Date: 26 March 2021

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## Vision Statement

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“We are called to be people of the vine, to grow more fully into the likeness of Christ”

At Corpus Christi we draw inspiration from the person of Jesus as we journey together; empowering each other with hope, courage, imagination and capacity to transform the world:

- striving for academic excellence through a dynamic and adaptive curriculum leading to a love of life-long learning
- promoting an inclusive community based on respectful relationships, providing students with the ‘courage to learn, support to grow’
- ensuring the holistic development of individuals by nurturing their spiritual, physical, socio-emotional, cultural and cognitive wellbeing, allowing them to flourish.

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## Message from Key School Bodies

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### ***Principal’s Message***

COVID-19 had an incredible impact on the scheduled events over the course of the year. Many events, such as the athletics carnival and Corpus Christi, which the community look forward to, were concealed. Nevertheless, the teaching staff adapted extremely well to operating remotely by providing access to learning and feedback via the online platform. The school also took the opportunity to develop and implement a new Learning and Teaching Framework that espouses a mixture of explicit teaching and inquiry learning to cater for students acquiring surface, deep and transfer knowledge and skills.

The P&F Association gave financial assistance towards the purchase of a school bus and the installation of air-conditioning units in the Deane building. The school also installed external signage as well as upgrading the website and the digital marketing approach. The school has created a strong following on Facebook and optimised the school’s image on the Google Business page.

### ***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.

In 2020, 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 year the P&F presents the ‘Agent of Transformation Award’, 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 2020 was recognised for his application and commitment to SRC, as well as his participation in fundraising, school events, charity work and representative

sport. He was keenly involved in surf life saving (Junior Life Saver of the Year). His commitment to give back to the community was also exhibited in his involvement in working with Aboriginal students from Mt Druitt.

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.

In 2020 the P&F purchased a school bus. The CCCHS school bus is used for excursions, sport trips, drop off to charities and the bus is in use for the parish and the feeder schools. The CCCHS school bus has been an enormous success.

*Parents and Friends Association, President*

### ***Student Leadership***

The central theme at Corpus Christi for 2020 was 'presence.' It was about being there for each other, to help anyone and everyone. The Corpus Christi community united and demonstrated the true strength of being present for each other under difficult circumstances. The school took every opportunity to stand up and give back. No matter how significant the challenge, students stepped up to serve. The 'Vine' which is such an important symbol in the Corpus Christi community, symbolises the interconnection between everyone. Whilst the branches represent individual paths, they are all part of a greater whole, which represents the entire community. Furthermore, the emphasis throughout one's journey at Corpus Christi, within all groups and organisations, is to serve and assist all members of the community. Servant leadership and 'presence' are values that we take seriously and are a reflection of everyone's responsibility to each other.

The SRC consisted of two members in each year group from each house who met fortnightly. This group of students were guided by the Year 12 student leaders. All the students in this role became a significant person in representing the student voice, the bridge between students and staff. The SRC leaders showed commitment and presence. They are also the backbone of so many initiatives, running many events such as donation days to support organisations beyond the school community. Other initiatives for the Student Leadership team included BBQ's for World Harmony Day, support for the NSW farmers and White Ribbon Day. The SRC implemented many new ideas.

The 'Laudato Si' group pushed their presence this year. They were ready to save the planet and make the school one of the greenest, continually doing research into the implementation of solar panels, pushing the students to recycle and use the green waste bins correctly which in turn has encouraged more environmentally aware waste management practices in the school.

Social Justice has been active throughout the year with a wide range of projects and initiatives coordinated by a dedicated team such as the Caritas Project and Launches, Shrove Tuesday, Wollongong Children's Hospital Easter Egg Appeal, International Women's Day and the Christmas Appeal.

The House Cup this year has included sporting competitions such as dodgeball and basketball. There was also a Corpus Olympics run which was a week full of fun and exciting sport challenges and games such as fitness challenges, hockey, soccer, and many more events.

The ongoing support by the student body, Learning Advisors, office staff and Leadership Team towards numerous initiatives have been appreciated by the Student Leadership Team. So many staff members have donated much of their time to help students run events and organise fun games and extracurricular activities. This role of a leader has been a privilege to uphold and the opportunity has been truly rewarding, working with

many different types of people. It has been a pleasure and privilege to be part of the Corpus Christi community over the past six years.

*School Leaders*

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## School Profile

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### **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 1,051.

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**

2020 Enrolments	
Boys	512
Girls	539
Total	1051
Aboriginal and Torres Strait Islander	35
LBOTE	215

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.ccchsdown.catholic.edu.au](http://www.ccchsdown.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2020.

## **Student Attendance**

<b>2020 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	93%	91%
Year 8	92%	91%
Year 9	92%	90%
Year 10	90%	88%
Year 11	90%	89%
Year 12	95%	95%
Whole school	92%	90%

### **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 known as Compass. The Administration Office follows up non-attendance by utilising SMS messages sent out daily to any student who has an unexplained absence for the day, along with emails to parents at three/four days unexplained and again at the seven/ten days unexplained absentee mark. If no response has been received, an email or registered letter will be sent requesting a meeting with the parents, depending on the issue at hand, a plan is made to improve the student's attendance. Follow up is consistent with the CEDoW Student Policy and the School Attendance Procedures (February 2019).

The Learning Circle Advisors and House Leaders initiates a wellbeing check, by speaking to students and parents/carers in relation to all absences of concern. A referral may also be made to the Principal who will discuss attendance concerns and possible exemptions from attending schools with the student and family.

The school has several intervention strategies to promote student attendance. The school offers engagement programs, including extracurricular and out-of-school activities. Literacy and numeracy programs are offered to support student learning needs. Breakfast club and lunches are supplied as part of a nutrition program. Whole school approaches are formed as part of a Case Management process in collaboration with representatives from the Catholic Education Office, Medical Practitioners, psychologists, and the like to develop a school/family/community partnership.

### **Student Retention Rate**

<b>Year 10 Total Enrolment 2018</b>	163
Year 12 Enrolment at Census Date remaining in Year 12 at end 2020	112
Actual Retention Rate (%)	69%

### **Student Attainment in Senior Years**

<b>Years 11 - 12 2020</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	38%
% of students who have completed at least one (1) VET course in either Year 11 or 12	33%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

### **Destination Survey**

<b>2020</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	15	8	112
University	-	-	65
TAFE/Tertiary	11	4	5
Employment	2	3	8
Other School	2	1	-
Other/Unknown	-	-	34

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## Staffing Profile

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There are a total of 79 teachers and 23 support staff at Corpus Christi Catholic High School. This number includes 62 full-time, 17 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	4
Proficient	75
Highly Accomplished / Lead	0

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2020 was 93.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2019 to 2020 was 95%.

### **Professional Learning**

During 2020 Corpus Christi Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. Corpus Christi Catholic High School whole school development days involving 99 staff. These days focused on:
  - Emergency Care, CPR & Anaphylaxis.
  
- B. Other professional learning activities provided at school level including CEDoW run courses:
  - Edval training (2 staff)
  - School Pastoral Care PD
  - Tech One Training (6 Staff)
  - Literacy Online (1 staff)
  - QPR Training (all staff)
  - Year 9 Food Tech PD (2 staff)
  - Year 10 Food Tech PD (2 Staff)
  - Leadership for Learning
  - Studies of Religion in Focus (3 staff)
  - Chemical Spill Training (1 staff)
  - Corvin PD (2 staff).

The average expenditure by the school on professional learning per staff member was \$285.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$180.

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## Catholic Life & Religious Education

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The Catholic life and mission of the school aims to develop and foster the faith life of both students and staff. The Corpus Christi school community continued to ensure that both students and staff, as well as the wider community, have opportunities to truly engage in the Church's mission and that of the school, 'We are called to be people of the vine, to grow more fully into the likeness of Christ'. It is this connection to the vine and the opportunity to grow into the likeness of Christ that sees the community continually find ways to engage in one's faith.

The onset of COVID-19 and restrictions around gatherings hampered the usual ways in which the school community engaged in Catholic life throughout 2020. This led to a re-imaging of prayer and liturgical life in the school, with many services and events moving to a live-streamed format. Students and staff engaged in prayer through social media and weekly prayer moved to an electronic format.

Although many of the major events of the mission team were either cancelled or had their format changed, there were still significant highlights throughout the year, including;

- Opening school Mass, which saw the school community come together in Eucharistic celebration with our newly installed Parish Priest
- the Vinnies Winter and Christmas appeals which saw the school community donate several car loads of clothing and presents to the Oak Flats St Vincent de Paul Society as well as over \$2,000 raised for the organisation
- during Lent students raised \$960 for the annual Caritas Project Compassion collection
- the social justice committee, together with the student leaders, hosting "The biggest morning tea", a wonderful community event that saw \$433 raised for the Cancer Council of Australia
- several other donations including RUOK Day, Wollongong Emergency Family Housing and bushfire appeals totalling close to \$2,500
- Easter and Christmas messages to the school community via social media.

2020 also saw the Religious Education department focus on developing a Corpus approach to teaching and learning in Religious education. This saw several professional development opportunities for staff as they unpacked the 'Emmaus Pedagogy' as a way of transforming learning in Religious Education. Term 4 saw the implementation of this pedagogical approach in classes.

Professional development opportunities were limited, however several staff members undertook further study through the Broken Bay Institute as well as Notre Dame University. Most spiritual formation programs were called off for the duration of 2020, with staff undertaking these in 2021.

### ***Religious Literacy Assessment***

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2020.

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## School Review and Improvement

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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 2020:***

#### **Mission Dimension 1 – Mission and Catholicity**

*The Vision and Mission of the school is well known and understood by the school community and underpins all directions and priorities (1.1)*

By 2020 the school's vision and mission statement has been reviewed and published to the school community.

#### **Mission Dimension 2 - Learning and Teaching**

*Students achieve and perform to their potential (2.1)*

*Staff have capacity and share responsibility for student learning, engagement and performance in literacy (2.2A)*

*Staff have capacity and share responsibility for student learning, engagement and performance in numeracy (2.2B)*

(i) By 2020 the learning framework is known and understood by the school community

(ii) By the end of 2020 staff will have the skills and capacity to provide targeted feedback in a timely manner with a focus on student growth this will be constructed through Professional Learning Teams who will use a variety of feedback to measure student growth in the area of writing

(iii) By the end of 2020 learning and teaching strategies aimed at improving literacy skills will be embedded in the Stage 4 curriculum.

#### **Mission Dimension 3 - People and Culture**

*A strategic and planned approach to whole school wellbeing processes support the wellbeing of all students so they have the support to grow and the courage to learn (3.1)*

By the end of 2020 staff will have the knowledge, skills and understanding to implement the Resilience Project Learning circle.

### ***School Review and Improvement components to be reviewed and rated in 2021:***

#### **Mission Dimension 1 – Mission and Catholicity**

*1.1 The Vision and Mission of the school is well known and understood by the school community and underpins all directions and priorities*

By the end of 2021, the Catholic identity and culture of the school is visible and represented throughout the school so staff and students enliven the Catholic faith.

#### **Mission Dimension 2 - Learning and Teaching**

*2.1 Students achieve and perform to their potential*

*2.2A Staff have capacity and share responsibility for student learning, engagement and performance in literacy*

*2.2B Staff have capacity and share responsibility for student learning, engagement and performance in numeracy*

By the end of 2021, teachers will design and construct rich tasks allowing for Surface-Deep-Transfer accessibility with a particular focus on inference so students will make meaning and be creative.

### **Mission Dimension 3 - People and Culture**

*3.2 The well-being needs of students and staff are identified and effectively addressed.*

*3.4 Collaborative and reflective approaches to all aspects of school life are enhanced by ongoing focused professional learning.*

By the end of 2021, Primary Prevention Universals (PB4L) will be embedded into whole school policy and practice so as to establish PB4L foundations.

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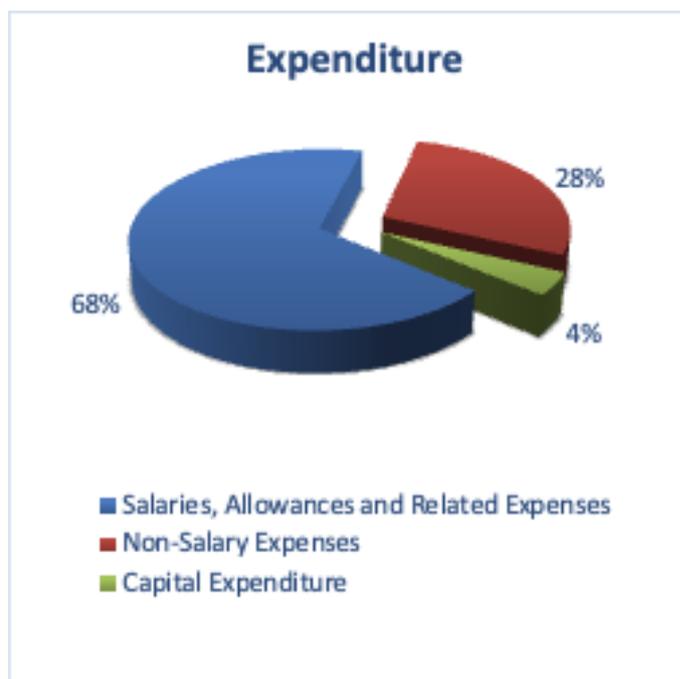
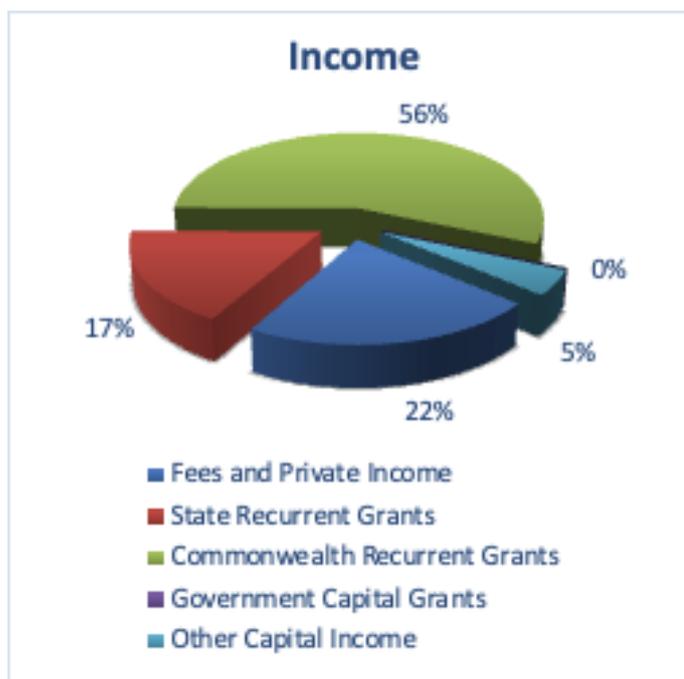
## Financial Summary

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Major capital expenditure in 2020 included:

- Staff laptops upgrade (\$53,413)
- Public Address System (\$60,334)
- Audio Visual Upgrade (\$16,565)
- Air conditioners to classrooms (\$23,800)
- Installation of Security Cameras (\$10,895)
- Installation, purchase of projectors, audio equipment and TV's (\$45,490).

The following graphs reflect the aggregated income and expenditure for Corpus Christi Catholic High School, Oak Flats for the year ended 31 December 2020. This data is taken from the 2020 financial return to the Australian Government, Department of Education, and Training.



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## Student Welfare

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During 2020, the Learning Advisory program continued to be central to the student pastoral care and wellbeing program at Corpus Christi, particularly in response to COVID-19. Learning Circle time encompassed the *Resilience Project*, where Learning Advisors facilitated structured lessons on gratitude, empathy, mindfulness and emotional literacy. Students also completed daily reflections based on the Resilience Project program that were embedded in their handbook. In response to the contextual needs of students, House Leaders went beyond the Resilience Project resources and designed their own lessons and activities based in response to various challenges that the school and wider community were facing. These were focused on issues such as anxiety and stress surrounding COVID-19, study skills, digital citizenship, suicide response and prevention and respectful relationships.

Staff training continued to be a priority in relation to mental health prevention and intervention strategies. The whole staff completed the online *Question, Persuade, Refer (QPR)* training facilitated by the *Suicide Prevention Collaborative* as well as school-based training in *Restorative Practice* and *Choice Theory*.

COVID-19 restricted the opportunity for external providers to present to the students and many initiatives and presentations like *"Tomorrow Man"* and *"Tomorrow Women"*, *Dr Justin Coulson* and *Elevate Study Skills* had to be postponed to 2021. However, our Year 9 students were still able to participate in the *Youth Aware of Mental Health (YAM)* program, Years 7 and 10 were able to attend the valuable pastoral initiative of school camp and we were able to utilise the *Police Liaison Officer* to discuss various issues affecting teenagers including digital citizenship and vaping.

Specifically, Corpus Christi reviewed and updated its Behaviour Management Policy and rebranded it as the *Learning and Wellbeing Policy*, to emphasise the inexplicable link between Learning and Wellbeing.

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. All schools follow the CEDoW's *Student Pastoral Care and Wellbeing Policy* and the associated *Student Anti-Bullying Procedure*. 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 CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2020.

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 are available on the school website: [www.ccchsdown.catholic.edu.au](http://www.ccchsdown.catholic.edu.au) or by contacting the school office.

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## Learning and Teaching

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### ***Curriculum and Pedagogy***

Learning and teaching priorities focused on the development and implementation of the Learning and Teaching Framework. The framework focuses on three main themes; Design phase (empathise, define, ideate, prototype, test); Plan Phase (enduring understanding, driving questions, success criteria, formative and summative assessment, Catholic worldview, evaluation); and Activation Phase (learning intention, HITS, cycle of inquiry, surface, deep, transfer). The learning and teaching framework holds the learner in the center, and all the phases work towards improving learning and teaching at the school.

Staff professional learning teams continued this year to provide professional development on the new “Understanding by Design” (UbD) learning and teaching program templates. Staff developed skills to produce quality enduring understandings, driving questions, learning intentions, success criteria, differentiation (surface, deep, transfer), benchmarks, formative and summative assessment resulting in products. Staff are committed over the next 12 months to roll over all teaching programs into the UbD to improve student engagement and learning.

### ***Cross Curriculum***

#### **Literacy strategies**

Resources were developed for a program with a focus on essay-writing in Year 8, which was rolled out across the second semester of the year. Students in Years 7-10 completed a program focused on reading comprehension, introducing the RRA method. Students in Year 7 and 10 completed a year-long literacy program called Grammar and Thongs, delivered through English classes. This program uses flipped learning and covers spelling, grammar and punctuation. A consistent approach to paragraph writing, using the PEEL system, was used across all year groups and KLAs. Students in Years 7 to 10 also had access to literacy-based tasks through an online program called Literacy Planet. A trial was conducted with Education Perfect and a decision made to continue with Literacy Planet into 2021. The Literacy Planet program, run during Learning Circle, covered: sight words; reading; spelling; comprehension; grammar and punctuation; and writing. Literacy coaching continued. This program involved Learning Advisors from various KLAs and, in combination with the Literacy for Learning course, addressed a wide range of literacy concerns in the classroom.

#### **Numeracy strategies**

Numeracy in 2020 focussed on developing the shared responsibility for improving student’s numeracy skills – all teachers are teachers of numeracy.

To develop higher numeracy skills KLAs should be explicitly teaching the numeracy skills required by their subject area. At the beginning of 2020 KLAs were invited to be part of Numeracy Improvement Cycles. This involved working with groups of teachers to review teaching programs and resources. It is also provided the opportunity to undertake team teaching of lessons to develop teacher confidence and skills with numeracy content. The KLAs which participated in this process include HSIE, Visual Arts and Science.

The Mathematics faculty has a significant role in the development of numeracy skills. In 2020 the faculty examined how they can teach maths skills and content in a way that it can be better transferred to other subject areas and to the real world. The focus included improving problem solving skills, increasing rich tasks, improved differentiation and making greater connections to real world applications of maths within the teaching programs. A common problem-solving prompt (RISEN) was introduced to help students unpack worded maths problems. The Numeracy Instructional Coach modelled problem solving lessons and a variety of rich tasks in Stage 4 and 5 classes. Models of differentiation were introduced for both students needing extra support and greater challenge in their learning.

Year 10 students who were identified as working below the National Minimum Standard for numeracy were offered small group tutorials to assist them in achieving a Level 3 score in the National Minimum Standards numeracy assessment. These tutorials proved effective in reinforcing key numeracy skills and increasing the number of students meeting the minimum standards requirements.

Throughout 2020 the Numeracy Instructional Coach mapped the most common numeracy skills required across various KLAs and this information has helped shape the numeracy focus for 2021. A cross-curricula approach will continue to be implemented with the aim of raising achievement levels in subjects with high numeracy demands and to graduate students who are better equipped to engage productively in society.

### ***Aboriginal and Torres Strait Islanders***

ATSI Education Initiatives occurred throughout 2020 in many aspects of school life. These were highlighted through:

- My Future Matters UOW
- mural for Bush Tucker Garden with Uncle Kevin Butler
- in class learning support and tutorials
- Homework Club
- Enrichment Program Wollongong Art Gallery
- cultural days - CEDoW
- weaving
- Sea of Hands Program - Year 9.

### ***Meeting the needs of all students***

#### **Diversifying learning**

An integral part of school ethos is to recognise, support and value the gifts that each student brings to school, while identifying those areas that require extra support to ensure a fulfilling and valuable experience during their time at Corpus Christi.

The Leader of DLN and the Support Team have used 2020 as a time to support students in class, as part of a small group and on an individual basis.

Of course a report about 2020 would be incomplete without mentioning the incredible learning curve that took place due to COVID-19 moving to remote learning early in the year. The staff demonstrated their flexibility and their dedication to supporting students remotely while having to develop new skills in various apps and software to enable those struggling with the learning to complete work and maximise learning.

Due to COVID-19 and social distancing some of the usual activities were unable to go ahead but alternative processes were put in place. These included:

- Year 6 parent meetings for pre-2020 planning
- weekly Tutorial Groups across Year 7 - 10 successfully ran throughout the year
- PP meetings involving parents, students and LA's to ensure appropriate support levels as mandated by the NCCD. These took place by Zoom or through an online survey
- leading staff to access and complete online NCCD modules to assist with their knowledge and understanding of the legal and moral expectations for supporting students
- accurate and extensive identification of students as required by the NCCD through the use of the online CSNSW data collecting tool
- collection of documentation from parents and professionals that assist with providing evidence to ensure accurate adjustment levels for students
- HSC TRIALS Disability Provisions Timetabling
- HSC Disability Provisions applications for HSC students

- Year 11 End of course Exams Timetabling and support for students
- Year 10 Minimum Standards supports for students
- timetabling for support staff and weekly tutorials
- DLN Team weekly meetings to allow open communication and decision making as a team
- Leader of DLN attended KLA and House Leader Meetings
- Year 10 Targeted Meeting for students and parents involving relevant staff, TAFE and CEDoW support
- provision of post-school supports for students with disability
- meetings with parents to assist accessing the NDIS
- implementation of the Mindplay online reading program
- training in Neurodiversity for all support staff
- completion of CEDoW designed course.

### ***Gifted Education***

During 2020, the Gifted Education Program focused on providing extra support to the clustered students and their Learning Advisors, using objective data to identify underachievement and supporting the goals and needs of those students who have been identified as gifted.

Incoming Year 7 students are identified as gifted using a combination of objective and subjective data, including MYAT results, NAPLAN results, primary school grades and teacher and parent nomination. Identified students are placed in a cluster class of thirty students.

Due to COVID-19 restrictions, parents of clustered students were provided with an information pack regarding understanding gifted and high potential learning and the educational rationale of the cluster classes.

Staff training in the form of the Mini CoGE was provided to six more staff from a range of KLAs and three staff completed the advanced training. Three staff also participated in an initiative called “Unleashing your potential” run by CEDoW in conjunction with UNSW.

Many extracurricular activities were cancelled, however we were still able to provide some extra opportunities for gifted students to be challenged. The ICAS exams were able to be run at school and entered an online version of Tournament of Minds, receiving first place in the STEM category and two honours awards for Languages and Literature and The Arts. Two groups of girls also participated in an initiative called “Enterprising Girls”, run by Young Change Agents. This was initially two half-day workshops, however one group progressed through to the two day workshop and mentoring sessions and were awarded winners of the environmental award.

A mentoring program was also introduced, with selected gifted students completing a survey of their interests and abilities then being matched with a suitable mentor. These included a Robotics Engineer from NASA, a professional soccer player, a doctor, an architect and a photojournalist. The students and their mentor were able to speak over zoom about their common interest.

### ***Expanding Learning Opportunities***

#### **Sport**

The overall goal of the sports program at Corpus Christi is to provide opportunities for 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 that will become the foundation of their life after school.

Involvement in sport in 2020 was minimal due to COVID-19 restrictions.

## Vocational Education and Training

Frameworks delivered at Corpus Christi Catholic High School in 2020:

- SIT20416 Certificate II in Kitchen Operations
- CUA30415 Certificate III in Live Production and Services
- CPC20211 Certificate II in Construction Pathways
- ICT30115 Certificate III in Information, Digital Media and Technology (online)
- BSB20115 Certificate II in Business.

## School Based Traineeship

- SIR30216 Certificate III in Retail SIRv4.

## TVET Delivered:

Nine students enrolled into TVET courses:

- Shellharbour TAFE HLT33115 Certificate III Human Services: Nursing
- Shellharbour TAFE CHC30113 Certificate III Early Childhood Education and Care
- Yallah TAFE ACM20117 Certificate II Animal Studies
- Wollongong TAFE UEE22011 Certificate II Electrotechnology
- West Wollongong SAIHB30215 Certificate 11 Beauty Services (Makeup)
- Kiama Community College SISIS20419 Certificate 11 Outdoor Recreation
- Wollongong TAFE SIT30516 Tourism, Travel & Event.

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## Student Achievement

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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**

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *National Assessment Program – Literacy and Numeracy (NAPLAN)* testing for 2020.

### **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 23 students in 2020.

### **Higher School Certificate**

The HSC Class of 2020 at Corpus Christi have overcome many challenges; and this has enabled them to be more resilient, self-motivated and adaptable to these new experiences. The school has been so impressed with their perseverance to learn and strive for excellence during the year that will not be forgotten for some time. Learners have been able to adapt, pivot and innovate in this very new environment quite successfully and these skills and qualities will remain with the students for the rest of their lives.

Fifteen students in the Class of 2020 were listed on the NESA Distinguished Achievers List for achieving a Band 6 or E4 result in one or more courses.

These students have demonstrated excellence and outstanding application in one or more subject areas, displaying skills of an expert learner. These students recognised the value of consistency in both application and attendance, and the school believes that these students will be able to look back on their HSC and appreciate that it reflects the very best they had to offer. In total 28 Band 6s were achieved for this cohort and 25 subjects were above state average. Special mention to one student for achieving third in NSW in the Electrotechnology Examination.

## Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.7	91.5	6.8
	State	10.8	77.7	11.5
English (Advanced)	School	0.0	18.9	81.1
	State	0.6	36.1	63.4
Mathematics Standard 2	School	21.1	54.4	24.6
	State	24.4	50.8	24.8
Mathematics Advanced	School	7.7	69.2	23.1
	State	4.2	43.2	52.6
Biology	School	15.0	62.5	22.5
	State	13.1	56.2	30.7
Ancient History	School	8.3	16.7	75.0
	State	15.6	51	33.4
Business Studies	School	6.3	62.6	31.3
	State	17	47.7	35.3
Music 1	School	0.0	50.0	50.0
	State	1.7	33.8	64.5
Studies of Religion I	School	0.0	65.4	34.6
	State	5.9	50.3	43.8
Industrial Technology	School	8.3	58.3	33.3
	State	19.2	57	23.8
Community & Family Studies	School	0.0	50.0	50.0
	State	8.9	57.1	33.9
Personal Dev,Health & Physical Education	School	8.3	58.3	33.3
	State	14.4	51.2	34.5

### Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	59	71.6	69.9
English (Advanced)	37	83.7	81.3
Mathematics Standard 2	57	70.2	68.4
Mathematics Advanced	26	73.2	79.2
Biology	40	70.2	72.4
Ancient History	12	84.0	72.1
Business Studies	16	73.7	72.0
Music 1	8	83.1	81.6
Studies of Religion I	52	37.4	37.7
Industrial Technology	12	70.2	69.5
Community & Family Studies	8	78.1	74.1
Personal Dev,Health & PE	24	73.1	72.5

### Comparative Performance over Time

School Performance (%)	2017	2018	2019	2020
English (Standard)	70.7	71.4	72.2	71.6
English (Advanced)	77.2	79.3	76.3	78.2
Mathematics Standard 2	NA	NA	72.8	70.2
Mathematics Advanced	NA	NA	NA	73.2
Biology	75.2	75.3	70.3	72.1
Ancient History	71.5	74.6	66.8	69.2
Business Studies	71.4	67.1	65.7	65.1
Music 1	84.2	81.6	77.0	78.7
Studies of Religion I	35.1	35.3	37.3	37.2
Industrial Technology	72.2	77.2	76.0	79.9
Community & Family Studies	75.0	77.1	80.9	73.5
Personal Dev,Health & PE	68.1	74.3	73.6	77.2

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## Parent, Student and Staff Satisfaction

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The school participates in the Tell Them From Me (TTFM) survey annually which measures school climate. The data is collected which informs whole school change including professional development of staff. The 2020 TTFM survey indicates that students enjoy positive relationships and experience positive learning opportunities. Parents indicate that communication is consistent and clear, that it is a safe school and that their children are treated with respect. Finally, the staff enjoy a collaborative working environment and have high expectations.



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