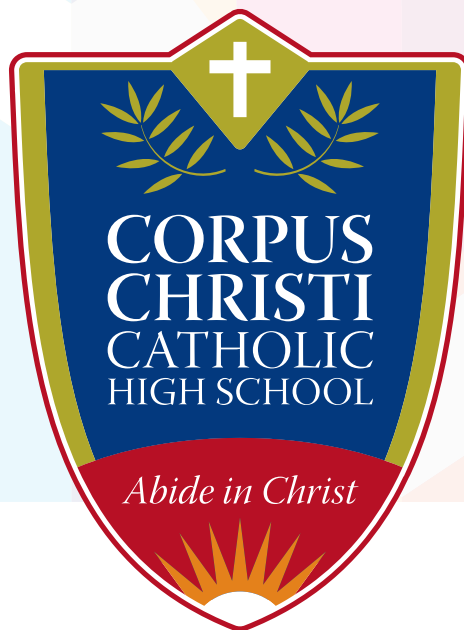


# 2022

## 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). 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 2023.

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

Corpus Christi Catholic High School  
100 Industrial Road  
Oak Flats NSW 2529

Ph: 02 4230 3300  
Email: [info@ccchsdown.catholic.edu.au](mailto:info@ccchsdown.catholic.edu.au)  
Website: [www.ccchsdown.catholic.edu.au](http://www.ccchsdown.catholic.edu.au)

Principal: Robert Muscat  
Date: 31 March 2023

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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 Catholic High School, we journey with Jesus, empowering each other to transform the world with hope, courage, imagination, and capacity.

We strive for academic excellence through a dynamic curriculum, promoting an inclusive community based on respectful relationships and nurturing holistic development for individuals to flourish.

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## Message from Key School Bodies

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### *Principal's Message*

The school's performance in the 2022 HSC was outstanding, as demonstrated by several key achievements. The most number of students above 90 with one student achieving an ATAR of 99.4, the highest number of Band 6s were attained, and the school had the largest number of courses above the state average. Additionally, a growth analysis indicated that most students achieved typical results based on their growth from Year 7 and Year 9 NAPLAN.

The school's success can be attributed to a strong learning culture that emphasises the development of each student's expertise in every Key Learning Area (KLA) discipline. This was reinforced by teachers who provided opportunities for students to think, read and write as experts in their chosen discipline.

To accommodate an increasing student population, the school has launched a Masterplan to build and refit general learning areas. Phase 1 of the plan involved the addition of four new classrooms, and the school has also completed a Covered Outdoor Learning Area (COLA) to provide greater protection from the elements.

### *Parent Involvement*

The P&F collaborates with the school community to provide unwavering support to parents, students, and staff. The ultimate goal of the P&F is to promote the spiritual, educational, and emotional well-being of students and their families by working alongside staff members to establish a secure and nurturing learning environment for all. Throughout 2022, the P&F convened twice per term to discuss, deliberate, and devise effective strategies that would best cater to the educational, pastoral, and financial requirements of the school community.

Annually, the P&F acknowledges an exceptional student with the 'Community Service Champion' award, who demonstrated authentic dedication by actively participating in fundraising activities and providing assistance to those in need.

Moreover, the P&F attends to the pastoral needs of the school community by recognizing significant life events of both staff and families, and offering practical support as required. The regular P&F report

in the school's fortnightly newsletter serves as another channel to connect with families and disseminate valuable information, tips, websites and links.

In 2022, the P&F allocated resources to purchase learning materials, offered Pastoral Grants, and contributed towards the development of a new COLA, further emphasising its commitment to enhancing the educational experience of the school community.

*Parents and Friends Association, President*

### ***Student Leadership***

In 2022, the Student Leaders have had the incredible experience of headlining student representation and leadership within the Corpus community through their positions as CCCHS School Captains. Tasked with such roles, the leaders have been provided the opportunity to grow as individuals, developing their ability to work cooperatively and collaboratively within the team, staff and the broader community. These interactions and responsibilities have reaffirmed resilience, communication skills and one's leadership qualities that were already founded in their six year upbringing at Corpus. High expectations were felt throughout the school this year, as a result of COVID-19 diminishing any sense of normality over the past two years; this posed a great challenge for all, as everyone was encouraged to ensure 2022 effectively 're-connected the community'. Despite ongoing COVID-19 impacts, students rose to the task and quickly ignited twelve months of initiatives and events both for Year 12 Legacy fundraising and for various charities. Highlights of these successes in initiatives this year included: the re-birth of student-run *Bread & Jam* lunchtime concerts, a highly successful *Cuts for Cancer* appeal that raised over \$3,000 for Cancer Council, the first ever 'Inclusivity Week' seen in any school within the Diocese, which included celebrating equality and diversity for within the school community, as well as a spirit week for Year 12 students to celebrate the end of a very adverse few years of senior schooling.

*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 1101.

Corpus Christi Catholic High School was established in 2006. 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 and across a range of curriculum areas. Our core values are expressed in our motto, Abide in Christ, and our school's vision statement "We are called to be people of the vine, to grow more fully into the likeness of Christ".

Corpus Christi is a Catholic co-educational secondary school, proud of its inclusive, innovative and contemporary learning culture. The school aims through the Corpus Teaching and Learning Framework, to transform the lives of young people so that they can aspire to become successful in their chosen field. The school provides a nurturing community for students to pursue excellence in their academic studies as well as sporting and cultural spheres. To do this the school instils and models communicative skills, collaborative practices, critical thinking, creative processes, persistence, passion for learning and pride in themselves and others. The teachers and support personnel are dedicated professionals who have the best interest of the young people at heart. The school continues to serve the Oak Flats community as an exceptional and future focused school for boys and girls in Years 7-12.

### *Student Enrolments*

Boys	544
Girls	557
Total	1101
Aboriginal & Torres Strait Islander	39
LBOTE	218

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 2022.

## *Student Attendance*

Year Level	Male	Female
Year 7	87.6%	87.4%
Year 8	85.6%	85.7%
Year 9	84.2%	84.2%
Year 10	83.6%	81.7%
Year 11	85.4%	83.6%
Year 12	63.1%	63.0%
Whole School	83.3%	82.3%

### *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. The Learning Circle Learning Advisor and House Leader are paramount in the management of student non-attendance by liaising closely with the parents through regular email and phone correspondence to respond to any physical or mental health concerns to ensure attendance. Follow up is consistent with the CEDoW Student Policy and the School Attendance Procedures (February 2019).

The school has several intervention strategies to promote student attendance. The school offers engagement programs, including extracurricular and out-of-school activities. Regular check-ins with the Learning Circle Learning Advisor, offers of counselling through onsite Catholic Care counsellor, literacy and numeracy programs and academic adjustments are offered to support student learning needs. Lunches are supplied as part of a nutrition program for those experiencing hardship. 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. Follow up is consistent with the CEDoW Student Policy and the School Attendance Procedures (February 2019).

Attendance Exemptions for exceptional domestic circumstances, family holidays, participation in elite sporting events or other health requirements where normal sick leave or alternative enrolment is not

appropriate can be applied for through the completion of an Exemption Application Form under the Education Act 1990 and the CEDoW Student Policy and School Attendance Procedures (February 2019). Once the form has been submitted, it will be reviewed by the Principal and a Certificate of Exemption issued if approved. Applications must be in advance and cannot be granted retrospectively. Principals can only grant an Exemption Certificate for up to fifty days within any twelve month period and applications for more days are referred to the CEDoW.

*Student Retention Rate*

Year 10 Total Enrolment 2020	169
Year 12 enrolment at census date remaining in year 12 at the end of 2022	106
Actual retention rate (%)	63%

*Student Attainment in Senior Years*

Years 11 – 12 for 2022	
% of students undertaking vocational training or training in a trade during years 11 & 12	37%
% of students who have completed at least one (1) VET course in either year 11 or 12	45%
% of students in year 12 attaining the award of Higher School Certificate or equivalent vocational education & training qualification	100%

*Destination Survey*

2022	Year 10	Year 11	Year 12
Number of school leavers	20	27	106
University	0	0	65
TAFE / Tertiary	5	4	2
Employment	4	19	11
Other School	10	4	2
Other / Unknown	1	0	26

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## Staffing Profile

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There are a total of 83 teachers and 31 support staff at Corpus Christi Catholic High School. This number includes 65 full-time, 18 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	12
Proficient	71
Highly Accomplished / Lead	0

### *Teacher Attendance and Retention*

The average daily teacher attendance rate for 2022 was 95.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2021 to 2022 was 97%.

### *Professional Learning*

During 2022, 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 114 staff.

These days focused on:

- Educating with a mission lens
- Implementation of the Learning and Teaching Framework (Programming and Evaluation Planning).

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

- VET Hospitality Upgrade Cert III - Catering (5 Staff)
- Child Studies PD (1 Staff)
- Compliance Team Review (3 Staff)
- Stage 6 Physics PD (1 Staff)
- HSC Chemistry PD (1 Staff)
- VET Business Services Upgrade (7 Staff)
- Student PP Meeting Day (1 Staff)
- TAS Compliance Audit (3 Staff)
- NCCD PD (2 Staff)
- Japanese PD (2 Staff).

The average expenditure on professional learning per staff member was \$600.



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## Catholic Life & Religious Education

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“The Christian mission had only one focus, to change individuals' lives so they can change the world”- Pope Francis.

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 our community continually find ways to engage in each one's faith.

In Religious Education the school community continued to implement and live the 'Emmaus pedagogy'. This saw the staff journey with their students as they found ways to re-imagine learning. A group of Year 10 students were also involved in a Cross-Generational program with CEDoW, CatholicCare and All Saints Parish Shellharbour. This saw students engage with a group of senior citizens over ten weeks, facilitating a learning exchange between each other, with the students focusing on the use of technology such as FaceTime and text messaging. The impact of this program on both students and the citizens was immeasurable, with families connecting during isolation over FaceTime for the first time in months, and the students learning about life in a world they have never known.

In Year 10, students undertook the “7 Project”, a joint initiative with the CEDoW looking at ways they could see a need in their lives, and do something about it. This project saw students in Year 10 study Catholic Social Teachings and use this to solve a contemporary issue in society.

The Mission approach to Catholic life continued to see a change in how the whole school community engaged with social justice, youth ministry and environmental groups, as “Mission” continued to focus on group participation, collaborating with the whole teams on “how to show religion”. Throughout 2022, the school continued into the second year of the 'Educating with a Mission Lens' program in conjunction with Catholic Mission and CEDoW. This program engaged staff in their own formation, building an understanding of what their own mission is and how they can contribute to the mission of God through their work in Catholic Education

Throughout 2022, there was a return to normality in regards to events that happened throughout the school. Students were able to participate in prayer life and social justice initiatives to bring each closer to the vine. The significant highlights throughout the year, were; \* during Lent students raised \$2,908 for the annual Caritas Project Compassion collection; and \*Easter Egg Appeal, delivering Easter Eggs to the children's ward at Wollongong Hospital.

The Annual Feast of Corpus Christi celebration, including a whole school Mass and fair. Students also engaged in outreach activities on the day.

The Vinnies Winter Appeal saw students raise \$6,742 through activities such as the Winter Appeal, Winter Sleep Out and Corpus Christi Day.

### *Religious Literacy Assessment*

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2022 consisted of 179 Year 8 students who sat the Religious Literacy Assessment on 16 August 2022.

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

- describing the structure of the Bible and some of its principal themes draws meaning from the actions and parables of Jesus and applies this 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:

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

In the assessment 2% of students were placed in the elementary level, 34% in the basic level, 47% in the sound level, 16% in the thorough level, and 1% were in the extensive level.

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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 2022:*

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

*Focus Area:* Spiritual Formation, Religious Education

*Strategic Intent Statement/Goal:* By the end of 2022, the vision and mission of the school is clearly articulated, understood and related to all school actions demonstrated by a clearly embedded integration plan for every year.

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

*Focus Area:* Quality Teaching Framework (Learning and Teaching)

*Strategic Intent Statement/Goal:* By 2022, teachers will support improved learning growth for all students through a clearly articulated and consistently implemented school learning framework.

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

*Focus Area:* Student and Staff Wellbeing, Safe and Supportive Environments

*Strategic Intent Statement/Goal:* By the end of 2022, students will be supported by Learning Advisors who have the capacity to deliver evidence-based programs for wellbeing associated with mental health, resilience and anxiety with significant wellbeing issues are reduced across the school.

### *Continuous Catholic School Improvement components to be reviewed and rated in 2023:*

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

*Focus Area:* Formation in the Catholic Tradition

*Strategic Intent Statement/Goal:* Staff and students are able to develop an increased understanding and confidence in incorporating a Catholic worldview in the daily life of the school community.

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

*Focus Area:* Student learning and wellbeing. Belonging in a connected community

*Strategic Intent Statement/Goal:* By the end of 2023, teachers and students have a shared understanding of the role each of the learning attributes play in ensuring students are engaged and staff have a deep understanding of student's learning and wellbeing needs.

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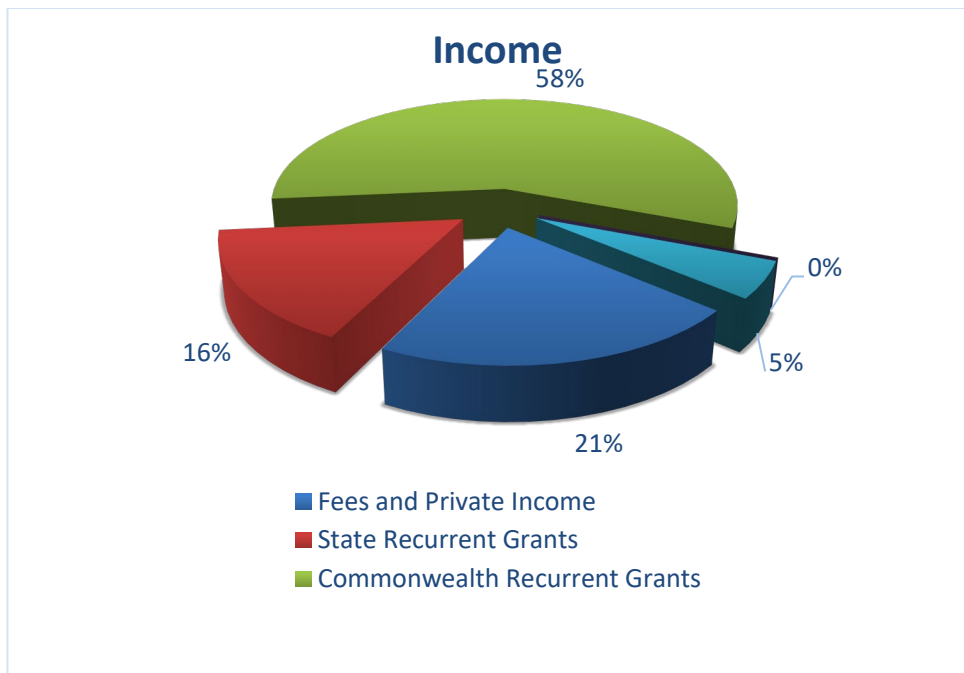
## Financial Summary

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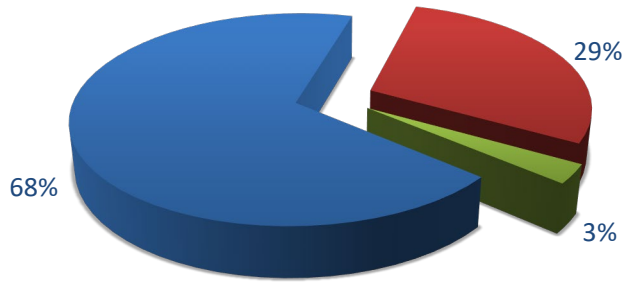
Major capital expenditure in 2022 included:

- Staff laptops upgrade (\$55,054)
- Laptop Charging Station (\$10,899)
- Additional Wireless Access Points (\$11,920)
- Security System Upgrade (\$29,786)
- Classroom furniture (\$11,070)
- Installation, audio equipment and TVs (\$59,116)
- Courtyard COLA (\$338,430)
- Lighting Bar for Drama Space (\$21,671).

The following graphs reflect the aggregated income and expenditure for Corpus Christi Catholic High School, Oak Flats for the year ended 31 December 2022. This data is taken from the 2022 financial return to the Australian Government, Department of Education, and Training.



### Expenditure



- Salaries, Allowances and Related Expenses
- Non-Salary Expenses
- Capital Expenditure

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## Student Welfare

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The Learning Advisory program continued to be a significant mechanism for supporting student wellbeing. Learning Circle time allowed for Learning Advisors to check-in with students one-on-one to discuss their learning and wellbeing in a safe and supportive environment. Learning Circle time involved the development of goal setting and a process of reflection and evaluation as well as the delivery of lessons designed by the Pastoral Leaders and facilitated by Learning Circle Advisors (LCAs) to strengthen student resilience, wellbeing, study skills, digital citizenship, and respectful relationships. The Learning Curve program was utilised in the development of these lessons and was a resource available to students through the school handbook to assist them in developing study and organisational skills, managing times of stress and anxiety and tips of mindfulness.

2022 saw a continued focus on Positive Behaviours for Learning (PB4L). PB4L brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. An important part of this process is educating the students about what positive, safe and supportive learning looks like. In Learning Circle, House Leaders and LCAs ran specific and structured lessons on actually teaching the students what positive, safe and supportive learning is in the classroom. Students were explicitly taught what Respect for Self, Others, Learning and the Environment looks and sounds like and what is expected of them. These lessons allowed the students the opportunity to practise expected behaviours in a familiar and supportive environment without judgement, which is essentially what the core focus of Learning Circle and the Learning Advisor Program is. The teaching of these four respects is about setting students up to always be “Ready to Learn”.

Students were fortunate enough to be able to participate in the following programs:

- Year 7 - Peer Connections - facilitated by The Reach Foundation, Year 7 Camp (3 days)
- Year 8 - Respect - facilitated by The Reach Foundation
- Year 9 - Youth Aware Mental Health (YAM) - facilitated by the CEDoW
- Year 10 - TomorrowMan and TomorrowWoman Presentations Careers Presentation - facilitated by The Careers Guy
- Year 11-TomorrowMan Presentations
- Year 12 - Senior Retreat (3 days).

To provide support to families in managing student wellbeing, Corpus Christi purchased membership to Justin Coulson’s Happy Families Parenting Resources for all families. This provided families with access to webinars, videos, podcasts and written resources to assist parents in supporting the wellbeing needs of their children.

Staff training continued to be a priority with whole staff training in Responding to Sexualised Behaviours and Positive Behaviours for Learning facilitated by CEDoW staff. Opportunities were presented for staff to participate in Mental Health First Aid.

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 2022.

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 continual development and activation 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 centre, and all the phases work towards improving learning and teaching at the school.

Staff professional learning teams again continued this year to provide professional development on “Expert Learners” specific to their course and KLA. Understanding by Design continues to be a staff development focus and teachers continue implementing this into their learning and teaching program templates. Staff were able to further develop their programming and planning via the Program and Evaluation days and Professional Learning Teams meetings.

### *Cross Curriculum*

The role of the Literacy Coach has been firmly embedded into the processes of the school. The work continued to draw upon the work with the University of Wollongong on a Discipline Specific Literacy project with a particular focus on argumentation in HSIE and Catholic Studies. The Literacy Planet program, conducted during Learning Circle for Years 7-10, transformed into LP Next, an adaptive online program that covered: sight words; reading; spelling; comprehension; grammar and punctuation; and writing. Students in Stages 4 and 5 also completed a program focused on reading comprehension, using the RRA Method. Students in Year 7 and 10 completed a yearlong literacy program called Grammar and Thongs, delivered through English classes. This program uses flipped learning and covers spelling, grammar and punctuation.

During the PLT (Professional Learning Teams) times, the faculties shared their practices around how to measure and assess the way learners can become experts within their various disciplines. The discussion and sharing of resources proved very fruitful as KLAs identified areas of common strengths and challenges.

### *Meeting the needs of all students*

In 2022, Corpus Christi continued to run the Extending Mathematical Understanding program (EMU). The program aims to improve learning gain by identifying students' existing numeracy skill levels, increasing engagement in mathematics' lessons and putting intervention in place where necessary. Our professional development on the EMU program continues in 2023.

### **Gifted Education**

During 2022, the Gifted Education Program continued to focus 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, primary school grades and teacher and parent nomination. Identified students are placed in the core cluster group or a literacy/numeracy group. The literacy and numeracy groups move in and out of the cluster class depending on which subject they have.

Staff training in the form of the Mini CoGE was provided to six more staff from a range of KLAs. They were again able to get a presenter from the University of New South Wales to work with the teachers of the Year 8 cluster class. They spent the day working through teaching sequences and exploring the role paradoxes may play in allowing capable students to engage more deeply with their learning.

Diverse Learning Needs (DLN) aims to support the academic, social and wellbeing needs of students in their academic school journey. Curriculum adjustments are available that include lower stage outcomes, reduced outcomes and a Life Skills pattern of study. The team of dedicated Learning Support Officers provide valuable in class support, helping students with their learning. The DLN team also offers assessment support and intervention programs, targeting literacy and numeracy skills.

DLN has an area students can access to refocus and regulate their emotions, with various mindfulness activities available. DLN endeavours to implement more intervention programs and engage in the services of a local professional artist to run ongoing workshops, providing a deeper level of mindfulness whilst allowing students to develop their creativity and passion.

### *Expanding Learning Opportunities*

In 2022, Corpus Christi Catholic High School was able to affirm its growing reputation for public speaking and debating. The club continued to grow and enjoy enormous popularity with weekly meetings attracting more and more students to the public speaking and debating world. Students gained invaluable lessons on resilience and sportsmanship. The school's public speaking tournament, 'The Bernardino', continued with live speeches, with a record number of entries. The winners were widely spread again, with representatives from various year groups. Overall, 2022 was another massive year for public speaking and debating with record amounts of involvement, new competitions, excursions and some amazing opportunities for students.

### **Vocational Education and Training**

Students enrolled in VET In Schools (VETiS) gain dual qualifications - HSC plus an Australian Qualification (AQ). The Australian national qualifications are recognised across Australia and can provide assistance to students to transition from school, to TAFE and further studies, or higher education tertiary sector, or to employment, such as apprenticeship. Students can obtain an ATAR for university entry, depending on the framework being studied.

All VETiS frameworks offer the optional HSC exam for gaining ATAR. Frameworks offered in 2022:

- Certificate III - Live Production and Services - Entertainment
- Certificate III - Information Digital Media Technology
- Certificate II - Construction Pathways
- Certificate II - Hospitality Kitchen Operations
- Certificate II - Hospitality Food & Beverage
- Certificate II - Business Services.

## 2022 HSC Cohort

The first group of Early-Commencement VET students completed their HSC Examination this year. Results for Hospitality were pleasing with all Early-Commencement students achieving a minimum of a Band 5.

ATAR VEToS students achieved above the state average for HSC exams, with the majority of examination marks being the highest achieved. These students gained entry to tertiary institutes to further their studies in a variety of faculties.

Non-ATAR students achieved employment in industry areas eg: electrotechnology, carpentry, hospitality, beauty services.

Students who did not complete all competencies to achieve a full qualification did receive a Statement of Attainment for the units completed to a satisfactory standard.

Introduction of Early Commencement of Stage 6 VETiS course continued for a new cohort of students in Year 10, offering students the opportunity to undertake Hospitality or Construction. Each student completing the Early Commencement will achieve AQF credentials and two units towards their HSC pattern of study:

- Certificate II - Construction Pathways
- Certificate II - Hospitality Food & Beverage.

All students enrolled in VETiS must complete the NESAs mandatory seventy hours Work Placement in the course to achieve a Certificate of Competency.

## EVET (TAFE or Private Provider)

Students with clear pathways utilised the EVET system to further gain knowledge and experience in their specified field of study. These students were in a position to advance their standing for employment or tertiary studies. Frameworks Offered:

- Certificate II - Electrotechnology
- Certificate II - Human Services
- Certificate II - Beauty Services
- Certificate II - Animal Studies
- Certificate II - Tourism & Event Management
- Certificate II - Allied Health (Nursing).

## 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. 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 2022. In Year 7, students' scores were above the State Mean for writing and grammar and punctuation, and the National mean for writing, spelling, grammar and punctuation and numeracy. In Year 9, students' scores were above the National for reading, writing and spelling. In writing, Year 9 scores were 3.1% above the national mean and 2.0% above the state mean. 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.

### *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.

NAPLAN % in Bands	Year Level	Year 7			Year 9		
		Bands 1 - 5	Bands 6 - 7	Bands 8 - 10	Bands 1 - 6	Bands 7 - 8	Bands 9 - 10
Reading	School	12	65	23	20	63	17
	National	15	56	27	23	54	21
Writing	School	12	61	27	20	65	15
	National	22	52	24	33	49	17
Spelling	School	13	50	38	18	67	15
	National	17	49	33	21	60	17
Grammar & Punctuation	School	15	58	27	24	57	19
	National	21	54	24	27	49	22
Numeracy	School	13	61	27	14	70	16
	National	19	48	32	19	59	20

### *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.

NAPLAN % at or above NMS		Year 7	Year 9
Reading	School	97	93
	National	94	90
Writing	School	98	95
	National	91	84
Spelling	School	99	95
	National	93	92
Grammar & Punctuation	School	96	90
	National	92	87
Numeracy	School	98	99
	National	92	95

### *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 58 students in 2022.

### *Higher School Certificate*

The school's performance in the 2022 HSC provided the best results in the history of the school, as demonstrated by several key achievements.

Twenty four students in the HSC Class of 2022 were listed on the NESA Distinguished Achievers List for achieving a Band 6 or E4 result in one or more courses, the highest possible band of results.

The school also acknowledged one All Rounder who achieved Band 6s in all their subjects and two Top Achievers who placed in the Top 10 of all students in NSW for a course. They were 7th place in Construction and 2nd place in Studies of Religion 1.

The top ATAR was 99.45 and nine students in total achieved an ATAR over 90. 83% of all exam results were in the Band 4-Band 6 range and 72% of subjects were above the NSW State Average.

These results made Corpus Christi the highest performing Catholic School in the Diocese of Wollongong which encompasses the Illawarra, Macarthur, Southern Highlands and Shoalhaven.

Band Performance (% in bands)		Bands 1 - 2	Bands 3 - 4	Bands 5 - 6
English (standard)	School	1.9	81.1	17.0
	State	12.0	72.5	15.5
English (advanced)	School	0.0	22.0	78.0
	State	0.9	32.0	67.2
Mathematics Standard 2	School	3.0	59.7	37.3
	State	18.2	52.7	29.1
Mathematics Advanced	School	0.0	35.3	64.7
	State	5.5	45.5	49.0
Biology	School	6.9	72.4	20.7
	State	20.3	52.9	26.8
Business Studies	School	0.0	93.8	6.3
	State	9.7	55.5	34.9
Music 1	School	0.0	0.0	100.0
	State	1.9	28.4	69.6
Studies of Religion 1	School	0.0	61.8	38.2
	State	4.0	55.1	40.9
Industrial Technology	School	15.4	61.5	23.1
	State	13.4	64.7	21.9
Community & Family Studies	School	0.0	36.4	63.6
	State	5.3	61.8	32.9
Personal Dev, Health & PE	School	0.0	82.9	17.1
	State	20.1	53.8	26.1

### *Student Achievement (Mean Performance)*

Band Performance (%)	Students	School	State
English (standard)	61	74.0	69.9
English (advanced)	43	83.4	81.5
Mathematics (standard 2)	78	75.6	70.9
Mathematics (advanced)	18	83.1	78.3
Biology	31	71.1	70.0
Business Studies	17	71.4	74.0
Music 1	4	87.6	81.9
Studies of Religion 1	84	38.8	37.9
Industrial Technology	17	73.1	70.3
Community & Family Studies	13	78.4	74.8
Personal Dev, Health & PE	38	74.2	69.8

### *Comparative Performance over time*

School Performance (%)	2019	2020	2021	2022
English (standard)	70.1	71.6	67.5	74.0
English (advanced)	82.3	83.7	80.0	83.4
Mathematics (standard 2)	72.8	70.2	69.7	75.6
Mathematics (advanced)	0.0	73.2	77.2	83.1
Biology	71.5	70.2	70.0	71.1
Business Studies	76.7	73.7	73.4	71.4
Music 1	83.3	83.1	0.0	87.6
Studies of Religion 1	37.9	37.4	33.3	38.8
Industrial Technology	75.2	70.2	66.1	73.1
Community & Family Studies	78.1	78.1	76.4	78.4
Personal Dev, Health & PE	74.2	73.1	68.9	74.2

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## Parent, Student and Staff Satisfaction

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The Tell Them From Me (TTFM) survey is an annual survey that helps schools to measure the climate within the school. The data that is collected from this survey is used to inform the school's decision-making process and to bring about positive changes that benefit the students, staff, and parents. One of the key areas that the survey focuses on is the relationships between students and their peers, as well as between students and staff members. The 2022 TTFM survey has shown that the students in this school enjoy positive relationships with their peers and that they are provided with many positive learning opportunities. This is a clear indication that the school is doing a great job in terms of fostering a positive and supportive learning environment.

In addition to the positive feedback received from students, the survey also indicates that parents are happy with the school's communication practices. Parents report that communication from the school is consistent and clear, which helps them to stay informed about their child's progress and well-being. Moreover, parents feel that the school is a safe place for their children to be and that their children are treated with respect. This is a testament to the efforts of the school's administration and staff to create a safe and welcoming environment that is conducive to learning.

Finally, the survey results also show that the staff members of the school enjoy a collaborative working environment and have high expectations for themselves and their students. This indicates that the school is staffed by motivated and dedicated professionals who are committed to providing the best possible education for their students. The collaborative working environment fosters a sense of teamwork and encourages staff members to share their knowledge and expertise with one another. This, in turn, leads to a higher level of professional development for all staff members and ultimately benefits the students as well.



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