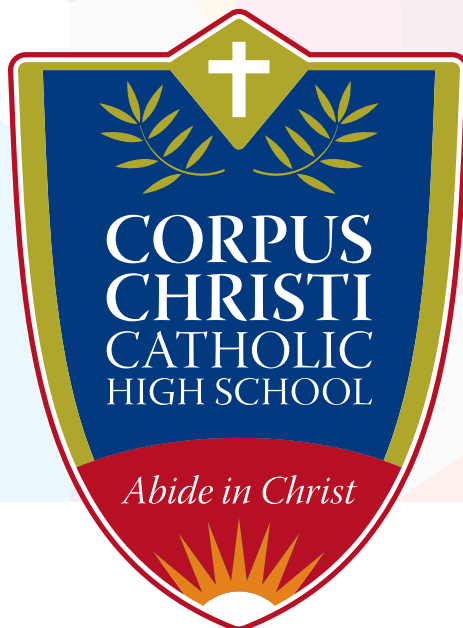


2023

ANNUAL SCHOOL REPORT

Corpus Christi

Catholic High School
Oak Flats



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 *Continuous Catholic School Improvement* Strategic Priority 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 Focus Areas and strategic Intent Statement and Goals.

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.

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 2024.

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

Website: www.ccchsdown.catholic.edu.au

Principal: Robert Muscat

Date: 28 March 2024

Vision - Statement

“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.

Message from Key School Bodies

Principal's Message

The school's performance in the 2023 HSC was outstanding as demonstrated by several key achievements. An increase in the number of students above 90 with one student achieving an ATAR of 98. The highest number of Band 6s were attained, and the school had the first nominations in Shape, Encore and ArtExpress. Additionally, a growth analysis indicated that most students achieved typical results based on their growth from Year 7 and 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. Furthermore, teachers are designing learning opportunities that cater for curiosity, critical thinking, reflection and empathy. This was reinforced by teachers who provided opportunities for students to think, read and write as experts in their chosen discipline.

Parent Involvement

The P&F collaborated 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 wellbeing of students and their families by working alongside staff members to establish a secure and nurturing learning environment for all. Throughout 2023, 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 recognising 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 2023, the P&F allocated resources to purchase learning materials, offered Pastoral Grants, and contributed towards air-conditioning.

Parents and Friends Association, President

Student Leadership

In 2023, 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 leadership qualities that were already founded in their six year upbringing at Corpus.

2023 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 1149.

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. The school's core values are expressed in the motto, Abide in Christ, and the 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	565
Girls	584
Total	1149
Aboriginal & Torres Strait Islander	39
LBOTE	228

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.cchsdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2023.

Student Attendance

Year Level	Male	Female
Year 7	88.4%	89.9%
Year 8	89.0%	86.5%
Year 9	88.9%	87.4%
Year 10	85.4%	86.0%
Year 11	89.5%	87.3%
Year 12	92.2%	89.6%
Whole School	88.6%	87.8%

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 unexplained and again at the seven/ten days unexplained absentee mark. If attendance continues to decline 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 nonattendance 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 CatholicCare 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.

Attendance Exemptions for exceptional domestic circumstances, 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. 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 CEO.

Student Retention Rate

Year 10 Total Enrolment 2021	199
Year 12 enrolment at Census date remaining in Year 12 at the end of 2023	163
Actual retention rate (%)	82%

Student Attainment in Senior Years

Year 11 – 12, 2023	
% of students undertaking vocational training or training in a trade during Years 11 and 12	43%
% of students who have completed at least one (1) VET course in either Year 11 or 12	18%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2023	Year 10	Year 11	Year 12
# of school leavers	29	28	8
University	0	0	0
TAFE/Tertiary	0	7	3
Employment	14	16	4
Other school	15	2	0
Other/unknown	0	3	1

Staffing Profile

There are a total of 85 teachers and 38 support staff at Corpus Christi Catholic High School, Oak Flats. This number includes 69 full-time, 16 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	81
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2023 was 93.94%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2022 to 2023 was 91%.

Professional Learning

During 2023, Corpus Christi Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through *Continuous Catholic School Improvement*.

These included:

A. Corpus Christi Catholic High School whole school development days involving all staff focused on:

- Educating with a mission lens
- Programming and Evaluation
- School wide positive behaviours
- Emergency care, CPR & Anaphylaxis
- Correction sequence and Challenging Student Behaviour.

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

- Managing challenging Student behaviour (1 staff)
- Numeracy Instructional Coaching (1 staff)

- System Professional Learning Days 1 - 5 (1 staff)
- Professional Learning Teams (108 staff)
- Lamplighters (6 staff)
- YAM facilitation (4 staff)
- EMU conducting mathematical intervention (2 staff)
- Leading Aboriginal and Torres Strait Islanders people (2 staff)
- Mini COGE (4 staff)
- Alight for the World (4 staff)
- Literacy for Learning (4 staff)
- Emergency and Response (8 staff)
- ECT Behaviour Management day (4 staff)
- Reimagining Student Engagement (15 staff).

The average expenditure spent on professional learning per staff member was \$730.

Catholic Life & Religious Education

The mission of schools is to cultivate an understanding of truth, goodness, and beauty, achieved through a diverse curriculum that stimulates intelligence, knowledge, emotions, and physical well-being, as stated by Pope Francis. The Catholic ethos of Corpus Christi School is dedicated to nurturing the faith of both students and staff. The school community actively embraces its mission to grow into Christ's likeness, fostering spiritual development within and beyond its walls.

Within the framework of Religious Education, the school implements the 'Emmaus pedagogy,' guiding students and staff on a transformative learning journey. Year 10 students participate in a cross-generational program, fostering connections with senior citizens and exploring contemporary issues through the lens of Catholic Social Teachings. Furthermore, the school's emphasis on mission extends to social justice, youth ministry, and environmental initiatives, encouraging collective participation and collaboration.

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 2023, the school continued into the third year of the 'Educating with a Mission Lens' program in conjunction with Catholic Mission and the CEO.

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. The program allowed the staff to delve into the Kingdom of God, and how they can reach out to others. As part of this process, the staff cooked two hundred meals for the Vinnies Van in November.

Throughout 2023, there was continued participation in the events that happened around 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:

- Starlight Cinema at Corpus - Youth Ministry students reflected on the theme of guidance and watched the Karate Kid on how others can guide us through life
- Youth Ministry Games Night- showcasing students on how to overcome challenges.
- during Lent students raised \$1,467 for the annual Caritas Project Compassion collection
- Easter Egg Appeal, delivering Easter Eggs to the children's ward at Wollongong Hospital.

The Annual Feast of Corpus Christi celebration at Corpus Christi featured a whole school Mass and fair, with students actively participating in various outreach activities throughout the day. These included:

- involvement in foster care and the "Hope in a Suitcase" initiative, aimed at providing essential items and support to children in foster care

- packing sanitary packs for the homeless, addressing a crucial need within the community and offering practical assistance to those in need
- contributing messages of hope for the Holy Child Program, which were entrusted to a staff member to deliver to the Holy Land, spreading positivity and encouragement across borders
- donations to the Homeless Hub, demonstrating solidarity with and support for individuals experiencing homelessness
- engaging in activities for NAIDOC Week, celebrating and honouring the culture, achievements, and contributions of First Australians.

These outreach activities underscore Corpus Christi school's commitment to serving others, fostering compassion, and making a positive impact within the local and global community.

The Vinnies Winter Appeal saw students raise \$6,700 through activities such as the Winter Appeal 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 2023 consisted of one hundred and eighty three Year 8 students who sat the Religious Literacy Assessment in August 2023.

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

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

- describe the structure of the Bible and some of its principal themes drawing meaning from the actions and parables of Jesus and applying this to everyday living and Christian discipleship
- students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:
- understand that human beings participate in, contribute to and are responsible for God's creation.

In the assessment 5% of students were placed in the elementary level, 13% in the basic level, 27% in the sound level, 31% in the thorough level, and 24% were in the extensive level.

Continuous Catholic School Improvement

Continuous Catholic School Improvement (CCSI) is the overarching, linked and integrated system-wide process, designed to improve student outcomes through impactful school, leader and teacher practice and differentiated support from the Catholic Education Office (CEO). CCSI is focused on growth and improvement in faith, learning and wellbeing outcomes for all students. It involves systemic collaboration, inquiry, reflection and learning to identify and evaluate long-and short-term priority areas for ongoing school improvement.

The purpose of CCSI is to provide CEDoW schools with a shared approach to strategic planning that is evidence based, supports sustainable and ongoing improvement, and maximises local impact through alignment and collaboration across schools and the CEO.

CCSI Strategic Priority Areas - 2023

- Formation in the Catholic Tradition
 - 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.
- Student Learning and Wellbeing
 - 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.

CCSI Strategic Priorities Areas - 2024

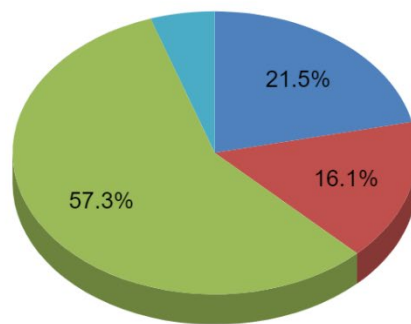
- Formation in the Catholic Tradition
 - Focus Area: Students and staff recognise CCCHS as a place of encounter with Jesus Christ.
 - Strategic Intent Statement/Goal: By the end of 2026, staff and students will build their understanding of how Catholicity influences their holistic development and actions, enabling a community where good citizens are formed and remain connected to the vine.
- Student Learning and Wellbeing
 - Focus Area: Students are actively engaged in their learning.
 - Strategic Intent Statement/Goal: By the end of 2026 the learning and wellbeing culture of CCCHS will be underpinned by the five learning attributes (ownership, curiosity, courage, empathy, reflective), the expert learner elements, cognitive science strategies and PB4L framework so that students are more fully engaged in their learning.

Financial Summary

Major capital expenditure in 2023 included Network Equipment & Upgrade (\$159,755), Staff laptops upgrade (\$57,174), Security system upgrade (\$18,310), and Security cameras (\$40,847). Upgrades also included Air conditioners (\$19,704), Fire safety system upgrade (\$12,280), TAS panel and wood band saws (\$17,493), Cafe and canteen replacement of equipment (\$22,359), and Supply and installation of TV's (\$19,970).

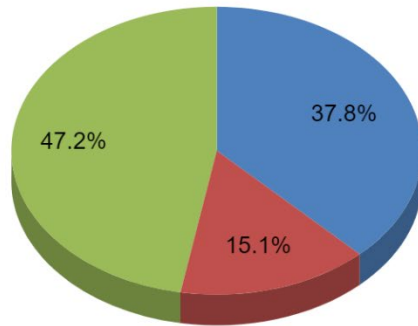
The following graphs reflect the aggregated income and expenditure for Corpus Christi Catholic High School, Oak Flats for the year ended 31 December 2023. This data is taken from the 2023 financial return to the Australian Government, Department of Education, and Training.

Income



● Fees and Private Income ● State Recurrent Grants ● Commonwealth Recurrent Grants ● Other Capital Income

Expenditure



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

Student Welfare

The Positive Behaviours for Learning programme continued to be a focus in 2023. PB4L brings together the whole-school community to contribute to developing a positive, safe, and supportive learning culture. In 2023 the PB4L Committee reviewed both the classroom and playground behaviours matrixes using staff, student, and parent voice. In the Learning Circle, House Leaders and LCLAs ran specific and structured lessons where students were explicitly taught what respect for self, others, learning and the environment looks and sounds like and what is expected of them both inside and outside of the classroom.

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. Learning Advisors were responsible for delivering the pastoral program which is promoted on Health Lifestyle Development and Social Emotional Learning. These eighty minute sessions were run fortnightly and involved the delivering of lessons designed by the Pastoral Team to strengthen student resilience, wellbeing, study skills, digital citizenship, and respectful relationships.

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

- Year 7 and 9 Camp
- Year 8 Adventure Day
- senior retreat
- Legendary Leadership by SafeHeart Foundation
- Youth Aware Mental Health (YAM) - facilitated by the CEO
- TomorrowMan and TomorrowWoman Presentations
- careers presentation - facilitated by The Careers Guy
- presentations by the Police Youth Liaison Officers - online safety.

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 Living Works Suicide Prevention and De-escalating Student Behaviours facilitated by the 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. No changes were made to these Diocesan documents in 2023.

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 or by contacting the school office.

Learning and Teaching

Curriculum and Pedagogy

In pursuit of fostering a dynamic educational environment, CCHS remains committed to the ongoing refinement and implementation of the Learning and Teaching Framework. This framework serves as the cornerstone of the educational philosophy, encapsulating three pivotal themes: the Design Phase, the Plan Phase, and the Activation Phase. Each phase delineates a strategic approach to curriculum development and instructional delivery, ensuring a holistic and student-centered approach to learning.

Central to the framework is the learner, whose growth and development serve as the ultimate benchmark of success. By placing the learner at the heart of all endeavors, the school strives to continuously enhance the quality of learning and teaching throughout the institution.

In tandem with the framework is staff's commitment to professional growth. Through dedicated professional learning teams, educators engage in ongoing training and development focused on cultivating "Expert Learners" within their respective disciplines. The principles of Understanding by Design (UbD) continue to underpin staff development initiatives, empowering teachers to seamlessly integrate this pedagogical approach into their curriculum planning and delivery.

Moreover, the program and evaluation days, alongside Professional Learning Teams meetings, provide valuable opportunities for staff to refine their programming and instructional strategies collaboratively. These forums facilitate the exchange of best practices, the exploration of innovative teaching methodologies, and the collective reflection on pedagogical effectiveness.

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. Within Learning Circle time the students were introduced to a school developed program called Vocab Lab where they were tested on their spelling as well as getting exposure to terms and ideas that they need to understand for their work in various KLAs. 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 year long 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, 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 2023, Corpus Christi continued to run the Extending Mathematical Understanding program (EMU). The program aimed to improve learning gain by identifying students' existing numeracy skill levels, increasing engagement in mathematics lessons and putting intervention in place where necessary. Professional development on the EMU program will continue in 2024.

Gifted Education

During 2023, 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 were identified as gifted using a combination of objective and subjective data, including CoGAT results, primary school grades and teacher and parent nomination. Identified students were 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) aimed to support the academic, social and wellbeing needs of students in their academic school journey. Curriculum adjustments were available that included lower stage outcomes, reduced outcomes and a Life Skills pattern of study. The team of dedicated Learning Support Officers provided valuable in class support, helping students with their learning. The DLN team also offered 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 2023, 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 which attracted 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, 2023 was another massive year for public speaking and debating with record amounts of involvement, new competitions, excursions and some amazing opportunities for students.

Corpus Christi offers students the opportunity to engage in chess through two distinct avenues: the social chess club and competitive tournaments. The social chess club provided a casual setting where students could challenge one another in friendly matches, typically convening once a week before school or during lunch breaks.

In addition, students have the chance to showcase their chess prowess by representing the school in various regional tournaments. Corpus Christi proudly participates in competitions organised by the esteemed Sydney Academy of Chess and the NSW Junior Chess League. These engagements allow students to test their skills against a diverse range of opponents. In 2023, the school's dedication to chess was rewarded with a 1st place finish in the NSWJCL Country Secondary Schools Chess Teams Second Round Competition and a notable appearance at the Regional Finals in Caringbah.

The school also participated in the Tournament of the Minds competition with a fantastic number of teams and students. Again the highlight was the manner in which the students comported themselves and the fact that there were representatives from several different grades. Each team demonstrated perseverance and creativity in the lead up to and on the day of the competition.

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 an apprenticeship. Students can obtain an ATAR for university entry, depending on the framework being studied. All students enrolled in VETiS must complete the NESA mandatory seventy hours Work Placement in the course to achieve a Certificate of Competency. All VETiS frameworks offer the optional HSC exam for gaining ATAR.

Frameworks offered in 2023:

- Certificate III - Live Production and Services - Entertainment
- Certificate II - Construction Pathways
- Certificate II - Hospitality Cookery
- Certificate II - Hospitality Food & Beverage.

EVET and SBAT (TAFE or Private Provider)

Students with clear pathways utilised the EVET and SBAT 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 - Electro technology
- Certificate II - Human Services
- Certificate II - Beauty Services
- Certificate II - Animal Studies
- Certificate II - Tourism & Event Management
- Certificate II - Allied Health (Nursing)
- Certificate III - Design Fundamentals
- Certificate III - Early Childhood
- Certificate III - Horse Performance
- Certificate III - Financial Services.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects, and presentations, and student work samples. 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 3 and 5 with the results providing 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 2023. In Year 7, students' scores were above the National Mean for writing, reading, grammar and punctuation and numeracy. In Year 9, students' scores were above the National for writing, reading, grammar and punctuation and numeracy.

Additionally, 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.

Reporting of Student Achievement

NAPLAN results are no longer reported as *Student Achievement in Bands* or against a *National Minimum Standard*.

From 2023, NAPLAN results in each domain are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the student at the time of the NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against four levels of proficiency: *Exceeding*, *Strong*, *Developing*, and *Needs additional support*.

- Exceeding: the student's result exceeds expectations at the time of testing.
- Strong: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.

- Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Each of the standards represents increasingly challenging skills and understandings as students move through the years of schooling.

Assessment Domains (results shown as %)	Year	Needs Additional Support	Developing	Strong	Exceeding
Reading	7	6	14	60	20
	9	5	21	57	16
Writing	7	4	22	63	11
	9	5	32	49	14
Spelling	7	3	19	61	17
	9	5	16	62	18
Grammar & Punctuation	7	5	24	57	13
	9	6	29	56	9
Numeracy	7	4	19	71	7
	9	2	26	70	3

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 forty eight students in 2023.

Higher School Certificate

Twenty four students in the HSC Class of 2023 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. 72.% of all exam results were in the Band 4-Band 6 range.

The school also acknowledged one Top Achiever who placed in the Top 10 of all students in NSW for a course. They were fifth place in Industrial Technology Timber. The top ATAR was 98 and thirteen students in total achieved an ATAR over 90.

Student Achievement (Band Performance)

Band Performance (% in bands)		Bands 1 & 2	Bands 3 & 4	Bands 4 & 5
English Standard	school	0.0	93.5	6.5
	state	10.3	76.5	13.2
English Advanced	school	0.0	27.7	72.3
	state	0.6	32.3	67.2
Mathematics Standard 2	school	13.6	55.7	30.7
	state	17.7	50.7	31.6
Mathematics Advanced	school	0.0	60.0	40.0
	state	6.9	43.3	49.8
Biology	school	5.8	65.4	28.8
	state	10.6	57.4	32.0
Business Studies	school	10.8	70.3	18.9
	state	11.8	52.1	36.1
Music 1	school	0.0	22.2	77.8
	state	2.0	29.0	69.0
Studies of Religion 1	school	5.3	75.0	19.7
	state	3.2	48.2	48.6
Industrial Technology	school	5.9	70.6	23.5
	state	14.2	62.1	23.7
Community & Family Studies	school	0.0	63.2	36.8
	state	7.8	56.4	35.9
Personal Dev, Health & Physical Education	school	1.6	71.4	27.0
	state	10.4	58.6	31.0

Student Achievement (Mean Performance)

Band Performance (%)	Students	School	State
English Standard	101	71.3	70.1
English Advanced	47	83.4	81.7
Mathematics Standard 2	97	72.5	71.8
Mathematics Advanced	15	76.3	78.0
Biology	56	72.2	73.3
Business Studies	42	70.3	73.8
Music 1	9	85.3	82.1
Studies of Religion 1	81	36.0	38.8
Industrial Technology	20	74.4	70.9
Community & Family Studies	40	76.2	74.5
Personal Dev, Health & Physical Education	66	74.9	73.0

Comparative Performance over time

Band Performance (%)	2020	2021	2022	2023
English Standard	71.6	67.5	74.0	71.3
English Advanced	83.7	80.0	83.4	83.4
Mathematics Standard 2	70.2	69.7	75.6	72.5
Mathematics Advanced	73.2	77.2	83.1	76.3
Biology	70.2	70.0	71.1	72.2
Business Studies	73.7	73.4	71.4	70.3
Music 1	83.1	0.0	87.6	85.3
Studies of Religion 1	37.4	33.3	38.8	36.0
Industrial Technology	70.2	66.1	73.1	74.4
Community & Family Studies	78.1	76.4	78.4	76.2
Personal Dev, Health & Physical Education	73.1	68.9	74.2	74.9

Parent, Student and Staff Satisfaction

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.

Students

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 2023 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.

Parents

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.

Staff

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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