



Corpus Christi Catholic High School, Oak Flats

2025

Annual School Report

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). Catholic Schools NSW (CSNSW) is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report is a formal document prepared in compliance with the NSW Education Standards Authority (NESA). It provides an overview of the school's performance, policies, and major developments throughout the year. The report lists Continuous Catholic School Improvement Strategic Priority Areas aligned with the School's Strategic Intent/Targets.

The document serves as an accountability measure for the school community, regulatory bodies, and CEDoW, ensuring that the institution meets NESA's registration requirements.

This report is made publicly accessible on the school's website after its approval by CEDoW, with a release date of 30 June 2026.

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

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Principal: Wayne Marshall
Date: 20 March 2026

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

2025 saw an exciting year full of student attainment. Corpus Christi was once again a school of choice. Results from NAPLAN and the HSC continue to indicate that the school adds significant value to student learning. Enrolments continued to be strong in 2025 with a significant waiting list for Year 7.

The school continued to support the charitable works of the Church and other organisations and there were many student led activities. Students who achieved in sport and the arts have done themselves and the school proud.

The parish and school relationship is strong; students engage in several whole school masses and class level events. Significant construction of the school hall designed to seat one thousand, three hundred and fifty people commenced and is due to be completed late 2026. Other reimagining of spaces and improved facilities for the students works around the school will commence after the completion of the hall.

Parent Involvement

The P&F continues to be a valued and dedicated partner within the school community, supporting parents, students, and staff while promoting the spiritual, educational, and emotional wellbeing of all. The P&F met twice each term to collaborate and implement initiatives that support the school's educational, pastoral, and financial needs.

The P&F presents the Community Service Champion award to a student who demonstrates outstanding commitment to service with a donation made to Lifeline in their honour.

The P&F also supports the pastoral needs of the community by acknowledging significant life events and offering practical assistance where needed. Resources were allocated to purchase learning materials through the learning resource grants - games, reading resources, serving shelves for VET, sport equipment, gas probes for the science area, blinds, musical instruments, equipment for the Corpus Christi Network.

Parents and Friends Association, President

Student Leadership

Corpus Christi Catholic High School offers all students a range of opportunities to engage in the school community. Spanning a variety of interests including social justice, gaming and creative mindfulness clubs. The school focuses immensely on ensuring all students are absorbed into everyday school life. Year 12 student leaders are significant in encouraging this engagement, providing students with information regarding the many clubs and activities and joining these clubs themselves.

The year 12 Student Representative Council (SRC) is incredibly prominent in the school community, encouraging all students to lead each other with courage, humility, presence and service. Through assisting and running events such as the Vinnie's Winter Appeal Sausage Sizzle and Shrove Tuesday Pancakes, student leaders invite all to connect with the school's Catholic ethos. Friendly banter between House Leaders creates a light, competitive atmosphere that invigorates house spirit and incites students to be attentive to house competitions and events assisting in the goal of connecting students with their houses and reiterating their connection to schools' culture and community.

All year 12 students embody leadership values by acting as role models, demonstrating respect for themselves, others, their learning and the environment. Groups such as Youth Ministry and the Junior SRC are important ambassadors for student life and Catholic mission, as they assist in this demonstration. Junior SRC are taught skills by the senior SRC on how to engage in student life and be positive year group representatives. All students are recognised in their capacity to lead, such as the Year 10 peer support leaders who were entrusted with assisting new Year 7 students on their orientation day - a pivotal day in establishing school spirit and culture, as all student leaders worked tirelessly to create a positive experience for new students. This mission of connecting all year groups and students to culture and community continues to be a significant feature of student leadership and life at Corpus Christi.

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 1126.

Established in 2006, the Corpus Christi draws students from across the Illawarra and maintains strong school - parish connections. The school's motto, 'Abide in Christ,' and its vision, 'We are called to be people of the vine, to grow more fully into the likeness of Christ,' reflect its core values and Catholic identity.

A wide range of extra-curricular opportunities are available across curriculum areas, including public speaking and debating. The school promotes communication, collaboration, critical and creative thinking, resilience, and a passion for learning. Teaching staff and support staff are committed to each student attaining their best, making Corpus Christi a nurturing, future-focused Catholic learning community serving Oak Flats and surrounding areas.

Corpus Christi is proud of its inclusive, innovative and contemporary learning culture and results. The school aims to transform the lives of young people, empowering them to thrive in their chosen pathways and life beyond school. Students are supported to pursue excellence not only in academics, but also in sport, the creative and performing arts and cultural and leadership activities.

Student Enrolments

2025 Enrolments	
Boys	572
Girls	554
Total	1126
Aboriginal and Torres Strait Islander	39
LBOTE	252

The [Diocesan 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. Documentation can be found on both the [school website](#) and the [CEDoW website](#). No changes were made to this Policy in 2025.

Student Attendance

2025 Attendance	
Year 7	89.1%
Year 8	86.7%
Year 9	85.7%
Year 10	85.5%
Year 11	86.3%
Year 12	90.8%
Whole school	87.1%

Management of Student Non-Attendance

Regular attendance at school is integral to a student's learning, wellbeing and future life opportunities. Every day of attendance provides students with the opportunity to experience a sense of belonging within their school community, to grow in their faith and to realise their learning potential. Schools in partnership with families, are responsible for encouraging and supporting the regular attendance of students at school.

Parents are responsible for explaining absences within seven days, giving advance notice of extended absences or exemption requests, collaborating with the school on attendance strategies, and promptly providing related information to the school.

Principals are responsible for ensuring that students and families are informed of attendance requirements and of keeping an accurate enrolment and attendance register of all students. The enrolment and attendance register is maintained in the electronic *Student Information System* (eSIS). An automatic notification is generated by eSIS whenever a student is marked absent; these are issued daily.

School-based processes for following up unexplained absences include, but are not limited to:

- taking all reasonable measures to promptly seek explanations from parents regarding unexplained absences, and contacting parents who have provided an unsatisfactory explanation for an absence
- conducting student pastoral checks if an absence of three consecutive school days where an explanation has not been provided to the school by the student's parent
- for an absence of any length where the school holds reasonable concerns for the student's safety, welfare or wellbeing, contact may be made with CEO's *Child Safety and Professional Services* for relevant information to support the pastoral check. As far as reasonably practicable, the pastoral check is conducted verbally.

The CEO's *Wellbeing and Student Support* team are responsible for undertaking actions at escalated levels of the attendance intervention process in accordance with the [Attendance Policy and Procedure](#).

Student Attainment in Senior Years

Years 11 and 12 - 2025	
Percentage of students undertaking vocational training or training in a trade during Years 11 and 12	47%
Percentage of students who have completed at least one (1) VET course in either Year 11 or Year 12	25%
Percentage of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Destination Survey

2025	Year 10	Year 11	Year 12
Number of school leavers	23	44	142
Further study	14	11	90
Workforce	8	28	14
Other/unknown	1	5	38

Staffing Profile

There are 129 staff members consisting of 91 teachers and 38 support staff. There are 78 full-time, and 13 part-time teachers. In 2025, Aboriginal and/or Torres Strait Islander People represented 2.8% of the Diocesan schools' workforce.

Teacher Accreditation Status

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

Teacher Accreditation Status	Number of Teachers
Conditional	2
Graduate / Provisional	2
Proficient Teacher	87
Highly Accomplished Teacher	0
Lead Teacher	0

In 2025, staff engaged in a comprehensive range of professional learning designed to enhance student outcomes with a particular focus on *Continuous Catholic School Improvement* (CCSI).

These initiatives were aimed at fostering both academic success and the holistic development of students in alignment with Catholic values, including deepening the integration of Catholic identity within the school community. This involved reinforcing the faith-based ethos in daily practices, curriculum design, and student engagement, ensuring that Catholic teachings and values remain central to the educational experience.

Staff were encouraged to explore innovative pedagogies that align with the principles of Catholic social teaching, fostering a learning environment that nurtures both intellectual and spiritual growth.

Additionally, professional learning centred on improving instructional practices, assessment strategies, and pastoral care, all with the goal of creating a more supportive and inclusive environment for students. By strengthening their professional capabilities, staff were better equipped to meet the diverse needs of students and further the mission of the school as a beacon of faith, service, and academic excellence.

Catholic Life & Religious Education

The Catholic ethos of CCHS is deeply committed to nurturing the faith life of both students and staff. The school community actively lives its mission to grow more fully into the likeness of Christ, fostering spiritual development that extends beyond the classroom and into the wider community.

Central to this faith formation is the implementation of the Emmaus pedagogy which guides students and staff on a shared, transformative journey of learning, reflection and encounter; students are invited to recognise Christ in their experiences and respond through action. Year 10 students participated in a Cross-Generational Program that fostered meaningful connections with senior citizens while exploring contemporary social issues through the lens of Catholic Social Teaching. Year 8 experienced an Emmaus Walk along Kiama, giving the experience of the biblical story The Road to Emmaus.

The school's commitment to mission is further expressed through a strong emphasis on faith in action. Students and staff are actively involved in social justice initiatives, helping students to authentically demonstrate how religious belief is lived out in practical and compassionate ways.

Significant highlights throughout the year included - the Youth Ministry Colour Run providing Year 7 students to connect with their peers and older; the Caritas Project Compassion; the Easter Egg Appeal and packing over twenty hampers with food and toys delivered to Wollongong Hospital and St Vincent de Paul.

The Annual Feast of Corpus Christi celebration featured a whole school Mass and Fair, with students actively participating in various outreach activities, with students demonstrating a strong commitment to service and social justice through a range of meaningful initiatives. Year 12 students showed remarkable compassion by preparing nearly four hundred sandwiches for people experiencing homelessness, while Year 11 students packed bags for foster children through Hope in a Suitcase. Year 10 students created messages of hope and assembled hygiene packs for young people in juvenile detention. At a House level, Deane students packed hygiene products for the St Vincent de Paul Winter Appeal. Chisholm students raised awareness about child slavery through the creation of informative posters. Ingham students prepared support packs for people affected by domestic violence, and Davis students assembled care packs, made bracelets, and contributed to the upkeep of the school garden. Together, these actions reflect the school community's commitment to compassion, justice, and service to others.

These outreach activities underscore the 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 \$7,394, while the Saint Vincent de Paul Christmas Appeal raised monies through various fundraising activities, including the Winter Appeal and Corpus Christi Day.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, and Applying*, informs and shapes assessment in RE across Years 7 - 12 with a focused system collection of data in Year 8. The Religious Literacy Assessment for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2025 consisted of 190 Year 8 students who sat the Religious Literacy Assessment. The performance of each student was described according to the Common Grade Scale (A to E).

Cohort performance was strongest in the applying domain, particularly in *Alive in Christ*, and *Stewards of Creation*. Individual questions in these strands demonstrated very high mastery, including indicating a large proportion of students performing at A–B level in ethical application and foundational theology. The knowing domain was generally stable; however, significant weaknesses were evident in *Disciples, Martyrs, and Witnesses*, which recorded the lowest strand average with some questions falling below 30% correct. The working with domain recorded the lowest overall cognitive-process reflecting difficulties in interpreting and distinguishing between similar concepts, particularly in Early Church history and Sacramental theology. These results indicate a clear variation in achievement across the cohort, with consistently high performance in ethical application and contemporary theology, alongside specific and recurring areas of lower achievement in historical knowledge and conceptual transfer, particularly within the Early Church and Sacramental strands.

In the assessment, no students were placed in the elementary level, 5% in the basic level, 33% in the sound level, 45% in the thorough level, and 17% were in the extensive level.

Continuous Catholic School Improvement

CEDoW's Lighting the Way strategic plan outlines five focus areas, these are: formation in the Catholic tradition, student learning and wellbeing, belonging in a connected community, system support for the core work of teaching, and ensuring Catholic schools continue to thrive.

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 and ongoing cyclic inquiry that is evidence based, supports sustainable and ongoing improvement, and maximises local impact through alignment and collaboration across schools and the CEO.

Lighting the Way Strategic Priority Areas - 2025

- Formation in the Catholic Tradition
 - Focus Area: students and staff recognise CCHS as a place of encounter with Jesus Christ.
 - Strategic Intent Statement/Goal: by the end of 2026, staff and students will build 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 will be underpinned by five learning attributes (ownership, curiosity, courage, empathy, reflective), the expert learner elements, cognitive science strategies and PB4L framework so students are fully engaged in their learning.

Lighting the Way Strategic Priority Areas - 2026

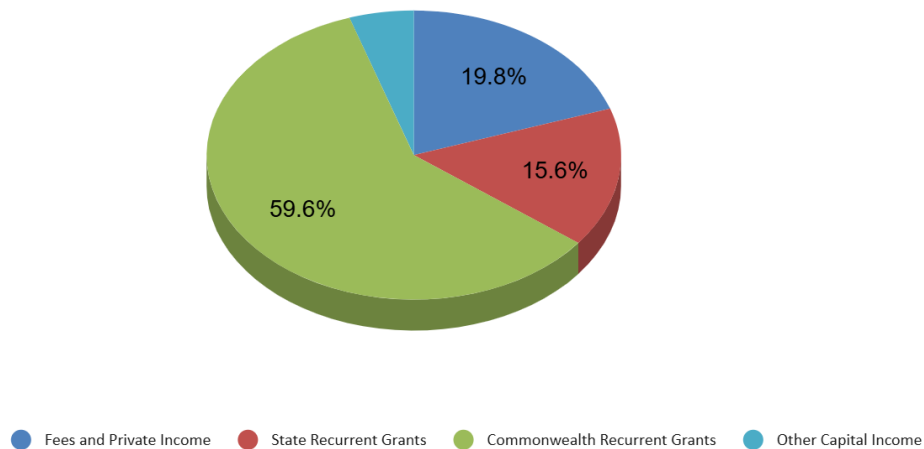
- Formation in the Catholic Tradition
 - SSIP Strategic Intent/Target: by the end of 2026, student learning growth will increase, by implementing school-wide strategies that improve student engagement and aspiration.
- Student Learning and Wellbeing
 - SSIP Strategic Intent/Target: by the end of 2026, at least 10% of students will demonstrate an improved understanding of Catholic identity.

Financial Summary

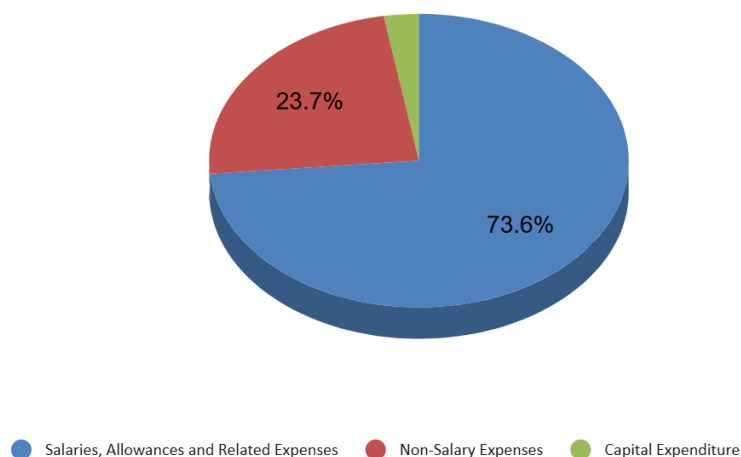
Major capital expenditure in 2025 included - Staff laptops/iPad upgrade \$67,363, screen dividers \$15,700, air conditioners \$108,507, electronic door locking system \$66,998 and the supply and installation of TV's \$16,638.

The following graphs reflect the aggregated income and expenditure for the year ended 31 December 2025. This data is taken from the 2025 financial return to the Australian Government, Department of Education and Training.

Income



Expenditure



School Policies

Catholic schools in the Diocese of Wollongong are committed to fostering a safe, nurturing, and supportive environment for all members of the school community. This commitment is guided by the principles, guidelines, and procedures outlined in the [Code of Conduct Policy](#) which provides a framework for school leaders, students, staff, parents, and the wider community to cultivate a culture of safety, respect, and care.

Actions were taken to actively promote respect and responsibility within the school community. These included targeted programs aimed at teaching students about respectful relationships, responsible decision-making, and the importance of empathy and kindness in all interactions. Schools also implemented peer support programs and student leadership initiatives that empowered students to model positive behaviours and mentor their peers. Ongoing staff professional development focused on restorative practices have further strengthened the emphasis on resolving conflicts constructively and maintaining harmonious relationships within the school.

All schools strictly adhere to CEDoW's [Student Pastoral Care and Wellbeing Policy](#) and the [Student Anti-Bullying Procedure](#), which emphasise student welfare and ensures that any incidents of bullying are dealt with promptly and effectively. These policies, along with the [Diocesan Complaints Handling Procedures](#), reflect the Diocese's ongoing commitment to transparency, accountability, and continuous improvement in creating safe and respectful school environments.

These key documents can be accessed on the [CEDoW website](#). Updates were made to some documents in 2025.

In accordance with the NSW Education Reform Act 1990, corporal punishment is prohibited in all schools within the Diocese of Wollongong, further emphasising the commitment to creating a respectful and supportive learning environment for all students.

For additional information or to access policies and guidelines, please visit the [school's website](#) or contact the school office directly.

Learning and Teaching

The school continued to strengthen classroom practice through the implementation of the Engagement Continuum, supporting teachers to intentionally plan for varying levels of student engagement and learning readiness. Staff participated in targeted professional learning focusing on understanding the continuum and using it as a practical framework to move students from passive compliance toward deep engagement and ownership of their learning. Through professional dialogue, collaborative planning and classroom reflection, teachers explored strategies to design learning experiences that promote curiosity, challenge and meaningful participation. Classrooms are becoming increasingly characterised by purposeful learning, student voice and opportunities for learners to take greater agency in the learning process. 2025 set the foundation for continued growth and development in 2026 and beyond in relation to student engagement.

Students engaged in innovative learning experiences that foster critical thinking and real-world application. The new Critical Thinking elective, which included an excursion to the UOW, taught students how to identify and debunk conspiracy theories. By working with students from other schools and delving into topics like confirmation bias and the flat-earth theory, students honed their analytical skills and learned to question information critically. This initiative, along with a recent university research study on digital learning practices, showcases dedication to equipping students with the skills needed to thrive in an ever-evolving digital world.

The Diverse Learning Needs (DLN) team played a vital role in supporting the academic progress, wellbeing and engagement of students throughout their learning journey. Students were supported through a range of curriculum adjustments tailored to individual needs. The DLN team also provided targeted assessment support and intervention programs designed to strengthen students' literacy and numeracy skills. A key development year was the redesign of the school's Refocus Room, created in consultation with occupational therapists to better support students' regulation, focus and readiness for learning. The refreshed space now includes flexible study pods for quiet work, alongside fitness and movement equipment that enables students to self-regulate and return to class ready to engage in learning. The school saw strong success through the implementation of the Lexia literacy program, providing targeted, personalised support for students requiring additional assistance in reading and language development. Through regular engagement with the program, many students demonstrated measurable growth in their literacy skills, strengthening confidence and capacity to access the wider curriculum. Together, these initiatives reflect the school's ongoing commitment to creating an inclusive learning environment where every student is supported to thrive.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects, 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

Results show that students have performed strongly across most areas, with more than 70% of students in Year 7 and 9 demonstrating proficiency Strong or Exceeding in Writing, Spelling and Numeracy. Results were also strong in Reading, with 67% of Year 7 students and 72% of Year 9 students demonstrating proficiency.

Students in Years 7-10 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 NAPLAN Achievements

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	24	49	21
	9	5	20	57	18
Writing	7	3	27	59	11
	9	4	24	53	19
Spelling	7	5	18	62	15
	9	2	24	61	13
Grammar & Punctuation	7	7	35	43	15
	9	9	32	50	9
Numeracy	7	2	19	68	11
	9	3	22	68	7

Higher School Certificate

Corpus Christi achieved strong HSC results this year, with 82% of all exam marks falling into the top 3 bands (Band 4 - 6) and a top ATAR of 97.95. Twenty-four students were recognised as Distinguished Achievers achieving thirty-nine Band 6s/E4s. CCHS celebrated many individual successes including thirteen firsts in course for CEDoW and nominations for Shape and Encore.

Student Achievement (Band Performance)

Band Performance (%in bands)		Bands 1 & 2	Bands 3 & 4	Bands 5&6
English Standard	School	1.4	88.9	9.7
	State	5.7	81.4	12.9
English Advanced	School	0.0	41.7	58.3
	State	0.3	34.5	65.2
Mathematics Standard 2	School	2.9	58.0	39.1
	State	16.6	53.6	29.8
Mathematics Advanced	School	5.3	52.6	42.1
	State	5.6	42.9	51.5
Biology	School	22.7	63.7	13.6
	State	13.3	51.0	35.7
Business Studies	School	12.5	55.0	32.5
	State	11.2	51.2	37.6
Modern History	School	12.5	75.0	12.5
	State	12.6	51.5	35.9
Personal Development, Health & PE	School	2.8	68.6	28.6
	State	9.5	55.2	35.3
Studies of Religion I	School	0.0	59.6	40.4
	State	4.9	48.8	46.3
Studies of Religion II	School	10.0	70.0	20.0
	State	6.5	45.0	48.5

Student Achievement (Mean Performance)

Band Performance (%)	Student Total	School	State
English Standard	75	73.0	71.6
English Advanced	38	79.5	81.8
Mathematics Standard 2	74	76.2	71.6
Mathematics Advanced	20	78.4	78.8
Biology	46	67.1	73.0
Business Studies	41	73.5	74.3
Modern History	19	69.7	73.7
Personal Development, Health & PE	41	75.9	74.2
Studies of Religion I	55	38.6	38.5
Studies of Religion II	11	70.9	77.4

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 collected from this survey is used to inform the school's decisions - 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.

Students

The student survey results affirmed a strong and positive student climate, indicating that students enjoy positive peer relationships and share a strong sense of belonging to the school community. Students reported that they value the positive learning environment provided by the school, along with the diverse academic and pastoral opportunities offered to them.

Parents

The survey indicated parents expressed feeling welcomed upon entering the school and showed appreciation and support for the school's communication practices. They specifically noted that communication from the school is consistently clear, which assists them in staying informed about their child's learning and well-being. Furthermore, parents acknowledged the various opportunities for faith formation provided by the school.

Staff

Staff demonstrated a strong commitment to fostering an inclusive, safe, and orderly school environment. They highly value the collaborative culture across all aspects of school life, spiritual, academic, and pastoral, which is essential for achieving positive outcomes for students. This cooperative working environment promotes a sense of teamwork and actively encourages staff members to share their knowledge and expertise with one another.