



Corpus Christi Primary School

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

Introduction

About the Annual School Report

Corpus Christi Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Sara O'Rourke

I am proud to present to you the 2024 Annual School Report for Corpus Christi Primary School, Cranebrook. Our purpose as a Catholic primary school in the Cranebrook community is to provide a learning environment where all members feel welcomed, cared for and supported. In this way, we continue to communicate the message of God's love for all people through our actions, words and example.

We draw our values from the teachings of Jesus Christ as lived through our Catholic tradition:

- Love and forgiveness as a foundation for effective learning, quality relationships and personal growth
- Honest, open communication leading to justice in everyday interactions
- The uniqueness of each person, acceptance of each other and celebration of differences
- A learning environment which nurtures independent, discerning and critical thinkers

We believe that:

- In Growing Together as the Body of Christ we gain strength and support from being members of a unified parish community
- Quality educational opportunities and approaches encourage students to take responsibility for their own learning, actions and relationships
- A differentiated, authentic curriculum fosters engagement in learning accessing the resources of the wider community supports and enhances learning opportunities

Corpus Christi Primary School continues to provide quality learning and teaching.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

The parent community were given opportunities to meet regularly as the Parent Representative Group (PRG). The PRG successfully raised funds for the school, organised social events and helped at school functions. Parents are always encouraged to attend PRG meetings each term to discuss school initiatives. These meetings are held at various times to allow for participation and discussion.

The school continued to explore ways of connecting with the parent community to ensure that they were fully informed as partners in the learning journey of their children. Meetings were held at different times of the day and evening to encourage participation. The school held Open Classrooms with both a learning and community focus, community picnics and Liturgical celebrations. This endeavour to include and involve our parents will continue to reflect the changing needs of our parent community.

We found new and innovative ways to connect with parents and engage them with their children's learning. Clear communication through direct correspondence on the School Compass Parent Portal, together with school newsletters, Facebook and our School Website were a focus throughout the year.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

Students at Corpus Christi Primary School take great pride in their school and value the wide range of opportunities it offers. In 2024, Year 6 students embraced leadership roles through the Student Representative Council (SRC) and various Leadership team initiatives. These leadership teams focused on areas such as Liturgy and Social Justice, Hospitality, Environmental Care, Technology, Sports, Library, Social Skills, and Wellbeing. Every Year 6 student nominated to participate in one of these teams. Their responsibilities included organising and running assemblies, raising flags, serving as special ambassadors at key events, and completing assigned tasks. SRC members are elected annually by staff and fellow students through a process involving leadership speeches and presentations.

All students understand the importance of being positive role models and strive to demonstrate the school's 4C values daily. They also enjoy celebrating their achievements under the PBS4L framework with activities like grade movie afternoons, casual dress days, jersey days or "bring a teddy" to school picnic.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

Corpus Christi Primary School was established in 1987 by the Sisters of Mercy and from its humble beginnings, it has grown from just three classes to be a school that currently has 21 classes catering for children from Kindergarten to Year 6. The school works in partnership with the Corpus Christi Parish and our Parish Priest. At Corpus Christi Primary School we are an active faith community that supports each person's search for meaning within the Catholic tradition through liturgy, prayer and celebrations as well as the Parramatta Diocese's curriculum. We have a learning environment that empowers and challenges each student to communicate with truth, clarity and integrity about the nature of the world. In June 2009, Corpus Christi Primary School completed its three year building and renovation program, giving the children access to stunning, modern learning spaces which complement extensive recreation and sporting areas. In 2010, construction of a new hall was completed. During 2014, our facilities were complemented by regular maintenance including painting and paving, and replacement and upgrading of technology and resources. We are constantly working to provide improvements to our contemporary learning classrooms and play spaces to ensure that our students have the best environment in which to learn and play.

Location / Drawing Area

Corpus Christi Primary School is situated in Andromeda Drive, Cranebrook, a northern suburb of Penrith. It is an integral part of the work of the Corpus Christi Parish and the school is a part of the Parramatta system of Diocesan Schools. Families from many surrounding suburbs choose to send their children to Corpus Christi Primary School. These suburbs include: Cranebrook, Jordan Springs, Llandilo, Cambridge Park, Cambridge Gardens, Werrington Downs, Londonderry and Castlereagh.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	46
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	29
Number of part time teaching staff	6
Number of non-teaching staff	11

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Corpus Christi Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- The development of an agreed practice of learning and teaching in spelling.
- The development of teaching understanding in the Catholic tradition of unpacking Scripture.
- The development of teacher understanding of differentiation in Mathematics.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Shrove Tuesday and the Pancake Breakfast launched the Project Compassions Appeal for Lent.
- Families and students generously donated socks, gloves, beanies and blankets to the Winter appeal.
- Families were invited to Christmas items to the local St Vincent de Paul Society Hamper Appeal.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Teacher development of use the Senses of Scripture as assessment for learning.
- Staff were invited and engaged with a Spirituality Day focused on Catholic Identity and values.
- Teacher development of knowledge and understanding of the New Curriculum, Encountering Jesus, by completing the online modules.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- 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.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	65%	66%
Writing	77%	77%
Spelling	44%	61%
Grammar and Punctuation	47%	54%
Numeracy	58%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	75%	71%
Writing	67%	67%
Spelling	51%	68%
Grammar and Punctuation	56%	65%
Numeracy	67%	68%

Student Profile

Enrolment Policy

Corpus Christi Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
263	258
Total Enrolments: 521	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	91%
1	92%	5	91%
2	93%	6	90%
3	92%	School Average: 92%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	122
Students with disabilities (SWD)	146
Aboriginal and Torres Strait Islander	31

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Corpus Christi Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Students in Year 2 to Year 6 participated in the PIVOT Program Well Being Initiative. This involved the students participating in weekly surveys.
- The Year 6 Well Being team established a lunchtime Well Being group for Year 3 and Year 4. This took place each Wednesday at lunchtime with activities
- Students participated in PBS4L lessons about the school expectations of Care, Compassion, Cooperation and Communication.

Corpus Christi Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Corpus Christi Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Focused learning and teaching aligned to the expectations of PBS4L for all students.
- A continued focus on community outreach to Penrith Kitchen, St Vincent de Paul, Canteen and Project Compassion.
- Focused learning and teaching related to a sense of "belonging" for all students within our community.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- The school has high expectations for my child's learning.
- Parents support learning at home.
- The school sets clear expectations about the rules for school behaviour.

Areas of strength from the student feedback include:

- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- Students find classroom instruction relevant to their everyday lives.
- Important concepts are taught well and class time is used efficiently.

Areas of strength from the staff feedback include:

- Teachers have a clear understanding of what is expected of them in their role.
- Teachers safe to ask questions, make mistakes or solve problems within their teams.
- Teachers receive meaningful recognition when they make suggestions and adapt to changes in the workplace.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	By the end of 2024 students will have had increased opportunities to unpack scripture and respond to its message in their lives.	Still Working Towards.
Priority 2	By the end of 2024, for all students to demonstrate one years growth in one years time. There will be a focus on reading, writing and mathematics to achieve this priority.	Still Working Towards.

Projected School Priorities		
Priority 1	By the end of 2025, all students will improve in their understanding of the Catholic approach to engaging with Scripture through the implementation of Encountering Jesus, the new curriculum.	
Priority 2	By the end of 2025, all students will improve Literacy and Numeracy outcomes with a focus on Reading and Number concepts.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$5,395,126
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,452,663
Fees and Private Income ⁴	\$1,227,432
Other Capital Income ⁵	\$226,862
Total Income	\$8,302,083

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$722,202
Salaries and Related Expenses ⁷	\$6,296,223
Non-Salary Expenses ⁸	\$2,161,411
Total Expenditure	\$9,179,836

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses