



CORPUS CHRISTI COLLEGE

SEQUERE DOMINUM



CORPUS CHRISTI COLLEGE
Annual Report 2019



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PURPOSE, BELIEFS AND VALUES

'For a school to be Catholic, it must first be a good school. Otherwise it will be unable to fulfil its mission[...] The school must begin from the principle that its educational programme is intentionally directed to the growth of the whole person'. Bishops Mandate, para 19

Corpus Christi College's mission, 'We are a Catholic Community committed to empowering every learner to serve and enrich our changing world', together with our motto 'Sequere Dominum', which means 'Follow the Lord', permeates every aspect of College life. A proud provider of a holistic Catholic co-educational programs for girls and boys from Years 7 to 12, the College is located in the southern suburb of Bateman, Perth, and primarily serves the surrounding Parish communities.

For 36 years, the College has developed an excellent reputation with regards to academic results, sporting accolades, and achievements in a broad range of cultural, artistic and Christian Service pursuits. Extensive extra-curricular activities are available in these fields, supporting students as they nurture their talents and interests. The College operates within a technology-rich environment that enhances the learning experiences in the classroom. The focus is on innovation and creativity, with a one-to-one iPad program in Years 7 to 12.

Our Vision for Learning – 'Ignite the Spirit' – challenges every learner in our community to seize their potential and push the boundaries of possibility. There is a strong focus on developing confident, independent learners who are resilient and committed to serving others.

Igniting one's spirit is a conscious decision that requires investment, energy and perseverance. It takes courage, trust and self-belief. This Vision for Learning rests on four principles:

- **Connection**
- **Curiosity**
- **Challenge**
- **Creativity**

Accelerated and extension programs are offered to ensure that all students are appropriately challenged. The College also has an Education Support Centre that provides a range of inclusive educational opportunities for students with disabilities. Students are also offered individualised assistance in literacy and numeracy through the Learning Centre, as necessary.

Students experience a variety of age-appropriate faith development and service opportunities, social activities and a comprehensive Pastoral Care program, which enables them to grow in their faith and mature as young adults. The Pastoral Care program focuses on building

self-belief and self-esteem, providing opportunities for students to develop key life skills. Fully immersed in the smaller community of their pastoral House group from Year 7, students feel a strong sense of belonging from the moment they transition from primary school, commencing in a purpose-built facility, before embarking on learning experiences facilitated by a range of specialist teachers as they move through the College. This is achieved by a team of highly qualified and committed teachers who are focused on ongoing professional learning to improve their practice, supporting students to engage and excel.

OUR MISSION

'We are a Catholic community committed to empowering every learner to serve and enrich our changing world'.

OUR MOTTO

Sequere Dominum – Follow the Lord.

OUR VALUES

Guided by our Christian beliefs, our values focus on:

- Nurturing a living faith
- Promoting justice and service to others
- Striving for excellence in all we do
- Fostering joy in learning
- Respecting the dignity of each person
- Creating and maintaining a caring and inclusive College community.

OUR BELIEFS

Our fundamental Christian beliefs are:

- Each human being is a unique creation made in God's image, possessing inherent dignity and worth
- Education is about learning what it means to be human, and that in Jesus Christ we have a model we can follow
- Education is a means of discovering a personal meaning in life, of liberating and empowering individuals to take charge of their own lives and contribute to the society in which they live
- Education encourages the development of individuals by fostering a sense of their own worth, the value and dignity of human life, and of responsibility for and service to others
- Education facilitates an integration of faith, life and culture.



CORPUS CHRISTI
COLLEGE

SEQUERE DOMINUM



Never let the fire in your heart go out.
Keep it alive. Serve the Lord.
Romans 12:11

THE PRINCIPAL'S INTRODUCTION



The 2019 Annual Report is an opportunity to highlight excellence at Corpus Christi College. This excellence is achieved with Western Australian and Australian Government guidelines as well as the Mandate from Catholic Education Western Australia. Corpus Christi is a great school, as evidenced by performance in standardised tests, state certification and post-school qualifications such as Vocational Education and Training. The

Annual Report recounts the range of educational achievements and extracurricular activities and experiences available to our students. It is also important to acknowledge our students who have exceeded expectations by working diligently, those who are wonderful friends, who help others, and those who have served others.

The individual and community successes achieved are grounded in the promotion and adherence to our College values. Our College values are guided by our Christian beliefs which focus on:

- Nurturing a living faith
- Promoting justice and service to others
- Striving for excellence in all that we do
- Fostering joy in learning
- Respecting the dignity of each person
- Creating and maintaining a caring and inclusive College community.

Our purpose and curriculum are based on the gospel values which form our College values.

Ideally a Catholic school is a school where young people are invited to experience a range of learning opportunities in the context of educating the whole person. At Corpus, we are child-focused and Christ-centred.

In 2019, the pastoral needs of our College benefited from reflection on past practice and the subsequent review and adjustment of programs. The crucial role of the Homeroom teacher, House Coordinators and Heads of Year in the development of each individual student at Corpus continued to be a focus. Specifically designed Year level Pastoral sessions regularly provided for the intellectual, spiritual and cultural needs of the students, cognisant of societal trends.

Corpus has responded to the need to ensure students are equipped for an ever-changing world. Our new Vision for Learning is a schoolwide pedagogy based on four principles: connection, challenge, creativity

and curiosity. Being agile is one of the skills required for the future and the College has researched and adapted our curriculum offerings for this purpose. Digital integration focusing on video, photography, music and drawing is just one example of students making connections, being challenged, developing creativity and being curious. We encourage all our students to think independently, and yet, understand the importance of community and interdependence. The further growth and development of STEM across Years 7 to 9 is testament to this philosophy. In 2019, the College's learning environment has further been enhanced with the opening of our new Theatre which has already seen the capacity to develop high quality outcomes in the creative arts.

It is important to also note that the College seeks to allow all students to grow through comprehensive learning support programs. The Gifted and Talented program caters superbly for our academically able students. Students with learning challenges have access to targeted multi-level programs to support and grow capabilities.

To best cater for the diverse needs of a school community, it is known that teachers have the greatest impact on learning. Our teachers are dedicated to ensuring every child has the opportunity to learn and grow. I am grateful for the support and dedication shown by our staff in their daily work, with our College values as a guide. From Romans 12: 11:

Never let the fire in your heart go out. Keep it alive. Serve the Lord.

The College's continued commitment to staff growth with targeted professional learning opportunities is to be commended. The College CELTIC program makes provision for high quality individualised sessions for all staff (teaching and non-teaching), specifically linked to the College's Strategic Plan. From the Plan, the College continues to develop the capacity of leaders and teachers for the benefit of our students.

Connection is a key component of our College Vision for Learning. It continues to be so important for our students to accept the invitation to connect and belong to one of the many groups and clubs at Corpus. The opportunities are too numerous to mention in the areas of Ministry, Sport, Technology or the Arts. This is all about 'Creating and maintaining a caring and inclusive College community.'

The Annual Report is about the work of our teachers engaging with our students and our Catholic College connecting with our community. I conclude with the words of Pope Francis, 'their love has been shown by little things, by attention to small daily signs which make us feel at home. Faith grows when it is lived and shaped by love. That is why our families, our homes, *our schools*, can be true domestic churches.'

Frank Italiano
Acting Principal





CHAIR OF THE BOARD REPORT

I am pleased to provide this report for and on behalf of the Corpus Christi College Board for 2019. I wish to thank Mrs Caroline Payne, College Principal, Mr Frank Italiano, Acting Principal and especially the College Board members for their commitment to the College community this year. The College Board has continued to work effectively with the Principal, Acting Principal and the Leadership Team throughout the year collaborating on such projects as the strategic plan renewal, staff recruitment, building projects and through general support of the College.

This year, once again, has seen the development and successful fruition of many positive milestones. This is very much because of the willingness of the Board members to share and promote their common values which align with the College. Their commitment to guide and support the Principal, Acting Principal, Leadership Team and staff in the strategic planning cycle has provided a sound basis for this College to build on. In my first year as College Board Chair, the Board and I have assisted in providing a stable advisory and governance platform upon which the College Leadership Team could depend on in both its planning for the present and future needs of the College.

Thank you to the College Board members, past and present, for their contributions, commitment of time and effort. As Board members, we are rewarded with sharing in the varied opportunities at the College and developing strong relationships. The College Board actively listens, evaluates, discusses, debates and challenges decision formulation. I congratulate the College Leadership Team for the sound decisions which have come from thorough planning, due diligence and reflection. This planning and decision-making is very much grounded in the beliefs and values of the College, in which we seek to benefit our students and the College staff.

I would also like to thank the College Leadership Team and Mrs Caroline Payne our Principal – they continue to work tirelessly for the Corpus community. Caroline is an inspirational leader for the Board, staff and students. We commend her on the development of her very capable team who share and believe in the values of the College and a common vision for the future. Caroline was supported by Mr Frank Italiano, who was able to step into the Acting Principal role when Caroline needed to be away from the College. We are very grateful for Frank's leadership and guidance over this period.

The current Capital Development Plan (commenced in 2013) has provided much needed significant infrastructure upgrades for the College. We saw the completion of the new Theatre which was commissioned in September 2019. We are very proud of the concerted effort to bring this project to the College community. The College has also commenced the building of the Aquatic Centre, with expected completion at the end of 2020. This again will mark a significant milestone in the Capital Development Plan for the College and ensure

our students continue to have some of the best facilities available to them. Thank you to the Building Committee, chaired by Mr Jens Radanovic, and the Finance, Audit and Risk Committee, chaired by Mr Domenic Santini, for all their input into these projects. These facilities are a part of the ongoing renewal of College infrastructure and facilities which will be of benefit for current and future students.

The fee and levy model effected in 2013 continues to support the College's operations and capital development funding. The College Board and Leadership Team continue to strive to keep the tuition fee increases within the guidelines of Catholic Education Western Australia. Federal and state government funding though has continued to be less than the education sector cost increases that are incurring each year. These reductions in government funding continue to reduce the College operating income and will ultimately impact future year budgets. In order to mitigate this risk, the Board through its Finance, Audit and Risk Committee and with the assistance of the College's Business Manager, Mrs Sharon Carmichael, continues to prepare and analyse financial forecasts to ensure costs are managed effectively and tuition increases are kept to a minimum for College families. As a result of this careful planning, the Board and the Leadership Team believe the College is well placed financially to succeed into the future.

I would like to acknowledge the College Staff who always go above and beyond for our students and the Corpus Christi College community. The students continue to excel, and we look forward to the ongoing success of the College and all the Corpus Christi community in 2020.

Mr Darren Cutri
Board Chair 2019



MIDDLE SCHOOL REPORT

Middle School students demonstrated a willingness to 'Ignite the Spirit' in 2019, seizing their potential by pursuing new experiences, challenging themselves to achieve new personal bests and strengthening personal relationships over the course of the year.

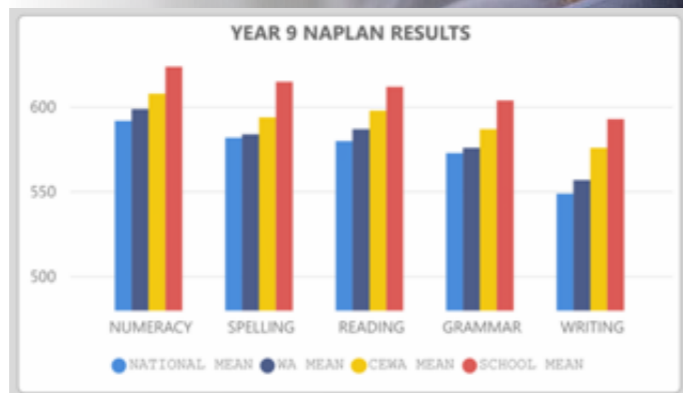
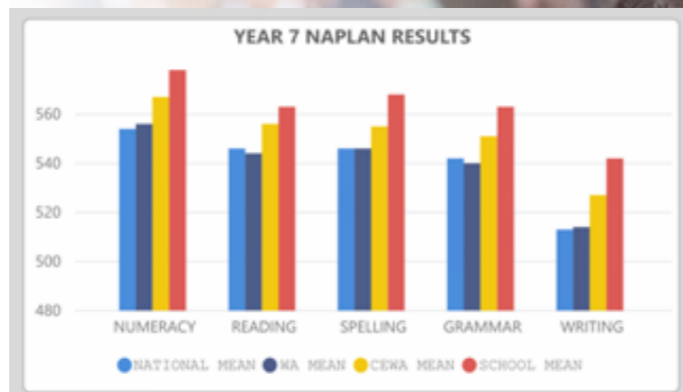
Overall, students continue to achieve pleasing academic results. However, this year saw changes to student reports. The old 'attributes' were replaced by the 'Approach to Learning', which more closely embody the College learner profile and allow students to strive to achieve their best in areas such as positive contribution to learning environments, connection with others, and the ability to seek out and act on feedback.

Multiple cross-curricular links were made available to the students through STEM (Science, Technology, Engineering and Mathematics) projects integrated across Years 7 to 9, culminating in showcases such as the newspaper tower weight testing and the stop-motion animation film festival. 2019 also saw the introduction of a new course in Digital Creativity in which students developed their creative talents in digital photography, video, drawing and music. Knowing students have this base skillset, teachers in Middle School classes have been able to reimagine the learning process to make the classroom more collaborative, creative and foster critical thinking.

The College is dedicated to growing the whole person. In addition to their academic success, students engaged in a dedicated pastoral program providing explicit training in significant growth areas such as conflict resolution, social skills, physical and mental wellbeing, respectful relationships and keeping safe online. Additionally, it was wonderful to see Middle School students involved in a broad range of extra-curricular activities. These included sporting successes, involvement in academic competitions, representation in music evenings, involvement in public speaking competitions, and a high number of Middle School students participating in the College production.

NAPLAN

2019 saw all Year 7 and Year 9 students complete each of the NAPLAN assessments of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy online for the first time. The results continue to show that Corpus Christi students consistently perform above the national standard and consistently exceed the performance of 'like schools' in all sections of NAPLAN testing. Furthermore, Corpus Christi is achieving some of its strongest results in its history with the highest ever recorded mean scores in Year 9 Grammar and Punctuation, Numeracy and Spelling and the second highest ever mean scores in Year 7 Grammar and Punctuation, Numeracy and Writing and Year 9 Reading and Writing.



SENIOR SCHOOL REPORT

The College is committed to working with all students to help them to achieve their best.

Senior School students have on many occasions this year demonstrated their commitment to excellence. Students have showcased their wonderful talents and abilities in a range of activities, including Year Retreats, Service activities, specialised academic programs such as the Excelsis Club, as well as public speaking, sporting, arts and social events.

The Class of 2019 has continued the tradition of Corpus Christi students achieving excellent results, as indicated below.

General Exhibition

Brett Nigli (99.8 ATAR) received a General Exhibition for his outstanding results. This is awarded to the 50 eligible students with the highest WACE award scores based on the average of five equated exam scores in ATAR courses with at least two from each of the Humanities/Social Sciences list and the Mathematics/Science list.

Certificate of Excellence

Congratulations to Thomas Kearns who received a Certificate of Excellence for achieving a score in the top 0.5% of the state for English.

Certificates of Distinction

The following 19 students achieved Certificates of Distinction from the School Curriculum and Standards Authority:

Hannah Antulov
 Stephanie Barbuzza- Summerton
 Mia Chan
 Joseph Damiano
 Lola Davies
 Blake Derham
 Priya Sonia Kaur
 Jaye Kember
 Daniel Knubley
 Anya Leen
 Jordan Moncrieff
 Brett Nigli
 Jessica Pascoe
 Lavinski Purba
 Matthew Rossi

Julyan Tan
 Oscar Wehr
 Mia Werch
 Joshua Wong

Certificates of Merit

The following 3 students achieved Certificates of Merit from the School Curriculum and Standards Authority:

Ikeoluwapo Adesanya
 Annabel Biscotto
 Emily Byrne

99 Club

Three students – Brett Nigli (99.8), Oscar Wehr (99.7) and Jordan Moncrieff (99.55) – excelled in joining the College's 99 Club.

We congratulate all of our 2019 Graduates and wish them every success in their future endeavours.

ANALYSIS OF ACADEMIC RESULTS FOR 2019

The highest scoring student was Brett Nigli 99.8

School Median ATAR (all students): 81.95 (ranked 40th in the state)

- 14.1% of students achieved an ATAR of 95 or greater
- 28.8% of students achieved an ATAR of 90 or greater
- 72% of our ATAR students ranked in the top 30% of the state
- 96% of our students achieved the WACE
- Number of ATAR students (4+ scaled marks): 142 (67.3%)
- Number of Non-ATAR students: 63 (32.7%)
- 68% of our ATAR subjects achieved a mean above the state mean
- Five of our ATAR subjects were ranked in the top 15% of the state: Accounting and Finance, French: Second Language, Mathematics Methods, Physics, and Religion and Life.
- 69 students completed a Certificate II or higher

Excelsis Club

The aim of the Excelsis Club is to promote and reward academic excellence in the Senior School, providing students with the opportunity to participate in activities and events that will empower them to strive for excellence and achieve their true potential.

To qualify for membership from the commencement of Year 11, a Year 10 student must attain the following results in Semester Two of Year 10:

- 'A' grade in each of the English, Religious Education, and Mathematics Learning Areas
- Two additional A grades (one of these must come from either the Humanities or Science Learning Areas)
- This makes a total of 5 A grades (out of a possible 8 in Year 10)
- A 'B' grade in all other modules/courses

Traditionally the students who are been members of the Excelsis Club have performed at an exceptional level in their ATAR results.

Year	No. of Year 12 students in Excelsis Club	Mean ATAR of students in Excelsis Club
2015	10	96.12
2016	13	97.5
2017	13	96.25
2018	15	95.92
2019	13	97.64



CHRISTIAN SERVICE LEARNING

The College Christian Service Learning program (CSL) is one that has been built upon St Teresa of Avila's prayer entitled 'Christ has no body'. This theme is significant for Corpus Christi College as the College motto of *Sequere Dominum*, or 'Follow the Lord', means that in everything that we do, we should embody Jesus in mind, heart and spirit. So, by being Jesus's hands and feet we are walking as Christ in all we do. Whenever Jesus saw a need, he addressed it, so we also as Christians are called to follow Jesus's example in addressing needs in our society.

The College culture surrounding Christian service has benefited from the added value of technology which has pioneered new and innovative ways to conduct Christian service activities across all year levels, making student learning relevant and tangible.

SENIOR SCHOOL

The Senior School CSL program has successfully expanded its existing relationships with external providers and community organisations in order to provide further opportunities for students to realise the relevance of their Catholic identity in a changing world. We have continued our relationship with St Patrick's Community Centre, Regents Garden in Bateman, City to Surf for Activ, Relay for Life for the Cancer Foundation, Palm Sunday Walk for Justice for Refugees, and World Vision Backpack Challenge.

The Year 10s and 11s continued the theme of supporting the community by participating in the St Vinnies Sleep Out in Term Two. We had 70 students sleep out, which is the largest amount of students we have ever had! They raised a total of \$2,533 and donated 50 large bags of clothing. All of this goes towards the St Vincent de Paul Society to help our community.

A new initiative brought on by the students was holding a concert for the residents at Regents Garden. The residents and staff of the aged care facility had a fantastic time and would like more to take place. We hope to have a concert once a semester there.

MIDDLE SCHOOL

Middle School CSL programs have benefited from a number of ground-breaking technological changes that have successfully fostered a culture of living the gospel both within the College and in the wider community, broadening opportunities for student immersion in faith.

The Year 7s started off the year with the Quest Retreat where they were buddied with Senior School students who helped them orientate themselves into Corpus life. As part of the Retreat, they collected cans from their local neighborhood for Foodbank which totalled to over 3 tonnes of donations.

The Year 7 CSL program was adapted in a similar fashion, enabling students to creatively express their connection to prayer via a multimedia interface before creating a tangible example of their faith to share with the wider community.

The Corpus Prayer Bears initiative was a collaboration between the Religious Education, Ministry, ICT, and Head of Year staff in order to deliver a meaningful and relevant connection to prayer among the wider community. The program complemented the Year 7 Religious Education course for Term Three which focused on charity and sharing with others selflessly.

The Year 8 CSL program consisted of an interactive 'Living Like Jesus' grid which enabled Christian service tasks to be distributed electronically through SEQTA Learn as a Keynote. Students were able to record evidence of their completed service tasks by using multimedia devices to upload photographs of specified acts of service to their grid. These included a number of tasks which focused on family and the College community.

The Year 9s completed two activities, one through technology where they played an online game orientated around collecting grains of rice which were then donated to the World Food Program. The second activity was the creating of Christmas Stocking, where the students design a stocking to be donated to the St Vinnies Christmas Appeal and the Shopfront.

In the words of St Francis: 'Preach the Gospel at all times. And if necessary, use words.' Therefore, it is less about what we say, but rather what we do as Christians which determines our connection to our faith.



LITURGIES AND RETREATS

Through the Liturgical life of the College and the College Retreat program, our school strives to be a community that teaches the message of truth, thereby proclaiming our mutual faith in Jesus Christ, building a sense of community and inspiring our students to transform society.

At the heart of our College Retreats is the emphasis on embracing the presence of God in the life of the world. Each Year level has a themed retreat that is designed to provide for the needs of that particular age group.

The Year 7 students enjoy the unique experience of having the senior students lead and give witness at their Quest Retreat at the beginning of the year. This retreat forms part of the Year 7 students' introduction to the culture and life of the College.

The Year 8 students experience the wonder of God's creation in the Corpus Character Retreat, through an energetic and reflective program run by the 24:7 School Youth Ministry Group. They are then encouraged to demonstrate stewardship within several areas of their life.

The Year 9 students, through their Corpus Connections Retreat, are exposed to the inequality of basic needs in the world. Being made aware of the connections we share as a human family, they participate in creating resources that are donated to those in need. They also participate in building relationships in their own community with the activities run by the Youth Mission Team.

The Year 10 students are involved in social justice-based activities through their retreat experience, titled Corpus Compass. The experience runs over a two-day period that guides students into developing sound leadership and cooperation skills through a program run by 4theteam. They also participate in activities that raise awareness of social injustices in the world, allowing them the opportunity to create items that are then donated to local charitable organisations.

The Year 11 students partake in a variety of experiences on their Corpus Catalyst Retreat. Ranging from a mini Camino Salvado experience to bush walking and wellness-based activities, the students discover a sense of spirituality in God's creation of self and the world around.

The Year 12 students often find their Corpus Crossroads Retreat to be an experience to remember. In small groups at four different venues, the students embark on a special journey of reflection and discovery that builds closer friendship bonds and opens their minds to future possibilities.

The College is indebted to all Staff for willingly leading and guiding our students during these experiences. Their witness is essential to the school fulfilling its mission.

The Liturgical life of the College encourages the vibrant and joyful celebration of life through prayer, music, reflection, meditation, dance and drama. Both Staff and Students have been enriched by the opportunities to participate in the life of the Church through the celebrations of the Eucharist, the Sacrament of Reconciliation, House Patron prayer services, Lenten reflections and rosary reflections. We acknowledge the generous support of the local clergy in leading us in the celebration of the sacraments.



RELIGIOUS EDUCATION

The Religious Education Learning Area at Corpus Christi College is concerned with students' development as well-rounded moral citizens who can apply their classroom learning to the outside world. The curriculum is delivered with a view to sparking curiosity and connection with the faith of our tradition and the world that we live in. The RE Program encourages students to put their faith into practice as in the words of Pope Francis, 'A better world can be built with our efforts.'

At Corpus, precedence is given to enhancing the Religious Education Curriculum and its role in the spiritual and academic formation of students and staff. Our Religious Education programs actively contribute to the evangelising and catechising mission of the Church as they seek to draw people into active participation of the Catholic faith community.

At Corpus, we focus on the learning achievement for all students by endeavoring to meet the individual needs of all of our students.

2019 WACE Results

In 2019, Religion and Life hosted 65 candidates. We are pleased to announce that our state average mean of 65.3% was above that of the state average of 59.66%. Our overall results were extremely pleasing with a vast majority using Religion and Life as one of their top four ATAR subjects. In addition, we were delighted to be acknowledged and awarded as a school performing in the top 15% of schools in the state, based upon the overall mean score.

2019 Bishop's Literacy Assessment

In 2019, The Bishop's Religious Literacy Assessment (BRLA) was successfully completed online.

The Bishop's Literacy Assessment is a curriculum-based assessment which reflects and supports the progressive nature of the Religious Education Program. It focuses on students' ability to recall content about the Catholic religion and assesses their knowledge of Religious Education, particularly their understanding of Jesus, the Bible, the Church and Sacraments and Prayer.

The assessment intends to provide individual schools with a snapshot of student performance in Religious Education. Once again, we are pleased to report that our Year 9 students performed above the State Mean: our mean was 570.9, whereas the CEWA mean was 547.7. We are pleased to continue a trend which demonstrates that students at Corpus have successfully achieved above the state mean on an ongoing basis. This can be successfully represented in Image 1. The Religious Education Team at Corpus are committed to reviewing the date in order to continue to improve the performance of our students. We also continue to host a range of students who perform significantly above the state average, as reflected in Image 2.

Image 1.

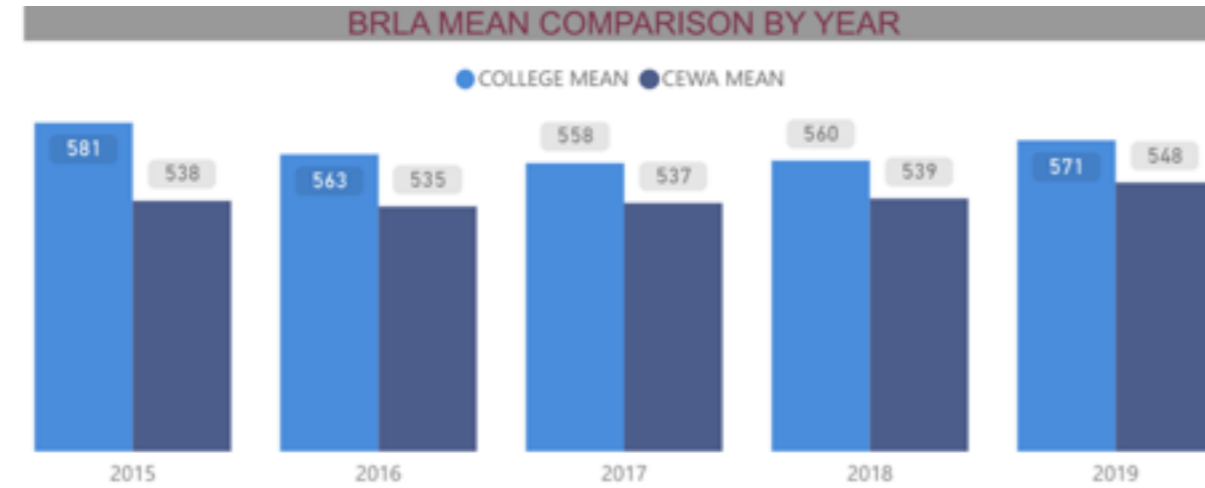
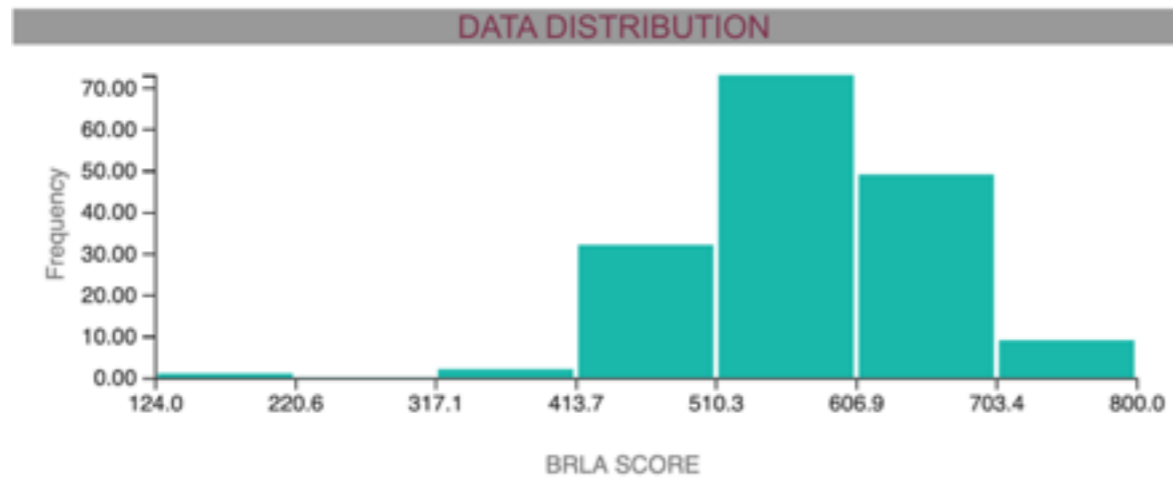


Image 2.



LANGUAGES

Corpus Christi College offers compulsory language courses for all students in Years 7-9. Students in Year 7 all choose one of three languages: Italian, French or Indonesian, and continue to study this language to the end of Year 9. Students then have the opportunity to continue studying their chosen language as an ATAR course. Studying a language has many benefits, such as improved memory, increased attention span, improves cognitive abilities and literacy, and allows students to take advantage of the 10% bonus entry into a tertiary institution. The retention rates for languages at the College are excellent, as are the WACE results, with a large percentage of language students using language as one of their four ATAR subjects.

ATAR results were extremely pleasing with Corpus students results achieving in the top 15% of all schools in Western Australia.

EXTERNAL EXAMINATIONS

In 2019, Languages students participated in many external examinations.

Indonesian

Indonesian students gained excellent results in the Australian Language Certificate Examinations. Listening and reading were the two competencies being assessed. The results are outlined below:

Year 10 Listening

- Credit: 4
- Participation: 7

Year 10 Reading

- High Distinction: 1
- Distinction: 3
- Credit: 3
- Participation: 2

French

French students had excellent performances in the Alliance Française examinations as listed below. Two of our students – Victoria Ann Chong and Anna Thomson – achieved first and third place respectively in the Year 10 level of this exam.

Year 12

- High Distinction: 3
- Distinction: 2
- Credits: 3

Year 11

- High Distinction: 1
- Distinction: 4

Year 10

- Excellent: 3
- High Distinction: 3
- Distinction: 2
- Credits: 2

Year 9

- Excellent: 1
- Distinction: 2
- Credit: 5
- Merits: 15

Italian

Italian students performed very well in the WAATI examinations with a number of excellent results being achieved. Three students from Year 10 – Kayla Van Der Linden, Alessia Vitanza and Leah Nigli – achieved results in the top 10 of the state, which qualified them to take the oral exam.

Year 12

- Distinction 2
- Credit 1

Year 11

- Credit: 2
- Merit: 2
- Pass: 4

Year 10

- Excellence: 1
- High Distinction: 4
- Distinction: 2
- Credit: 7
- Merit: 4

EXCHANGE PROGRAMS

There are a number of exchange programs offered at the College with sister schools in Indonesia (Kolese Santo Yusup), Reunion Island (Maison Blanche) and Italy (Istituto Tecnico – A. Panzini). These programs are hugely beneficial not only to the students who participate in them but also to the broader College community.

Exchanges in the past have included up to 12 students at a time, either going to Italy, Reunion Island and Indonesia. Forthcoming trips indicate that there will be approximately 20+ students going on separate exchanges.

Students may also apply to participate in the WAATI external language exchange which offers the students of Italian the opportunity to experience a language immersion for up to two months.



HUMANITIES

- Year 10 Acceleration students completed ATAR Economics Unit 1/2 and Year 11 Acceleration students completed ATAR Economics Unit 3/4
- Students competed in a range of events coordinated by United Nations Youth WA including:
 - The Evatt Model United Nations Competition
 - The United Nations Youth Voice Competition
 - The United Nations WA Young Leaders Summit
- Selected Year 7-10 students participated in the Australian History Competition with two students achieving a High Distinction (top 4%) and eight students achieving a Distinction (top 10%)
- Selected Year 7-12 students participated in the Australian Geography Competition with six students achieving a High Distinction (top 1%) and 12 students achieving a distinction (top 10%).
- Two students participated in the 2020 Premier's ANZAC Student Tour Competition
- One team was involved in the Law Society of WA Mock Trial Competition
- In 2020, 29 students from Years 10 & 11 will be attending the Sydney/Canberra tour



MATHEMATICS

- Year 11 Acceleration students completed ATAR Methods
- Maths Club with teacher and university student support
- Women Inspiring Successful Entrepreneurs (WISE) Showcase excursion for Years 9 and 10 students
- CHOOSEMATHS Mentoring program for Year 10 girls
- Australian Mathematics Competition (AMC):
 - One Prize certificate
 - One certificate of High Distinction
 - 21 certificates of Distinction
- Australasian Problem Solving Mathematical Olympiads (APSMO):
 - One student in the top 10%
 - Five students in the top 25%
 - 15 students in the top 50%
- Have Sum Fun Competition
- Western Australian Junior Mathematics Olympiad (WAJO)
- CHOOSEMATHS 'Maths Makes Everything Possible' Competition



STEM

STEM education is a contemporary approach to learning that brings together the disciplines of Science, Technology, Engineering and Maths. What distinguishes STEM from traditional Science, Technology, Engineering and Mathematics education is an integrated learning environment in which students lead the learning. STEM has continued to be a success in Middle School this year, with students participating in projects such as:

- 'The Beacon of Strength' (Year 7)
- 'Stop Motion Animation' on the World's Big Questions (Year 8)
- 'Mousetrap vehicle' (Year 9)

Students have utilised their digital creativity knowledge and collaborated and shared their learning using Keynote. They have also worked together to solve a practical and real world problem, enhancing their understanding of the different subject areas.



ENGLISH

- Literature 2019 ATAR results 3.82% above the state average
- Holocaust survivor Hetty Verolme was invited as a guest speaker, addressing the Year 8 classes to support their understanding of their course text, *Hana's Suitcase*
- Talented Young Writers' Program, Years 8-11 – participants attended writing workshops at the Literature Centre in Fremantle, enjoyed writing presentations and entered a variety of writing competitions such as Tim Winton Award for Young Writers and Writing for Fun
- Year 10 Accelerated ATAR English – this exciting new pathway offered accelerated learning opportunities designed to deepen the rigour and breadth of study for Year 10 students as they study ATAR English and then ATAR Literature in Year 11, before finally choosing their preferred study option (English or Literature) in Year 12
- Year 10 English and Extension English poetry performance – 'Words of War' by Poetry in Action explored the life and work of WWI war poet Wilfred Owen, complementing course work covered in class
- Year 10 English students – 'Living Lecture: Shakespeare' performance by Barking Gecko Theatre Company enhanced students' knowledge of Shakespeare's themes, language and context as they studied Macbeth in class
- College Public Speaking Competition – over 40 students from all year groups participated in an evening of public speaking hosted at the College, delivering individually prepared speaking presentations as well as an impromptu section
- Rotary 4 Way Test Public Speaking Competition – State Final winner
- Plain English Speaking Competition – State Final



SCIENCE

- Science Time incursion – Year 8 science show demonstrating and discussing air pressure
- Year 11 Biology camp – 30 students got experience in monitoring wildlife in the Perth Hills and the conservation work done in this area
- Science Café excursion – eight Year 10 students were able to meet scientists and discuss their research and careers
- ICAS competition (Australian Schools Science Competition) for Years 7 and 9
- Big Science competition – Over 50 Year 8 and Year 10 students took part, with eight students achieving a High Distinction (top 5% of the state)
- The first part of 2019 saw the introduction of a forensics club at Corpus Christi College – this club met at lunchtimes and was offered to both Year 7 and 8 students
- Zoo Sleepover – 20 Year 8 students slept overnight at the zoo and had the experience of a nocturnal zoo tour
- Non-venomous reptile incursion – Year 7 got a hands-on experience with snakes



THE ARTS

DANCE

2019 proved once again that dance at Corpus is thriving. Some significant events include:

Dance Gala 2020 - 'Fearless' (130 students, Years 7-12)

Extra-curricular Groups

- Dance Company, Years 7-9 (30 students)
- Dance Collective, Years 10-12 (25 students)
- Boyz Dance Crew, Years 7-12 (24 students)
- Dance Club, Years 7-8 (29 students)
- Dance Ensemble, Years 7-12 (55 students)

Catholic Performing Arts Festival

- Dance Company, Dance Collective, Dance Ensemble and Boys Dance Crew
- Dance Collaborative: Students from the Education Support Centre joined with the Year 12 ATAR Dance students and received an 'Outstanding' award for their performance

Perspectives (6 students from Dance ATAR)

The Year 12 Curriculum Dance, Drama and Music classes combined to present the 3rd annual 'Corpus Perspectives'. Students performed their Original Solo Compositions/Performances that are part of their ATAR Practical Exams.

College Masses and Liturgical Dance Performances and Assemblies (65 students from Year 10-12)

Dance Day - Year 11 & 12 ATAR (14 students)

Dance Excursions

- Year 11 and 12 curriculum students attended Insynch, West Australian Ballet Company at the Quarry
- Year 11 students attended the classic ballet The Nutcracker at His Majesty's Theatre
- Year 11 and 12 ATAR students attended Perspectives, which showcases the top scoring Original Solo Compositions of 2018, at the Perth Concert Hall.
- Boyz Dance Crew visited the Simulation Centre

DRAMA

Drama continues to thrive at the College with innovative practice and exciting excursions and incursions embedded in the curriculum to maximise learning and performance skills. In 2019, there were many opportunities for students to showcase their talents, including:

Years 10-12 Drama Excursions to Perth International Arts Festival (32 students)

Drama Incursions: Theatrical Make-up and Special Effects Club (111 students)

Disney's Beauty and The Beast (110 students)

The production of Disney's *Beauty and the Beast* was an exceptional success for the College. This production involved students from all year groups, including those who provided support backstage.

Inter-house Play Competition

This was an Arts Prefect-led event with students in each House competing for the best play. (107 students)

Perspectives Performance (9 students in Drama)

Students in Dance, Drama and Music showcased the very best of their ATAR performances in front of an audience of parents and students.

Year 7 Drama Company Performance: The Insect Play (12 students)

Year 11 and 12 Drama Day (14 students)

VISUAL ART

Visual Arts has grown exponentially in the last year. 2019 has seen increased numbers in all courses, with some course reaching full capacity. Highlights include:

Excursions and Incursions

- Senior students attended Sculptures by the Sea and associated author talks, before attending the Art Gallery of WA where they viewed 2D and 3D artworks. (~60 students)
- Year 11s and 12s attended the Fremantle Art Centre to view the works of contemporary local artist Stuart Elliott. (~60 students)
- Year 10 students attended the Fremantle Print Awards. (45 students)

- Cherie Tucker, local artist, presented a portrait incursion for Year 10 and 11 students (30 students)
- Alum Mark Tweedie coordinated the Gifted and Talented art program for Year 10. (15 students)
- Contemporary artist and print maker Trevor Bly coordinated the Year 9 Gifted and Talented program. (15 students)

Art Club, Year 7 and 8 (32 Students)

- Etchings, Semester 1
- Silk screening, Semester 2

External Exhibitions

Atwell Youth Awards (presented by Atwell Gallery, Applecross)

- Year 12 Overall Best in Show
- Year 12 Overall Drawing Prize
- Year 12 The Conceptual Art Award

St George's Cathedral

- Year 12 Overall Winner for Drawing

Angelico Exhibition (Catholic Arts)

- Year 12 Highly Commended

META: Central TAFE Annual Exhibition

- 2 students

Year 12 Pulse Perspective Annual Exhibition (Heathcote)

- 3 students

Year 12 Perspectives (AGWA)

- 2 students

2019 College Exhibition 'My Monster'

All Art students were encouraged to work hard in creating innovative and challenging artworks. The most outstanding artworks were chosen from each cohort and submitted for final selection.

MUSIC

2019 has been an exceptionally busy year in the Corpus Music Department. Students have had many exciting opportunities.

The Music Department offers many ensembles including:

- Swing Band
- Celtic Band
- Junior Concert Band
- Senior Concert Band
- Senior Contemporary Band
- Beginner Brass Band
- Saxophone Ensemble
- Guitar Ensemble
- String Ensemble
- Beginner Strings
- Junior Flute Group
- Senior Flute Group
- Woodwind Quartet
- College Choir
- Boys' Choir
- Girls' Choir
- Year 7 Minor Details Choir
- Clarinet Choir
- Rock School

Students participated in the following events:

- Mother's Day Breakfast
- Year 7 Evening
- Year 9 Personal Project Evening
- College Open Days
- College assemblies
- Opening of the new College Theatre
- College Musical Production
- ABODA Festival
- Ellington Down Under
- Subiaco Market
- WA Flute Competition
- Corpus Jazz @ The Ellington

(150 students)

Music Excursions for Year 11 and 12 ATAR Music

- Mozart's opera The Magic Flute at the Perth International Arts Festival.

- ATAR set works by the West Australian Symphony Orchestra.

Mass at Fremantle Basilica (40 students)

College Masses and Liturgies (50 students)

Instrumental Music Night (80 students)

Tutor Recitals (160 students)

Beauty and the Beast

In addition to our many wonderful singers and actors, nine of our instrumental students participated in the band for this production, rehearsing and performing an extremely challenging musical score.

Catholic Performing Arts Eisteddfod (150 students)

This year was a great success for our many ensembles and soloists.

Outstanding Awards:

- Senior Flute Ensemble
- Woodwind Quartet
- Classical Guitar Ensemble
- String Ensemble
- Senior Contemporary Band

Excellence Awards:

- Saxophone Ensemble
- Junior Flute Ensemble
- Celtic Band

Merit Awards:

- College Choir
- Beginner Strings Ensemble
- Rock Band

Rockfest (45 students)

Music Night - Choral Showcase (80 students)

Carols Evening (70 students)

Band Bursary Program (55 Students)



HEALTH AND PHYSICAL EDUCATION

In the Physical Education Learning Area, students participate in a varied program of sports, skills development and personal development through experiencing a range of roles within sports competitions and group work. In addition, Health Education focuses on improving students' abilities to identify and deal with issues relevant to today's teenagers in society by developing resiliency, risk identification and decision-making skills.

Specialist Subjects

In Years 9 and 10, students have the opportunity to further develop the strategies and tactics of specific sports through elective units. These subjects prepare students for the type of learning they will experience in upper school ATAR courses within Physical Education Studies and Outdoor Education.

The following subjects were offered in 2019:

Year 9 student numbers:

- Footy Smarts: 20
- Netball Smarts: 24

- Ball Games: 38
- Sport and Fitness: 53
- Outdoor Education: 70

Year 10 student numbers:

- Sport Education: 49
- Outdoor Education: 84
- Sport Science: 86

Senior School Courses

Year 11 and 12 courses continue to attract strong numbers of students who are eager to engage in practical learning experiences within both sporting and environmental contexts.

Student numbers in Physical Education Studies courses:

- Year 11 General Physical Education Studies: 24
- Year 11 ATAR Physical Education Studies: 38

- Year 12 General Physical Education Studies: 19
- Year 12 ATAR Physical Education Studies: 20

Student numbers in Outdoor Education courses:

- Year 11 General Outdoor Education: 17
- Year 12 General Outdoor Education: 26
- Year 12 ATAR Outdoor Education: 10

Vocational Education and Training (VET)

The Physical Education Learning Area continues to offer a selection of courses to a diverse range of students. With VET courses contributing to WACE requirements, the VET program is a popular alternative to the traditional university pathway.

Student numbers in VET courses:

- Certificate II Sport Coaching: 16
- Certificate II Outdoor Recreation: 16

SPORT

The College Sporting motto this year was: **'Together We Prevail'**.

Students were challenged by College Sport Captains Taylor MacDonald and Ethan Tupuhi to consider team before self and to demonstrate the core values of commitment, courage and connectedness in the interest of reaching our sporting potential as a College community.

Number of sports participated in: 20

Number of extra-curricular sporting teams/clubs: 59

Key Priorities addressed in Sport 2019

- **Fitness:** Increased Running Club, Fitness Club and Climbing Club sessions to improve general fitness and utilisation of gymnasium and training facilities.
- **Advocacy:** Improved news and results via e-boards and social media. Hosted our 7th Annual Burgundy, White and Blue Celebration of Sport Evening.
- **Social Development:** Provided increased social opportunities through less formal intra-school and inter-house sport.
- **Service:** Increased numbers of Senior School students involved with coaching and officiating junior teams.

Performance Goals achieved in 2019

- Maintained standing as an A Division ACC Athletics school
- Improved results across all year levels in Netball competitions
- Increased participation rates in priority sports of Australian Rules Football and Netball



ACC MAJOR DIVISIONAL CARNIVAL RESULTS



SPORTING TEAMS RESULTS

Champions	Finalists
ACC Athletics Senior Girls	Open Girls Netball
ACC Cross Country U16 Boys	Year 8 Girls Netball
ACC Cross Country U16 Overall	Year 10 Girls Netball
SASJ Combined Summer & Winter	Eagles Cup Junior Boys AFL
Overall Champions	Senior Girls Dockers Cup AFL
SASJ Overall Winter Champion School	Year 7 Girls AFL
SASJ Year 10 Girls Netball	Senior Girls Soccer
SASJ Premiers Year 7 Boys Cricket	Senior Boys Basketball
SASJ Premiers Year 7 Boys Basketball	Senior Girls Basketball
SASJ Year 7 Boys Overall	
SASJ Year 7 Boys & Girls Combined	
SASJ Winter Year 8/9 Girls Overall	



EDUCATION SUPPORT & LEARNING SUPPORT

EDUCATION SUPPORT

The Education Support Centre (ESC) supported 33 students in their studies at Corpus Christi College. Each student is assigned a Case Manager who is responsible for coordinating the student's Individual Education Plan (IEP) or Individual Transition Plan (ITP), as well as supporting their overall well-being and pastoral needs. The aim of the programs and experiences in the Centre is to prepare students for transition for life after College whilst supporting their individual needs.

Throughout the year, students participated in a variety of teaching and learning experiences across a range of learning areas:

- All students were enrolled in and attended classes with their mainstream peers with the support of a teacher assistant when required. Classes included Homeroom, subjects in the Technology and Enterprise and the Arts areas, as well as Health and Physical Education and Religious Education.
- 16 students participated in the Bushranger Cadets program. Topics covered included Conservation of the Local Environment, identification of small insects/animals, and identification of recyclable items and waste.
- The Senior School ESC students studied preliminary units in English, Mathematics, and Religion and Life.
- All students participated in the Associated Catholic Colleges (ACC) Inclusive Sports Carnivals (ISP) throughout the year, including Fun Run, Ten Pin Bowling, Swimming and Athletics.
- Students participated in a ten-week Adaptive and Inclusive unit in Physical Education and peer coaching at Notre Dame University, Fremantle.
- 25 students attended a three-day camp at Ern Halliday. Students worked in age and ability groups to participate in a range of activities, including flying fox, paddling, orienteering and team building.
- All students participated in major College events, including residential Year retreats and social events, the Year 11 Dinner Dance and the Year 12 Ball.
- 10 Senior School students participated in weekly work experience at the following supported employment and retail locations: Westcare, Good Samaritans, Big W, Bunnings, Mondo Electrical and Native Arc.
- Two Senior School students have gained part-time employment.
- Four students completed the Painting and Decorating Skill Set course and have enrolled in the Certificate II in Painting and Decorating for further study at TAFE in 2020.
- Three students completed the Horticulture Skill Set course at South Metropolitan TAFE.

- One student completed the Certificate II Creative Industries and Film and has enrolled in the Certificate II Music Production.
- Five students completed the Tech Savvy course at Good Samaritans.
- Two students applied for the \$1,000 Good Samaritans Scholarship to assist with the cost of future studies.
- 10 students participated in the Catholic Performing Arts Festival, achieving an Outstanding Award in Christian Dance. The students also performed their routine at the College Dance Gala and Opening of the new College Theatre.
- One student played a major role in the College production of *Beauty and the Beast* and has also been awarded a St John of God Health Care Performing Arts Scholarship.

The importance of communication between the ESC team and the wider community continues to be crucial in the overall development of each student. Regular meetings between all stakeholders provide an opportunity for all stakeholders to discuss long term and short term goals for the students. Parent evenings, IEP meetings, regular email and SMS contact are all communication avenues that assist in providing day to day support for the students.

Student numbers ESC 2019:

Year Group	Number of students enrolled in ESC
Year 7	8
Year 8	7
Year 9	6
Year 10	3
Year 11	3
Year 12	6
Total	33

Student numbers iLAN 2019:

Year Group	Number of students enrolled in iLAN
Year 7	22
Year 8	34
Year 9	24
Total	80

LEARNING SUPPORT

The Learning Support team worked with approximately 230 students across the College who have undiagnosed or diagnosed learning difficulties or disorders which required teaching and learning adjustments to enable them to access the curriculum.

The Learning Support team – consisting of the Director of Learning Support, numeracy support teacher, literacy support teacher and 3 learning assistants – work to assist students by providing the following supports:

- Special arrangements for assessments and examinations, including extra time, scribe and reader support
- Planning for differentiation in teaching and learning
- Modification and scaffolding to cater for individual students
- Providing support for students with anxiety
- Appropriate study techniques

The Learning Support staff work closely with College teaching staff to ensure that all students have the appropriate adjustments and supports in a variety of ways including:

- Creating Learning Support profiles for all students with specific learning difficulties and disorders
- Using audio books to support students in their English novel studies
- Creating targeted spelling programs for individual students
- Creation of iTunes U course with information about specific learning disorders and difficulties

During the enrolment process, students who have been identified as requiring additional support are invited to attend a transition interview. The transition interview is an important step for students with learning disorders and difficulties as they begin their journey into the secondary school environment. Staff work closely with parents and students to ascertain strengths, weaknesses and the appropriate teaching and learning adjustments for students. Staff use this information to develop a learning support profile, which is then shared with all teaching staff.

The College Learning Centre runs the iLAN program (Intensive Literacy and Numeracy classes). In 2019, the focus has been on study and independent thinking skills and building resilience, as well as on targeted intervention in literacy and numeracy, so students have the skills to progress across all learning areas in the curriculum. The program has proved to be successful for the consolidation of skills, research and collaborative learning practices.

TECHNOLOGY AND ENTERPRISE

The Technology and Enterprise Learning Area Goal for 2019 was to challenge students to develop curiosity for learning through practical situations in their classes. Extra-curricular activities were also popular, including Coding Club (where students competed in the NCSS National Computer Science School), Textiles Club, Makerspace and Robotics Club.

DESIGN TECHNOLOGY

Student projects utilised a wide variety of textiles including wood, metal, fabric and food. Highlights include:

- Two new processes – aluminium anodising and the use of an electric tube bender – were added to the metal area, significantly enhancing the variety and quality of projects.
- Middle School classes utilised the Technology Development Cycle to investigate, design and produce items.
- Design Graphics students were introduced to Autodesk product 'Maya', an industry level software used for movie animation.
- Senior students in the Children Family and Community course donated 'Dignity Packages' – including handmade items such as bunny rugs, hot packs, handmade soaps, baby toys and pillows – to the Women's and Infants Research Institute at King Edward Memorial Hospital.
- Other Senior classes baked muffins and cookies to donate to St Patrick's Community Support Centre to help feed the homeless in Fremantle.
- Senior Food Science Technology students competed in a 'Big Bake Off' in the theme of Halloween and produced amazingly decorated cakes. They also catered for the opening night of the 2019 Art and Technology Exhibition 'My Monster'.
- The Apex Teenage Fashion Awards 2019 included three Corpus entries, with Ella Waddy winning the Evening Wear category of the WA competition. Ella was selected to compete in the national finals in Melbourne.
- The Technology and Visual Arts Expo 'My Monster' was held in Term Three and was a great success. It acknowledged and celebrated the work of students across all levels of ability in Years 8-12 from the Visual Art and the Technology and Enterprise Learning Areas.

DIGITAL TECHNOLOGY

Digital Technologies continues to grow and develop and is always very engaging.

- Coding students learned key computer science concepts and tackled challenging scenarios using the Swift environment on iPad.
- Robotics students completed challenges with a 'Mazebot' developed with programming of Arduino C. and learned about ways that programming can interact with robots and create AI.
- Digital Thinking students investigated the exciting world of computer science.
- Engineering was a new course in 2019 where students engaged in a project to create a 'smart house'.
- Another new course in Mobile Games Development engaged students to develop a food ordering application for a restaurant.

ACCOUNTING AND FINANCE

2019 was a year of continued growth in the popularity of Accounting and Finance. We now offer two classes in the Year 12 ATAR Accounting and Finance and in 2019 we had two classes in Year 11 ATAR. This has been due to the popularity of the Year 10 courses which allow students to develop their financial literacy skills. Highlights include:

- Year 12 students participated in the ASX Schools Sharemarket Game where they make real time investment decisions using what they have learnt in class.
- Students did extremely well in the 2018 WACE examination, where the Corpus Accounting and Finance cohort were in the Top 10 schools in the subject.
- In 2019, Ernst and Young ran the Ernst & Young Disruptors Program, designed for top Accounting students across the state. Five Corpus Students were invited to attend.



VOCATIONAL EDUCATION AND TRAINING (VET) AND TRANSITION SERVICES

The Vocational Education and Training (VET) and Transition Services department provides customised guidance and support to students on an ATAR, General or General Combined pathway to help determine their career goals and create the foundation for success.

CAREERS

Students were once again provided with careers information and opportunities throughout the year, including but not limited to pastoral sessions on career development, personalised subject selection for Year 10s, mock interviews, career counselling appointments, and the ever popular Careers Week where students in Years 10-12 attend presentations from organisations and education providers.

2019 University Enrolments (2018 Graduating Year)

Students from the 2018 cohort were also awarded a range of scholarships and awards for tertiary study, including:

- Curtin Excellence Scholarship (3 year), ATAR 97+: 8 recipients
- Curtin Excellence Scholarship (1 year), ATAR 96 - 96.99: 3 recipients
- Curtin Principal's Recommendation: 2 recipients

Number of students with an ATAR who applied	150				
Median ATAR of the students who applied	83.75				
	Curtin	ECU	Murdoch	UWA	Total
Number of students with a 1st preference (includes students without an ATAR)	104	5	37	20	166
Number of students offered their 1st preference	68	2	27	15	112
Number of students offered any of their preferences	92	5	38	21	156
Number of students who have enrolled	69	3	28	16	116
Number of students who have deferred	10	0	4	2	16

VOCATIONAL EDUCATION AND TRAINING (VET)

Students enrolled in Years 10, 11 and 12 have the opportunity to enrol in a range of 41 VET courses that are nationally accredited qualifications from Certificate II to IV levels.

Qualification	Enrolled
Certificate II in Animal Studies	3
Certificate II in Automotive Vocational Preparation	4
Certificate III in Aviation (Cabin Crew)	2
Certificate III in Beauty Services	2
Certificate II in Building and Construction (Trades)	1
Certificate II in Building and Construction (Painting)	3
Certificate II in Building and Construction (Para-Prof)	2
Certificate II in Business	26
Certificate III in Business Administration (Medical)	1
Certificate IV in Business	14
Certificate III in Community Services	2
Certificate II in Creative Industries (Film and Design)	1
Certificate III in Early Childhood Education & Care	1
Certificate III in Education Support	9
Certificate IV in Education Support	12
Certificate II in Electronics	1
Certificate II in Electrotechnology	3
Certificate II in Engineering	1
Certificate III in Engineering (Technical)	3
Certificate III in Events	2
Certificate III in Fitness	2
Certificate II in Health Support Services	1
Certificate II in Horticulture	1
Certificate II in Hospitality	4
Certificate III in Hospitality	1
Certificate III in Individual Support (Disability)	1
Certificate II in Information, Digital Media & Technology	14
Certificate III in Information Digital Media (Cyber Security)	3
Certificate II in Landscaping	1

Certificate II in Outdoor Recreation	16
Certificate III in Music Industry Sound Production	1
Certificate III in Population Health	2
Certificate II in Plumbing	3
Certificate IV in Preparation for Nursing Education	7
Certificate III in Retail Services	3
Certificate II in Salon Assistant	3
Certificate III in Screen & Media	1
Certificate II in Screen and Media (Film and Design)	1
Certificate II in Sport Coaching	16
Certificate III in Tourism	1
Certificate II in Visual Arts	18
Total Enrolments	193

In 2019, 27% of the Year 12 cohort undertook a General pathway which took advantage of VET offerings.

In addition to the accredited VET courses conducted in the College, students attend external Registered Training Organisations including:

- Central Regional TAFE
- South Metropolitan TAFE
- North Metropolitan TAFE
- ACTIV Foundation
- College of Electrical Training
- DNA Kingston Training
- Foundation Education
- Fremantle Education Centre
- Hungry Jacks Training
- Hospitality Group Training
- McDonalds Training Australia
- Master Plumbers' Association
- Mount Pleasant College
- Motor Trade Association
- Skillhire
- WA Academy of Beauty

School Based Traineeships incorporating nationally accredited training and industry placements have been successfully attained in Electrotechnology, Engineering, Hospitality, Individual Support (Disability), Landscaping, and Retail Services.

AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL)

ADWPL is an integral part of the program for students on a General Pathway. Students are provided with the opportunity to experience a range of work placements and develop the core skills for work accredited by the School Curriculum and Standards Authority.

Occupational Areas and Placements

Industry Placement	Year 10	Year 11/12
Architecture /Drafting	1	0
Automotive	2	0
Beauty	0	1
Childcare/Education	8	3
Creative industries	1	0
Electrical	7	6
Hairdressing	1	5
ICT	2	1
Landscaping	1	0
Mechanical Fitting	1	0
Retail	1	0
Sport & Recreation	0	3
Total Placements	25	19

The College acknowledges the support of our industry partners who provide valuable learning experience for our students:

- Atwell Art Gallery
- Austal
- Autobahn Canning Vale
- Autohahn Melville
- Banksia Park Primary School
- Bateman Primary School
- Becks Landscaping
- Brad Poore Electrical
- Buggles Early Learning and Kindy
- Camera House
- DBS Drainage and Plumbing
- EIW Architects
- EJM Electrical
- Fremantle Language Development Centre
- Incub8
- Info Tech Guys
- Janisen's Electrical Services
- Jellybeans Childcare Centre
- Kounis Metal Industries
- Le Beau Day Spa
- Summit Homes
- SJ Electric
- Mel Maria Primary School
- Redgewell Electrical
- Regents Garden Bateman
- Reno's Hair Care
- Salon Express Garden City
- St John of God Hospital
- Starbright Early Learning Centre
- The Hair Shoppe
- Westate Electrics
- Wilco Electrical
- Wilson Primary School
- Woodman Point Rec
- Zambezi Electrical



DIGITAL INTEGRATION

Corpus Christi College continues to lead the way when it comes to preparing students for the digital age and life beyond the College. Since 2012, the College has held its internationally recognised status as an Apple Distinguished School and been at the forefront of technology integrated teaching and learning. Keeping in mind our exciting, fast paced and unpredictable digital world, the College strives to help students find their voice so that their skills are focused around ideation and creativity.

A pleasing highlight of 2019 has been the College's involvement in Apple's global video on creativity which was filmed at the College in July. As the first Everyone Can Create school global story, the College is to be featured in a promotional video which captures Corpus staff and students utilising iPad in creative and innovative ways. Soon to be released, the short video showcases how our new Digital Creativity course is changing the way students learn across the curriculum.

In 2019, we introduced a dedicated curriculum for Year 7 and 8 students centred on creativity with iPad. Based on Apple's Everyone Can Create project guides, the weekly Digital Creativity course gives students chance to experiment and develop their creative skills in four key areas: photography, drawing, music and video. By implementing technology in this way, students become creators and not consumers of digital content – they learn to be better problem solvers, critical thinkers and innovators. By empowering students to utilise their device as a creative tool, they are encouraged to think-outside-the-box and unleash their potential for presenting learning in new ways – students are fast becoming videographers, music producers, digital artists and designers.

The course is planned, resourced and delivered by a team of Digital Ambassadors. The team of ten is made up of teachers and leaders from a variety of Learning Areas who lead the initiative across the College. Teachers are also being supported at Learning Area level by the Digital Integrators Team. This second digital team continually integrate effective pedagogy with iPad and share good practice with others.

Influenced by the College's Vision for Learning, 'Ignite the Spirit', students are being exposed to more and more digital activities and assessments across the curriculum, which challenges their curiosity and inspires them to create. Through the College's personalised professional learning programs, staff are continuously being up-skilled in developing transformative teaching practices with iPad. This means staff design and deliver exceptional digital learning experiences for students – some of which include self-paced iTunes U courses and iWork scaffolds to structure and showcase learning.

The integration of digital technologies has become an integral element of the College's identity and is woven into the culture of our practices. The years ahead will be exciting as the College moves towards even greater transformative use of digital technology.



LIBRARY

The Robert McCormack Library houses ICT and Library Services with a Help Desk to deal with a myriad of related staff and student needs. In 2019 the ICT and Library functions on Help Desk were separated. The Library Help Desk remains busy. The focus for the Library this year and going into 2020 is literacy.

During 2019 we installed a new bay of shelving for the fiction collection and reshelved the entire fiction collection. We installed front-facing shelves to better promote books and encourage readers. We also started a new collection of texts specifically for reluctant readers and those with processing issues. This is our Young Adult Collection and it has proved to be very effective. All Year 7, 8, 9 and 10 English classes have been encouraged to have Reading Periods in the Library supported by Library staff. Literacy classes for Years 9, 10 and 11 have also been running after school. During Terms 1 and 3 the Library ran a specialist Literacy Workshop for Year 11 students. The program was written to assist senior students struggling with comprehension and essay writing. The Library also provided on-going support for Year 11 and 12 students going into examinations.

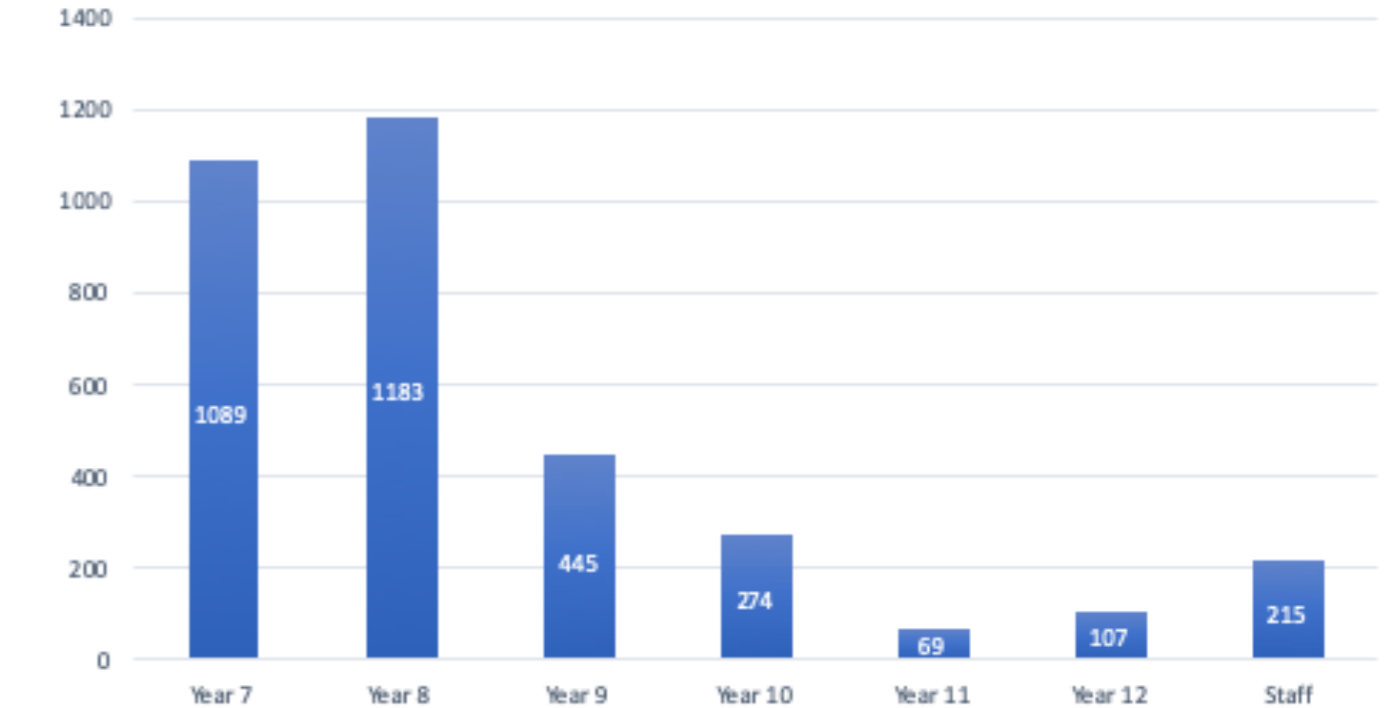
Over the year we have developed more LibGuides for Year 11 and 12 ATAR subjects. We also developed LibGuides for the entire Year 7 Science course. ClickView has released many more useful features for teachers such as interactive videos across a number of subject areas. The Library has worked to promote these to learning areas. Over the last twelve months the Library has visited most learning areas to explain services offered by the Library. We have also run some successful 'quests' that made reading and the Library a focus for students.

We are constantly redesigning the space in the Library to accommodate student needs. The reading booths have been reconfigured to make better use of the space and some couches moved into the Reading Area. We have also set up a 'Lego Station' in front of the Help Desk for students to access Lego during recess and lunchtime. This has also been a great initiative as it has seen students working creatively together rather than sitting alone on their iPads at these times.

The Year 12 Study Room has continued as an exclusive Year 12 space. This has been very successful.

The Library is very busy, full of students before school, at recess, lunchtime and after school. Homework Club is staffed by ex-students and subject teachers two afternoons a week and is very successful. The Library is also actively involved in the implementation of sustainability initiatives.

Circulation - Print Collection (Fiction and Non-Fiction Titles)



ACADEMIC EXCELLENCE

The Academic Excellence Program involves catering for gifted and talented students by:

- Identifying students who are academically able
- Identifying underachieving students
- Meeting with students to set goals for their learning
- Follow-up meetings during the year to review student goals and set new goals
- Catering for highly gifted students
- Catering for Twice Exceptional students
- Providing students with mentors to support them
- Training new students to become mentors themselves
- Fostering student learning in the classroom through differentiation
- Fostering student learning outside the classroom
- Monitoring student wellbeing
- Monitoring student achievement

In order for this to be successful, the Head of Academic Excellence collaborates with:

- Academic Excellence Program students themselves
- Teachers of Academic Excellence Program students
- Parents of Academic Excellence Program students
- Staff in the various learning areas
- Heads of Learning Area
- Heads of Year
- College Psychologists
- Director of Learning Support

Opportunities offered to Academic Excellence Program Students

The following table shows the array of opportunities available at the College that cater for the needs of academically able students. This does not include the extension programs offered by individual departments.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Motivational speaker (Greg Mitchell)	●	●	●	●		●
Critical thinking Games (Andy Kirker)	●	●	●			
Academy Conference for G&T students		●	●	●	●	
DaVinci Decathlon			●		●	
Procrastination workshop I and II (College Psychologists)		●	●			
Careers (Careers Counsellor) - Excelsis					●	●
Elevate Study Tips – Ace Your Exams					●	●
Biotechnology and Ethics			●	●		
Mentoring				●	●	●
Science IQ quiz	●		●			
Science Olympiad				●	●	
Big Science Competition		●		●		
ICAS	●		●			
Academicus – UWA – Brainways QUEST competition		●	●			
Academicus – UWA – Brainways (holiday)	●	●	●			
Girls in STEM			●			
Marine Biology Murdoch (long weekend)			●	●		
Chess Club	●	●	●	●	●	●

YEARS 7-11 AWARDS

ARTS

Year 7 Dance

Samantha Ramsay-Lelek

Year 7 Drama

Mia Rozario

Year 7 Music

Mia Watanabe

Year 7 Visual Art

Hannah Oversby

Year 8 Dance

Natasha Bozanich

Year 8 Drama

Indyana Leech

Year 8 Music

Jessica Yeo

Year 8 Visual Art

Michela De Boni

Year 9 Dance

Chloe Duxbury

Year 9 Drama

Molly Dawkins

Year 9 Extension Music

Elke Ruane

Year 9 General Music

Noah Wagner

Year 9 Media Art

May McDonald

Year 9 Public Art

Sydney Sudiarko

Year 9 Visual Art

Abbey Sheppard

Year 10 Fine Arts

Christabelle Kusnowirjono

Year 10 Media Arts

Lachlan O'Brien

Year 10 Music

Kathryn Tan

Year 11 Dance General Units 1/2

Emily Kearns

Year 11 Dance ATAR Units 1/2

Isabel Gelfi

Year 11 Drama ATAR Units 1/2

Kalea Stanger

Year 11 Music ATAR Units 1/2

Holly Forster

Year 11 Visual Arts ATAR Units 1/2

Siobhan Stevens

ENGLISH

Year 7 English

Charlize Suseno

Year 8 English

Michela De Boni

Year 9 English

Jovin Ogwaro

Year 10 English Consolidation

Jack Mastaglia

Year 9 English Extension

May McDonald

Year 10 English

Jasmine Trutwein

Year 10 English General

Cameron Hanson

Year 10 English Literature

Megan Schutte

Year 10 English ATAR Units 1/2

Ella Waddy

Year 11 English General Units 1/2

Erin Di Dio

Year 11 Literature ATAR Units 1/2

Liam Moylan

HEALTH AND PHYSICAL EDUCATION

Year 7 Health Education

Hannah Oversby

Year 7 Physical Education (Girls)

Indiana Gibbons

Year 7 Physical Education (Boys)

Cooper Moore

Year 8 Health Education

Natalia Cuocci

Year 8 Physical Education (Girls)

Lily Fairclough

Year 8 Physical Education (Boys)

Jay Fairclough

Year 9 Ball Games

Yang Chau

Year 9 Health Education

Emmanuel Foo

Year 9 Netball Smarts

Jade Jerome

Year 9 Outdoor Education

Darcy West

Year 9 Physical Education (Girls)

Jade Jerome

Year 9 Physical Education (Boys)

Jack Johnston

Year 9 Sport and Fitness

Honey Matson

Year 10 Health Education

Annalise Fernandez

Year 10 Outdoor Education

Kayla Van der Linden

Year 10 Physical Education (Girls)

Sienna Andritsos

Year 10 Physical Education (Boys)

Eric Lau

Year 10 Sport Education

William Rowan

Year 10 Sports Science

Chelsea Taylor

Year 11 Outdoor Education General Units 1/2

Elizabeth Purtell

Year 11 Physical Education Studies ATAR Units 1/2

Jayden Matson

Year 11 Physical Education Studies General Units 1/2

Thomas Stephenson

HUMANITIES

Year 7 Humanities

Leon Du Toit

Year 8 Humanities

Nicholas Cutri

Year 9 Humanities

Jennifer Tassone

Year 10 Humanities

Megan Schutte

Year 10 Economics Acceleration ATAR Units 1/2

Adriana Romeo

Year 11 Economics Acceleration ATAR Units 3/4

Nikita La Rosa

Year 11 Geography ATAR Units 1/2

Claire Cantwell

Year 11 Modern History ATAR Units 1/2

Ingrid Schaub

Year 11 Economics ATAR Units 1/2

Ava Dadmehr

LANGUAGES

Year 7 French

Leon Du Toit

Year 7 Indonesian

Hannah Oversby

Year 7 Indonesian Background

Jesse Phoea

Year 7 Italian

Christopher Ng

Year 7 Italian

Prunelle Rodari

Year 8 French

Angelyne Varen

Year 8 Indonesian

Bailey Tonkin

Year 8 Indonesian Background

Georgina Hartono

Year 8 Italian

Stephanie De Luca

Year 9 French

Grace Harben

Year 9 Indonesian

Georgia Waddy

Year 9 Indonesian Background

Timothy Sentosa

Year 9 Italian

Jennifer Tassone

Year 10 French

Victoria Ann Chong

Year 10 Indonesian

Eric Lau

Year 10 Italian

Kayla Van der Linden

Year 11 French Second Language ATAR Units 1/2

Mosaia McDonald

Year 11 Indonesian Second Language ATAR Units 1/2

Connor West

Year 11 Italian Second Language ATAR Units 1/2

Madeline Toth

MATHEMATICS

Year 7 Mathematics

Mia Watanabe

Year 7 Mathematics Acceleration

Leon Du Toit

Year 8 Mathematics

Jake Holling

Year 8 Mathematics Acceleration

Georgina Hartono

Year 8 Mathematics Consolidation

Saoirse Dwyer

Year 8 Mathematics Extension

Stephanie De Luca

Year 9 Mathematics

Anson Hii

Year 9 Mathematics Acceleration

Jennifer Tassone

Year 9 Mathematics Acceleration

Carmen Wong

Year 9 Mathematics Consolidation

Nicholas Papiccio

Year 9 Mathematics Extension

Emmanuel Foo

Year 10 Mathematics

Shannon Rees

Year 10 Mathematics Consolidation

Jaxon Wehr

Year 10 Mathematics Extension

Megan Schutte

Year 10 Mathematics Methods ATAR Units 1/2

Charley Wehr

Year 11 Mathematics Essential General Units 1/2

Nicholas Yeo

Year 11 Mathematics Applications ATAR Units 1/2

Marina Piper

Year 11 Mathematics Methods ATAR Units 1/2

Luke Selvan

Year 11 Mathematics Specialist ATAR Units 1/2

Thomas Nicholls

RELIGIOUS EDUCATION

Year 7 Religious Education

Hannah Oversby

Year 8 Religious Education

Nicholas Cutri

Year 9 Religious Education

Emmanuel Foo

Year 10 Religious Education

Megan Schutte

Year 10 Religious Education General

Christabelle Kusnowirjono

YEARS 7-11 AWARDS continued

Year 11 Religion and Life General Units 1/2
Year 11 Religion and Life ATAR Units 1/2

Thomas Nicholls
Jenna Riordan

SCIENCE

Year 7 Science
Year 8 Science
Year 9 Science
Year 10 Science
10 Science General
Year 10 Psychology
Year 11 Biology ATAR Units 1/2
Year 11 Chemistry ATAR Units 1/2
Year 11 Human Biology ATAR Units 1/2
Year 11 Physics ATAR Units 1/2
Year 11 Psychology ATAR Units 1/2

Leon Du Toit
Matilda Wehr
May McDonald
Megan Schutte Year
Ari Allen
Megan Schutte
Marina Piper
Nicholas Ng
Mary Alamiyo
Thomas Nicholls
Jenna Riordan

TECHNOLOGY AND ENTERPRISE

Year 7 Design Technology: Food
Year 7 Design Technology: Woodwork
Year 7 Digital Technology: Coding
Year 7 Digital Technology: Digital Thinking
Year 7 Design Technology: Robotics
Year 8 Design Technology: Food
Year 8 Design Technology: Woodwork
Year 8 Digital Technology: Coding
Year 8 Digital Technology: Digital Thinking
Year 8 Design Technology: Robotics
Year 9 Business Beginnings
Year 9 Caring for Children
Year 9 Clever Hands
Year 9 Creating with Textiles
Year 9 Engineering Studies
Year 9 Food Technology
Year 9 Graphic Dimensional Design
Year 9 Metals Technology
Year 9 Mobile Games Development
Year 9 Wood Technology
Year 10 Accounting and Finance
Year 10 Caring for Children
Year 10 Clever Hands/Textiles

Sarah Low
Hannah Oversby
Mia Watanabe
Declan Kartadinata
Jake Mallozzi
Lily Daniel
Monet Grader
Ezekiel White-U
Isabella Zammit
Elia Woods
Dayna Carrara
Sabina Vicoli
Jennifer Tassone
Elke Ruane
Johann Bose
Carmen Wong
Anson Hii
Kade MacDonald
Timothy Sentosa
Georgia Waddy
Ashley Morgan
Madison Gibbs
Christabelle
Kusnowirjono
Ella Waddy
Christabelle

Year 10 Design Fundamentals
Year 10 Food, Science & Technology

Year 10 Materials: Wood & Metal
Year 11 Accounting and Finance ATAR
Year 11 Career and Enterprise
Year 11 Children, Family & Community General
Year 11 Design: Graphics General
Year 11 Food Science & Technology General
Year 11 Material Design & Technology:
Textiles General

Year 11 Material Design & Technology:
Wood General

VOCATION EDUCATION AND TRAINING AND WORKPLACE LEARNING

Year 11 Applied Information Technology

BEST ALL ROUND AT SPORT

Best Sport All Rounder Year 7 Male
Best Sport All Rounder Year 7 Female
Best Sport All Rounder Year 8 Male
Best Sport All Rounder Year 8 Female
Best Sport All Rounder Year 9 Male
Best Sport All Rounder Year 9 Female
Best Sport All Rounder Year 10 Male
Best Sport All Rounder Year 10 Female
Best Sport All Rounder Year 11 Male
Best Sport All Rounder Year 11 Female

EDUCATION SUPPORT

ESC Year 7 English
ESC Year 7 Humanities
ESC Year 7 Maths
ESC Year 7 Science
ESC Year 8 English
ESC Year 8 Humanities
ESC Year 8 Maths
ESC Year 8 Science
ESC Year 9 English
ESC Year 9 Humanities
ESC Year 9 Maths
ESC Year 9 Science
ESC Year 10 English

Kusnowirjono
Max Larsen
Jenna Riordan
Samuel Radanovic
Isabella Cuocci
Chloe James
Indiana Mastaglia

Brookelynn
Canestraro

Lachlan Lanza
Cariccio

Konrad Rucki

Cooper Moore
Abbie Wassell
Zac Ravlich
Seraphina Andrew
Thomas Augustine
Elizabeth Blair
Nayan Brown
Olivia Dellaca
Callum Garland
Sophie Jones

Adam Rapanaro
Alessia Colletti
Kye Znaor
Hamish Rae
Mikael Mirasol
Brayden Duffy
Juliette Wilson
Brayden Duffy
Jack Davis
Connor Bennett
Tia Monument
Jack Davis
Phoebe Cockrell

ESC Year 10 Humanities
ESC Year 10 Science
ESC Everyone Can Create
ESC Food Science
ESC Health
ESC Preliminary English
ESC Preliminary Mathematics
ESC Preliminary Religion and Life
ESC Workskills

ST MARY OF THE CROSS AWARD NOMINEES

YEAR 7

Amelia Berry
Cooper Moore
Hannah Oversby
Charlize Suseno
Kiara Trant

YEAR 8

Marcus Dalley
Sanya Goel
Will Lewis
Angelyne Varen

YEAR 9

Chloe Adam
Elizabeth Blair
Kai-Yang Chau
Hudson Craig-Power
Molly Dawkins
Emma Garland

YEAR 10

Keely Ball-Williams
Olivia Dellaca
Charli Hall
Calum Milne
Megan Schutte
Madison Whitney

YEAR 11

Dieter Cadzow
Mosaia McDonald

Bailey Wassell
Bailey Wassell
Caleb Heron
Michael Rukavina
Alessia Colletti
Justin Rae
Luke Waller
Justin Rae
Justin Rae

Ishita Goel
Jayde Musika
Hudson Pivac
Nathan Tasone

Stephanie De Luca
Taylor Kew
Isaac Pavy

Thomas Augustine
Brendon Boudville
Lauren Clarke
Grace Cross
Emmanuel Foo
Erika Machado

Chris Cakir
Chelsea Fuderer
Gilchrist Mangoba
Lara Passauer
Ella Waddy

Holly Forster
Ciara Thornett

COLLEGE AWARDS

YEAR 7

ST MARY OF THE CROSS

DUX

PROXIME ACCESSIT

YEAR 8

ST MARY OF THE CROSS

DUX

PROXIME ACCESSIT

YEAR 9

ST MARY OF THE CROSS

DUX

PROXIME ACCESSIT

YEAR 10

ST MARY OF THE CROSS

DUX

PROXIME ACCESSIT

YEAR 11

ST MARY OF THE CROSS

DUX

PROXIME ACCESSIT

Hannah Oversby
Hudson Pivac
Hannah Oversby
Ishita Goel

Stephanie De Luca
Isaac Pavy
Matilda Wehr
Georgina Hartono

Elizabeth Blair
Brendan Boudville
Jennifer Tassone
Carmen Wong

Gilchrist Mangoba
Ella Waddy
Megan Schutte
Kayla Van der Linden

Dieter Cadzow
Ciara Thornett
Thomas Nicholls
Jenna Riordan



YEAR 12 AWARDS

ARTS

Dance ATAR Units 3/4
 Drama ATAR Units 3/4
 Music ATAR Units 3/4
 Visual Art ATAR Units 3/4
 Visual Art General Unit 3/4

Hannah Antulov
 George Kenny
 Alessia Scarfo
 Joseph Damiano
 Georgina Millard

ENGLISH

English ATAR Units 3/4

 Literature ATAR Units 3/4
 English General Units 3/4

Annaliese Iliife-Turner
 Joseph Damiano
 Naomi Pearse

HEALTH AND PHYSICAL EDUCATION

Best All Round Boy at Sport Year 12
 Best All Round Girl at Sport Year 12
 Outdoor Education ATAR Units 3/4
 Outdoor Education General Units 3/4
 Physical Education Studies ATAR Units 3/4
 Physical Education Studies General Units 3/4

Ethan Tupuhi
 Gabriella Radojkovich
 Meghann Templeton
 Melissa Peck
 Michael Radanovic
 Luke Dobson

HUMANITIES

Economics ATAR Units 3/4
 Geography ATAR Units 3/4
 Modern History ATAR Units 3/4

Isabella Bartlett
 Hannah Antulov
 Lola Davies

LANGUAGES

French Second Language ATAR Units 3/4

 Indonesian Second Language ATAR Units 3/4
 Italian Second Language ATAR Units 3/4

Annaliese Iliife-Turner
 Tiana Inman
 Stephanie Barbuzza-Summerton

MATHEMATICS

Mathematics Applications ATAR Units 3/4
 Mathematics Methods ATAR Units 3/4
 Mathematics Specialist ATAR Units 3/4
 Mathematics Essential General Units 3/4

Ethan Hill
 Brett Nigli
 Jordan Moncrieff
 Ronan McGrath

SCIENCE

Biology ATAR Units 3/4
 Chemistry ATAR Units 3/4

Harry Regan
 Oscar Wehr

Human Biology ATAR Units 3/4

Physics ATAR Units 3/4
 Psychology ATAR Units 3/4

Stephanie Barbuzza-Summerton
 Brett Nigli
 Daniel Knubley

TECHNOLOGY AND ENTERPRISE

Accounting and Finance ATAR Units 3/4
 Children, Family and Community General Units 3/4
 Design: Graphics General Units 3/4
 Food Science and Technology General Units 3/4
 Materials Design and Technology: Metal General Units 3/4
 Materials Design and Technology: Textiles General Units 3/4
 Materials Design and Technology: Wood General Units 3/4

Mia Chan

 Elizabeth Phua
 Aidan Nadj
 Vanessa Vitanza

 Aidan Nadj

 Sophie Mumbi

 Ronan McGrath

VOCATION EDUCATION AND TRAINING AND WORKPLACE LEARNING

Authority Developed Workplace Learning Certificate II Information, Digital Media and Technology
 Certificate II Sports Coaching
 Certificate II Visual Art

Ronan McGrath

 Isaac Postma
 Victoria Chalk
 Sisi-Cynthia Ingenere

EDUCATION SUPPORT

Education Support

Christopher Johnstone

RELIGIOUS EDUCATION

Religion and Life ATAR Units 3/4
 Religion and Life General Units 3/4

Brett Nigli
 Joseph Damiano

LEADERSHIP AWARDS

SEQUERE DOMINUM

Colby Petterson

CORPUS CHRISTI MEDALS

Ikeoluwapo Adesanya
 Annabel Biscotto
 Joseph Damiano
 Rachael Dellaca
 Noah Gilmore
 Mya Grieve
 Ellyn McGlone
 Colby Petterson

ARTS LEADERSHIP

Noah Gilmore

SPORTS LEADERSHIP

Taylor MacDonald

CHRISTIAN SERVICE

Rachael Dellaca

LONG TAN AWARD

Annabel Biscotto

AUSTRALIAN SUPER EXCELLENCE IN VET

Bianca Noteboom

COLLEGE DUX AWARD GENERAL COURSE

Aidan Nadj

PROXIME ACCESSIT

Joseph Damiano

COLLEGE DUX

Brett Nigli

COLLEGE INFORMATION

MANAGEMENT OF NON-ATTENDANCE

It is a legal requirement that any absence must be explained by a phone call, SMS message or a written explanation from the student's parent or guardian. The College's absentee hotline is open 24 hours every day. Parents are requested to ring the absentee line before 9.30am on the day of absence with the following information:

- Name of student
- Year and Homeroom group
- Reason for absence
- Their name and relationship to the student.

The College will contact parents via an SMS message on the same day if a student has been marked absent during Homeroom and no contact has been by the parent to explain the absence. Parents/guardian are required to provide an explanation by return SMS, a follow-up written correspondence or a phone call.

Students needing to leave the College early must bring a note from their parent/guardian authorising the absence. The note must be sighted by the classroom teacher and handed in to Student Services prior to signing out. If the student returns to the College on the same day, they must sign in at Student Services on their return.

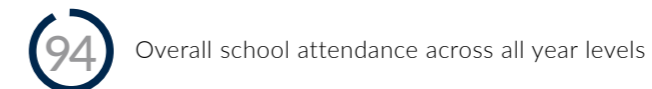
Persistent lateness for unsatisfactory reasons may result in an after-school detention.

SCHOOL INCOME

School income as broken down by funding source is calculated by the Federal Government and placed on the ACARA website link:

My School: www.myschool.edu.au

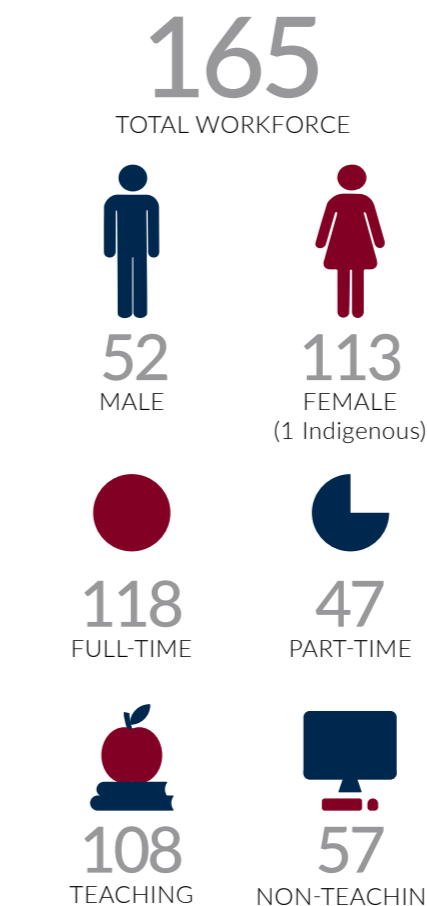
STUDENT ATTENDANCE (Percentage overall)



STUDENT ATTENDANCE (Percentage per year group)



WORKFORCE COMPOSITION



TEACHER QUALIFICATIONS

	Full-time	Part-time
Teachers in total	94	14
Teachers fully certified by the appropriate authority (e.g. the state registration board)	94	14
Teachers with a Bachelor's degree/ Graduate Diploma	76	11
Teachers with a Master's degree	16	3
Teachers with a Doctorate	2	0



SCHOOL IMPROVEMENT PLAN

'Focussing on the Catholic schools of excellence in providing effective, contemporary pedagogy and mission inspired practice and outreach, pastoral communities of well-being and safety for students and staff, providing an affordable and accessible environment with a strong Catholic context, and most importantly helping our schools to be Christ centred and student focussed.' (Executive Director of CEWA Dr Debra Sayce).

This improvement plan seeks to promote all aspects of teaching and learning. It contains goals and strategies focused on successful fulfilment of the College's Strategic Plan. The range of goals are effectively managed by stakeholders totally committed to providing opportunities for all members of our community. The improvement plan outlines the prerequisites for excellence and the multitude of opportunities for growth for the present and the future.

The development of the improvement plan is based on best evidence for student achievement and progress, with the success of the plan assessed with consultation and evidence.

FOCUS ONE: EVANGELISATION PLAN

Corpus Christi College Strategic Plan Link: Mission and Catholic Identity Goal 1

Develop the profile of the Ministry Team with an overall focus on connecting young people to the Church, a team which will continue to review student formation programs and will connect College values and patrons to our Christian Service Learning programs, using young people's passion and energy to assist us to become more fully alive as the body of Christ. A focus will be the College prayer culture.

RESPONSIBILITIES AND TIMELINE

Deputy Principal Ministry Gemma Woollorton, with the assistance of the Ministry Team and Leadership Team, with completion to be achieved by the conclusion of 2019.

ACTIONS/STRATEGIES

- Refocus on the College prayer culture, starting with Homeroom prayer.
- An ePrayer Book was created to allow students and staff to access relevant prayers.
- An audit of Homeroom prayer focus was to be carried out by the House Coordinator to see what is needed for their Homerooms. House Coordinators were asked to ensure that Homerooms had all requirements.
- Create Prayer resources to support teachers to gather and provide a variety of resources for staff and students to engage with for Prayer. Make these visible for all to use.
- Develop the profile of the newly formed Ministry Team.

- Regular meetings of the Ministry Team and Student Ministry Team were set up to develop, implement and support all activities concerning Ministry in the College.
- Explored possible professional learning opportunities for creative and new ideas for liturgies, retreats and teaching Religious Education, allowing teachers to build a toolkit of ideas.
- Student Ministry Workshop to explore creative ways to introduce and promote LifeLink.
- Develop a comprehensive Staff Faith Formation program.
- As a school that was not aligned to a religious order it was felt we needed to explore a variety of Faith Formation Programs used by different religious congregations to find one that we could draw on for our staff faith program.

SUCCESS INDICATORS

- Refocus on the College prayer culture, starting with Homeroom prayer.
- At the start of the year, the Liturgies Coordinator demonstrated how to access and use the ePrayer book that was created in SEQTA. Staff were reminded that Homeroom begins with a Prayer and that there were several resources for them to use.
- Many Homeroom teachers and students are accessing the ePrayer book for Homeroom prayer.
- House Coordinators complete audits of their Homeroom focus resources, to ensure they reflect the House patron and mission.
- In many of the Houses, the Students know their House Prayer.
- Resources both physical and electronic were provided in the staff room for staff to access. These included Prayer weblinks as well as the ePrayer Book.
- Homerooms were provided with physical resources such as Nativity Sets for Advent, Project Compassion materials during Lent, etc.
- Regular meetings of the Ministry Team and Student Ministry Team were held to develop, implement and support all activities concerning Ministry in the College. Student Ministry Team meetings are very much about student voice.
- Review meetings and workshops were held to reflect on Ministry in the College and a way to move forward with a positive message. Marketing strategies were implemented to promote Faith in Action for Christian Service Learning, linking these very closely to Catholic Social Justice teachings.

- A new logo for Faith in Action (FIA) was created to continue to promote the profile of Ministry on Facebook, with eBoards ensuring we use photo and student voice.
- Ministry Team staff attended a conference, 'Stirring the Imagination'. The group have brought back creative ideas for liturgies and retreats.
- Members of the Student Ministry team and staff attended the Catholic Youth Festival.
- Student Ministry members along with invited students attended the Youth Summit at Notre Dame, as well as the Vinnies Conference.
- A Student Ministry Workshop was held to explore new ideas for fundraising activities, and the promotion and education of important events. Other initiatives were integrated in to Retreat programs such as the Year 10 Backpack Challenge for refugee support, the Year 9 Christmas Stockings and Toiletries for ShopFront, and the Staff Challenge for school Backpacks for Vinnies. These were all highly successful as shown by the volume of items given so generously by our community.
- The development of a comprehensive Staff Faith Formation program was facilitated by making contact with a number of the Religious Order owned schools to look at their Faith Formation programs. This included the College Staff Faith Day that was a Benedictine experience.



FOCUS TWO: ABORIGINAL EDUCATION PLAN

Corpus Christi College Strategic Plan Link: Teaching and Learning Goal 2

With the formation of the Aboriginal Education Committee and appointment of an Aboriginal Liaison Officer, the College will develop a comprehensive Aboriginal Education Plan. Aboriginal culture will be promoted.

RESPONSIBILITIES AND TIMELINE

Deputy Principal Ministry Gemma Woollorton, with the assistance of the Ministry Team and Leadership Team, with completion to be achieved by the conclusion of 2019.

ACTIONS/STRATEGIES

- Increase enrolments of Aboriginal students.
- Appoint an Aboriginal Liaison Officer – this was a priority for the College in 2019.
- Form an Aboriginal Education Committee.
- Develop a comprehensive Aboriginal Education Plan with key performance indicators.
- Develop an iconology plan to promote Aboriginal culture, e.g. create a garden with a focus on the 8 WA Aboriginal Seasons.

SUCCESS INDICATORS

- An Aboriginal Education Team was established.
- The Aboriginal Education Team had a priority to increase the awareness of Reconciliation Week and NAIDOC week. A successful Year 7-10 assembly for Reconciliation Week was held with the assistance of Melville City Council. This assembly also saw Molly Collard (Year 11 student) take on a leading role as a Noongar student.
- The College employed an Aboriginal Liaison Officer, Wendi Torres. Wendi's priority was to get to know Aboriginal students at the College and build a profile of who they are and their needs.
- Year 9 students attended a Year 9 educational day at UWA. This was very successful, and the students came back very enthused.
- The Aboriginal Education Team have begun to explore ideas for a comprehensive Aboriginal Education Plan with key performance indicators.
- Discussions have begun with our Art Department to develop an iconology plan to promote Aboriginal culture.

FOCUS THREE: CURRICULUM PLAN

Corpus Christi College Strategic Plan Link: Teaching and Learning Goal 2

From a two-year review of teaching and learning including an extensive consultation of all stakeholders (IDEAS), the College Vision for Learning will be finalised and a schoolwide pedagogy developed and implemented.

RESPONSIBILITIES AND TIMELINE

Campus Dean Sally Farrington, Leadership Team and the IDEAS Team. Continued schoolwide pedagogy developed and implemented during 2019. Specific initiatives include, at the Year 7 level, the introduction of a new Digital Creativity curriculum, the incorporation of explicit Learning Intentions into essential teaching practices, and the implementation and promotion of a formative assessment culture.

ACTIONS/STRATEGIES

- Implementation of the College Vision for Learning, 'Ignite the Spirit', and the four pedagogical principles: Connection, Challenge, Creativity, Curiosity.
- Integration of the Digital Creativity curriculum at Year 7 level.
- Incorporate explicit Learning Intentions into essential teaching practices.
- Implement a Formative Assessment culture.

SUCCESS INDICATORS

- The schoolwide pedagogy and principles continue to be embedded in teaching and learning programs.
- The Vision for Learning continues to inform decisions broadly relating to teaching and learning at the College, including strategic planning goals, CELTIC sessions, lesson planning, report attributes (behaviours for learning) and assessment practices.
- The IDEAS team has been repurposed to facilitate the Actioning and Sustaining aspects of the IDEAS process and is titled the 'SPIRIT' team.
- The SPIRIT team has met with University of Southern Queensland (USQ) representatives and discussed focus and actions to sustain the Vision for Learning. Working groups have been established to lead four different aspects of the sustaining process of our Vision for Learning. These are Student voice/agency/goal setting, learning environments, cross-curricular focus and sharing practice/process of learning.
- CELTIC sessions and other professional learning opportunities linked to the four focus areas continue to be provided to support teachers to embed and sustain a schoolwide pedagogy.
- CELTIC expectations were reviewed and teaching staff were required to selected sessions in the following

categories: Teaching and Learning (includes Catering for our Students); Leveraging Technology to Enhance Pedagogy/Digital Integration; Catholic Identity in the Classroom; plus at least one optional choice in Leadership/Wellbeing/Learning Skills.

- At staff meetings, various Learning Areas have shared how they have created learning experiences that have enabled students to demonstrate the four pedagogical principles.
- The newly developed Digital Creativity course continues to be developed and adjusted for Year 7 and 8 students. These courses based on Apple's Everyone Can Create curriculum have enabled students to develop their core skills in photography, video, audio and drawing in order to help them to demonstrate learning in new and innovative ways.
- A wide range of teachers from different learning areas have developed and shared with their peers a variety of ways they have provided opportunities for students to learn and use their iPad as a tool to develop their creativity.
- Members of the Digital Creativity Team have shared ideas and tips on the way digital technologies are enhancing student learning.
- Digital Integrators have applied for the opportunity to develop themselves and been selected to showcase how they use technology to enhance teaching and learning, share good practice and support others to embed effective teaching that supports the College's Vision for Learning.
- Research shows that students who regularly receive learning intentions in the classroom are:
 - more focused for longer periods of time
 - more motivated and active in their learning
 - better able to take responsibility for their own learning.
- Staff participated in targeted professional learning in preparation for the 2019 school year on the use and benefits of providing lesson intentions.
- Lesson intentions assists students to differentiate between the activity and the learning that it is meant to promote.
- Teachers continue to use clear learning intentions to help students to know the focus of lessons, understand what success looks like and allow them to make judgements about the quality of student learning.
- Staff were guided on how to carefully frame learning intentions which direct students' attention to the learning. These learning intentions emphasise what the students will learn, rather than what they will do (i.e. We are learning to...).
- The promotion of the widespread use of learning intentions across all Learning Areas aligned to the promulgation of the new College Vision for Learning and the development of consistent schoolwide practices.

SCHOOL IMPROVEMENT PLAN continued

- Heads of Learning Area considered strategies at Academic Council to be used with their Learning Area teams.
- Heads of Learning Area incorporated learning intentions in the development of individual staff iSMART goals for the commencement of 2019.
- Staff presenting Professional Learning commonly used learning intentions to share the aims of the sessions they are running.
- This year the Assessment Working Party consolidated the 'Approach to Learning' work of 2018. A poster detailing the five parts was placed in each classroom to support teachers to increase awareness. There was a lot of discussion about how to make sure the teaching staff would effectively use the attributes. There was a staff meeting presentation early in the year to encourage and help teachers to plan to report on and discuss the attributes with their students. It was also clear the 'Approach to Learning' supported and reflected our new Vision for Learning and the four pedagogical principles.
- The Assessment Working Party have continued to share ideas and strategies relating to how they use formative assessment to monitor student learning and inform their teaching and have identified quality and quantity of assessments as a focus area for 2020.
- Professional Learning workshops relating to Formative Assessment continue to be offered to staff.
- A wider range of staff from different learning areas are using formative assessment more regularly as a tool to support student learning.
- The schoolwide Vision for Learning, 'Ignite the Spirit', is well recognised by both staff and students. There is still work to do with the parents who are aware of the phrase but could be further educated.
- The schoolwide pedagogical principles – Connection, Challenge, Creativity, Curiosity – are being incorporated into planning documents, the student diary, marketing and CELTIC offerings.
- Learning Areas continued to adopt the strategies to embed the schoolwide pedagogy in teaching and learning programs with discussions during staff meetings, learning area meetings and in the pastoral program.
- The acceptance of the 'Approach to Learning' attributes by the students and the parents.
- Staff feedback of targeted professional learning to develop appropriate lesson learning intentions was well received.
- Heads of Learning Area noted the range and quality of developed learning intentions improved over time. The focus of learning intentions was to emphasise what the

- students will learn, rather than what they will do (i.e. We are learning to...).
- The widespread adoption in the use of learning intentions across all Learning Areas is evidenced across lesson outlines provided to all students in SEQTA.
- The use of learning intentions assisted in the alignment and promulgation of the new College Vision for Learning.
- Students benefited from the development of consistent schoolwide practices on the use of lesson intentions.
- Conversations between Heads of Learning Area and teaching staff on the provision of lesson intentions to students assisted in the development of individual staff iSMART goals.

FOCUS FOUR: PASTORAL FOCUS

Corpus Christi College Strategic Plan Link: Stewardship and Accountability, Well-being Goal 3

Investigation will be undertaken for selected Positive Education initiatives to enhance student well-being. Building greater resiliency will be a focus for Year 8 and Year 9 students. The possibility of forming a 'Fathering Project' group will be investigated.

RESPONSIBILITIES AND TIMELINE

Deputy Principal Ministry Gemma Woollorton, Deputy Principal Senior School Damian Scali, Deputy Principal Middle School Jean-Paul Papineau and Vice Principal Frank Italiano, with the assistance of the Pastoral Council, with completion to be achieved by the conclusion of 2019.

ACTIONS/STRATEGIES

- The Positive Working Party developed the goal of increasing teacher efficacy and organising a Professional Learning Day for all staff. The team created a series of initiatives leading up to the day to highlight staff well-being and increase connection.
- This day was facilitated by an external presenter, Mark Bunn.
- Mark Bunn asked the staff to consider the importance of well-being and its impact on both individual and team success. With a strong link to our 'Ignite the Spirit' Vision for Learning and its four principles of Connection, Challenge, Creativity and Curiosity, the daily habits of motivated, healthy and happy high-performance teams were discussed.
- Mark made a number of resources available as a follow up of the day.

- Staff member Luisa Rossi attended the 6th World Congress on Positive Psychology. The theme of the Congress was 'Nexus', meaning connection. The Congress aimed to build connections, collaborations and pathways that can help us work together to enhance human flourishing.
- A number of staff completed the Visible Well-being two-day workshop with Professor Lea Waters.
- The Fathering Project utilises researched evidence to develop programs and initiatives to assist and encourage fathers to realise how important they are in a child's life, inspire them to get involved with their children, and give them advice and opportunities on how to do this.
- The College developed an understanding of the program by talking with Fathering Project staff.
- A parent was identified as a driver for the College community and helped 'drive the project'.
- Dads Group drivers/leaders planned a launch event in partnership with the College and Fathering Project staff. This was widely promoted to fathers and father-figures from across the whole school community.
- The Dads Group worked with the College to plan and then conduct enjoyable dads-and-kids activities and dads-only events.

SUCCESS INDICATORS

- There has been progress towards increasing teacher/staff efficacy during 2019 (which has been reflected in the College NSI Survey) and the focus of developing the teaching staff capacity to encourage and lead well-being activities in 2020.
- Plans were developed to include regular well-being activities in Extended Homeroom sessions during each school Term, e.g. Well-being on Wednesday (WOW).
- With plans developed, the 2020 school year will commence with the launch of a staff workshop on leading well-being and positive education activities in the classroom.
- The College successfully registered to join the 'Fathering Project'.
- The Fathering Project launch event was very successful with strong attendance. A number of parents willingly agreed to assist with future logistics.
- Fathering Project events were conducted and received very positive feedback.

FOCUS FIVE: PERFORMANCE & DEVELOPMENT FOCUS

Corpus Christi College Strategic Plan Link: A Catholic Workplace Goal 5

Introduce quality feedback through the implementation of newly structured Teacher and Non-teaching Staff Performance Reviews based on 'best practice'. The continuation of developing teachers and leaders through offering structured leadership programs via CELTIC and continued personalised coaching opportunities for teachers.

RESPONSIBILITIES AND TIMELINE

Vice Principal Frank Italiano and Campus Dean Sally Farrington, with completion to be achieved by the conclusion of 2019.



ACTIONS/STRATEGIES

- From the start of 2019, the College focused on implementing measures to ensure all staff participate in regular performance management procedures and professional learning linked, where appropriate, to the Professional Standards for Teachers in Western Australia and to the school's processes for improving student learning.
- The Teacher Review process in 2019 was the commencement of a more rigorous and transparent feedback review process for all teachers as part of the College's regular Performance and Development Plan.
- Good quality feedback is essential for all staff.
- The Teacher Reviews are completed over a 3-year cycle, with timelines across three Terms (Terms 1, 2 and 3).
- Heads of Learning Area, the Vice Principal and Human Resources Officer used the information collated from the feedback provided by respondents. Heads of Learning

Area formulated individual staff member feedback, outlining affirmations, citing examples, as well as areas for improvement.

- Further enhancement of the current structure of CELTIC (Centre for Excellence in Leadership, Learning and Teaching in a Catholic school) program was a focus.
- CELTIC comprises 90-minute Professional Learning Workshops held after school from 3.30pm.
- All staff are required to complete the minimum of 6 after-school hours of professional learning across each semester. This equates to four 90-minute workshops each semester.
- The workshops ideally focus on building a collaborative professional culture within the school and are aligned to College goals.
- The style of workshops reflects best practice in teaching methodology for adult learning. Workshops generally include collaborative and differentiated learning techniques used with a group (minimum: six) with some content knowledge input followed by discussion/sharing/role modelling and other collaborative learning techniques; workshops run over the course of a period of time may involve embedded action research, trial of strategies, building and trial of programs.

SUCCESS INDICATORS

- The effectiveness of the program was reviewed at end of the year. Most staff members have completed their required CELTIC sessions.
- Strategies to cater for the specific needs of Administration and Support staff were successful and well received.
- There was a total of 75 sessions of 90-minutes offered in the CELTIC program, with a combination of external presenters, CEWA staff presenters and 35 different staff members presenting workshops to their peers.
- The College explicitly implemented measures to ensure all staff participate in regular performance management procedures and professional learning linked, where appropriate, to the Professional Standards for Teachers in Western Australia and to the school's processes for improving student learning.
- The Teacher Review process ensured the commencement of a transparent feedback review process for all teachers.
- All staff identified for the first year of the three-year cycle were completed by the end of 2019.
- Heads of Learning Areas highlighted information collated from the feedback provided by respondents to assist in the development of individual staff iSMART goals for the commencement of 2020.

FOCUS SIX: SUSTAINABILITY FOCUS

Corpus Christi College Strategic Plan Link: Stewardship and Sustainability Goal 6

Work with student leaders to undertake measures to develop a sustainability action plan. Specifically, there will be an investigation into waste wise options via the cafeteria.

RESPONSIBILITIES AND TIMELINE

Business Manager Sharon Carmichael and Campus Dean Sally Farrington, with completion to be achieved by the conclusion of 2019.

ACTIONS/STRATEGIES

- A Sustainability Committee was established early in 2019. 15 staff members (both teaching and non-teaching staff) nominated themselves.
- The main goals of the committee initially were to investigate waste levels and their reduction at the College, using the state government Waste Wise Schools program (Waste Wise Accreditation), and to investigate the power usage and associated carbon emissions of the College (long-term this will be used to plan towards meeting the College strategic goal of becoming a carbon neutral school).
- A Waste Wise sub-committee was formed, and a waste audit was conducted in July with the Waste Wise Schools program to establish which areas of waste to target and communicate to their peers at assemblies.
- The sub-committee was tasked to prepare a Waste Wise Policy and the College has applied for Waste Wise Accreditation.
- A Sustainability Coordinator has been appointed for 2020 to drive sustainability and stewardship initiatives, map cross-curricular priorities and guide the Stewardship Student Committee.

SUCCESS INDICATORS

- A Sustainability Committee was established early in 2019. 15 staff members (both teaching and non-teaching staff) nominated themselves.
- Completion of Waste Audit.
- Development of a Waste Wise Policy to apply for Waste Wise Accreditation.
- The College Student Prefect structure was modified to include a Stewardship Prefect.

SCHOOL IMPROVEMENT PLAN continued

FOCUS SEVEN: ENROLMENTS

Corpus Christi College Strategic Plan Link: Community Engagement and Partnerships Goal 4

Undertake the development of a marketing plan and implementation of strategies and measures to increase enrolments in order to strengthen future pupil numbers, especially for Year 7. Develop and implement marketing strategies after creation of a marketing plan.

RESPONSIBILITIES AND TIMELINE

Business Manager Sharon Carmichael, Deputy Principal Middle School Jean-Paul Papineau and Marketing Committee, with completion to be achieved by the conclusion of 2019.

ACTIONS/STRATEGIES

- Planned, developed and started execution of a marketing plan, utilising multiple mediums to promote the College, build brand awareness and promote student numbers. This included a revamped social media engagement plan based around consistent, quality content with the aim of daily posts.
- Mid-year enrolment campaign established to encourage 'always on' approach to accepting enrolments.
- Continued focus on promotion within parishes, including paid sponsorship. This promotion is based on data indicating success in reaching prospective parents in this manner.
- Increase in number and publication reach for set tour dates and open dates. Review of tour process to make it, short, sharp, student led where possible and responsive to parent needs. Online booking form created to assist data collection.
- Contacts with local schools both Catholic and non-Catholic were enhanced and established to promote College Open Days. Staff from feeder schools were invited to Professional Learning, primary events were supported by Corpus Christi College staff and students, and the Deputy Principal visited major feeder schools to collect transition data.
- Further promotion initiated through the City of Melville for upcoming Open Days.
- Increased promotion of College events and student achievements through Facebook and College website. Engagement with posts that prove popular.
- Production and distribution of the biannual Alumni magazine with a link to this publication on the College website.
- Production and distribution of our first 'Corpus Spirit' magazine, which is sent to all waitlisted families,

prospective families and incoming Year 7 families to inform them of what Corpus is up to.

- The College website was a continual focus of the Marketing Team and updated to improve community access to all information.
- A formalised process to produce and catalogue stock photos for future College promotions has been instigated.
- A Year 7 communication process and website was established to assist with the transition of students from future to commencing. Access to Deputy Principal Middle School was increased by implementing informal 'Coffee with the Deputy' sessions.
- Creation of a 'Corpus Buy and Sell' Facebook group for families to be able to sell secondhand uniforms.
- Efforts have been made to engage with the Alumni by inviting them to College events, sharing historical images and more. '20 year' reunions were identified as a potential enrolment opportunity, with a revamp of the reunion format to include a tour and on-campus component.
- Successful online '1 year later' campaign featuring Corpus Christi Digital Creativity program was planned and implemented by digital creativity team.
- In conjunction with Apple, participate in the creation of promotional video to highlight creativity at the College.

SUCCESS INDICATORS

- Marketing plan completed and available. Social media posts on average at least one per day, often scheduled ahead of time.
- Mid-year enrolment campaign enacted, including online and fixed media promotion. Resulted in numerous mid-year enrolment enquiries, many of which progressed to enrolments in Terms 3 and 4.
- Promotion within parishes, including paid sponsorship, continues to increase enrolments from non-traditional catchment areas (e.g. for Spearwood and Coogee surrounding St Jerome's Parish).
- Record enquiries and attendance at set tour dates and open dates. Tour and Open Day process received positive feedback. Increased data available after new forms implemented.
- Staff from feeder schools attended on-campus Professional Learning at the College, Primary events were supported by College staff (e.g. Robotics Olympics at Yidarra and Technology Conference at Orana Catholic Primary).
- Deputy Principal Middle School visited feeder schools to collect transition data and build relationships with staff.

- Promotion initiated through the City of Melville for Open Days.
- Followers increased and overall engagement trending upwards on all social media platforms. #CopusCreates hashtag gained traction on Twitter after being shared by AppleEDU official account.
- Two issues of the Alumni magazine produced, with a link to this publication on the College website. Production and distribution of our first magazine for prospective and incoming families.
- Website updated. New, simpler interface. Year 7 induction website created and replaced the myriad of parent emails to new Year 7 parents.
- Stock photos procured and catalogued for future College promotions.
- Parents took up offer of access through 'Coffee with the Deputy' sessions.
- Good level of engagement with 'Corpus Buy and Sell' Facebook group for families to sell secondhand uniforms.
- Alumni contact has increased, evidenced by traffic on alumni Facebook page. First successful 20 year reunion took place using new on-campus tour setup.
- '1 year later' campaign featuring Corpus Christi Digital Creativity program was implemented and received thousands of impressions on Twitter.
- Promotional video in conjunction with Apple filmed and set for early 2020 release on Apple EDU.



FUTURE FOCUS: STRATEGIC PLAN 2018-2020

STRATEGIC PRIORITY ONE: Mission and Catholic Identity

Strategic Priority One outlines Corpus Christi College priorities as a Catholic school founded on faith in Jesus Christ. Priority is given to enriching the Religious Education curriculum and its role in the spiritual and academic formation of students and staff. The school is committed to engagement with the mission and expression of the Church through liturgical celebration, opportunities for reflection and practical works of outreach grounded in Catholic social teaching.

Priority One is informed by:

- College Evangelisation Plan 2015-2020
- Enhancing Catholic School Identity Project: KU Leuven (University of Leuven) Belgium survey at Corpus Christi in 2013. The findings were presented in 2014.
- Review of relevant components from the CEWA 'Quality Catholic Schools' framework
- CEWA strategic documents: Leadership Framework, NCEC Faith Formation Framework
- Corpus Annual School Improvement Plan 2017: Engaging Experiences for Faith formation
- The Bishop's Mandate

GOALS:

- One of the Learner Profile attributes focuses on students becoming Christlike. Through the Religious Education program in particular, focus on developing a closer relationship to the person of Jesus Christ, supported by deepening prayer and personalised faith experiences for students and staff.
- More contemporary, relevant and engaging learning activities and experiences to be investigated and incorporated into Religious Education programs and liturgical events at the College. Christian service learning programs incorporated into the College educational programs, especially Religious Education.
- Develop a sustainable staff faith formation program utilising one or more of the following religious order run programs - Marists, La Sallians, Good Samaritan, and Jesuit orders, who all have fully integrated staff formation and staff and student leadership programs for Catholic schools. The program/s selected will be designed to offer members of the Corpus community the opportunity to deepen their relationship with God, self and others.

- Develop a Ministry Team with an overall focus on connecting young people to the Church, a team which will continue to review student formation programs and will connect College values and patrons to our Christian Service Learning programs, using young people's passion and energy to assist us to become more fully alive as the body of Christ. The Ministry Team will be chaired by the Deputy Principal Ministry, and includes the Head of Religious Education, Coordinator of Liturgies and Retreats, Christian Service Learning Coordinator, and the newly created role of Youth Ministry Leader. Parish Priest/s will be invited to join the team. The Ministry Team will be a system leader for the Year of Youth in 2018, and develop closer links to surrounding parishes.



STRATEGIC PRIORITY TWO: Teaching and Learning

Strategic Priority Two outlines Corpus Christi College priorities for maintaining a strong and deliberate focus on the development of teacher quality as well as the continual improvement and commitment to a professional learning community. There is a continued focus on integrating literacy, numeracy and eLearning across the curriculum and providing opportunities for acceptance of diversity, connectedness to the wider world and the empowerment of students. The implementation of the Western Australian curriculum and related pedagogical change is seen as an opportunity for improving student learning outcomes. The intrinsic relationship between student wellbeing, pastoral care and student learning is fostered across the College community.

Strategic Priority Two is informed by:

- Recommendations borne from the IDEAS project.
- Review of relevant components from the CEWA 'Quality Catholic Schools' framework
- The Bishop's Mandate
- CEWA strategic documents: Vision for Learning, Leading Lights, Leadership Framework, NCEC Faith Formation Framework.
- Corpus Christi College Annual School Improvement Plan
- 2016 Professional Learning Community Plan (incorporating CELTIC and Teacher Performance and Development)
- 2017 Curriculum Plan

GOALS:

- From a 2-year review of teaching and learning including an extensive consultation of all stakeholders (IDEAS), the vision for learning will be finalised and a schoolwide pedagogy adopted.
- Informed by the IDEAS Project and by current research, whole school classroom practices will be developed and implemented. Classroom practices may include, but are not limited to:
 - Knowing your students
 - Assessment for Learning
 - Environment which enhances Learning
 - Engagement
 - Challenging learning experiences
 - Cross curricular approaches
- Teachers will be continually empowered to develop and share expert practice
- A continued focus on developing leaders as coaches to work with colleagues to reflect on and develop their practice to enhance student engagement and performance.
- Incorporating the CEWA Leading Lights Digital Transformation of Catholic Schools into College strategies. This development will continue to guide learning transformation in the classroom, deepen and accelerate learning for all in a world class and future focussed context, support planning and professional learning, and contribute to an understanding of learning supported by digital environments.

FUTURE FOCUS: STRATEGIC PLAN 2018-2020 continued

STRATEGIC PRIORITY THREE: Wellbeing

Strategic Priority Three outlines Corpus Christi College priorities for the development of a shared understanding and commitment to the enhancement of student and staff wellbeing. Wellbeing is both central to learning and an outcome of learning. It is multidimensional and characterised by feeling well and functioning well. Student resilience and wellbeing are understood as essential for academic and social development. This is epitomized by the provision of safe, supportive and respectful learning environments for students in settings characterised by trust, respect and confidence. Confident, resilient community members with a capacity for emotional intelligence perform better and are better able to maintain healthy relationships and responsible lifestyles.

Strategic Priority Three is informed by:

- Recommendations borne from the IDEAS project.
- The review of relevant components from the CEWA 'Quality Catholic Schools' framework
- The Bishop's Mandate
- CEWA strategic documents: Vision for Learning.
- Corpus Annual School Improvement Plan
- 2016 Professional Learning Community Plan (incorporating CELTIC and Teacher Performance and Development)
- 2017 Curriculum Plan

GOALS:

1. **A focus on Positive education** for the overarching pastoral care program for students at Corpus Christi.

Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. We refer to flourishing as a combination of 'feeling good and doing good'. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

2. **A review of student leadership at the College** - explore new models of the number and roles, as well as the way students lead in each of the year groups.

STRATEGIC PRIORITY FOUR: Community Engagement and Partnerships

Strategic Priority Four outlines Corpus Christi College priorities for embedding a culture and practice of strategic thinking, planning and acting. There is an active commitment to the fostering of positive working relationships and successful outcomes with parents, stakeholders and partner agencies. The College values all parents and provides effective structures for, and actively promotes parental involvement in their children's learning.

Seeking and acting on parents' views and informing them about their children's learning and the work of the College. A culture and practice of teamwork, collaboration and mutual support underpins working relationships, with strategic partnerships characterised by innovation, creativity and value-adding.

Strategic Priority Four is informed by:

- Enhancing Catholic School Identity Project: KU Leuven (University of Leuven) Belgium undertook a survey at Corpus Christi in 2013. The findings were presented in 2014.
- The review of relevant components from the CEWA 'Quality Catholic Schools' framework
- College Evangelisation Plan 2015-2020
- CEWA strategic documents: Vision for Learning, Leading Lights, Leadership Framework, NCEC Faith Formation Framework.
- The Bishop's Mandate
- Corpus Annual School Improvement Plan
- College Board Review Day May 2018
- MMG (Macquarie Marketing Group) Education 2017 Enrolments 'Best Practice and Prospective Parents' Review



GOALS:

1. Build strong partnerships with parents and families by strengthening the culture of welcome, inclusion and a shared responsibility for student learning and wellbeing;
2. Form strong two-way relationships with organisations for the benefits of students and to promote our reputation in the community.
3. Restructure and promote the purpose of the Community Relations and Marketing Team, establishing a Marketing Plan with KPIs using the results from the MMG Education 2017 Enrolments Strategy Review for the next three years.
4. Continue to form and promote strong local, national and international partnerships ensuring these relationships are promoted in the community. Partnerships may include: CEWA Leading Lights, Apple Distinguished School and Educators, Mulan Immersion Program, University of Southern Queensland, Curtin, NDU, Caritas, Cambodia, and Language Exchange programs.
5. Support leaders and teachers to build reciprocal professional relationships with staff from other schools.
6. Strengthen Parish and surrounding Catholic primary school connections through the development of a new vision. This initiative will support the development of the College as a K-12 community, after CEWA inform the College of its timeline.
7. Develop and implement a management document to guide a plan for the hiring of facilities, holding events at the College, and the appointment of a Facilities Manager.
8. Develop opportunities for growth amongst all staff to enable them to engage with the community to enhance our reputation in the community.

STRATEGIC PRIORITY FIVE: A Catholic Workplace

Strategic Priority Five focuses on priorities for addressing staff performance and development in the context of a Catholic school. Developing the capacity of each individual member of staff, teaching and non-teaching, is central to improving student outcomes. Creating a respectful workplace culture, in which coaching conversations are ongoing and performance feedback is actively sought is a key objective. High quality Professional Learning opportunities are crucial and must be varied, yet reflective of the priorities of the college. College processes and policies must be current, transparent, easily accessible and regularly reviewed and shared in a systematic manner.

Strategic Priority Five is informed by:

- An ongoing focus on coaching for development of all staff
- Continued focus on building leadership capacity, with a particular emphasis on Middle Leaders
- Continued development and review of Professional Learning opportunities (CELTIC)
- Development of the staff review process (teacher and non-teacher)
- Recruitment and retention of high quality staff
- Further consolidation of Human Resources functions (with recent creation of an HR Officer)
- Ongoing review and sharing of policies and procedures, with subsequent updating of the Staff Handbook

GOALS:

1. Develop an evidence based framework highlighting the characteristics of a Catholic workplace.
2. Encourage all staff to strengthen their engagement in fostering a respectful workplace culture.
3. Implementation of respectful workplace policy and procedures, once established.
4. Introducing clear protocols for parents relating to accessing and communicating with teaching staff particularly relating to emails.

STRATEGIC PRIORITY SIX: Stewardship and Sustainability

Strategic Priority Six outlines Corpus Christi College approaches to long-term sustainability through responsible strategic thinking, planning and acting using collaborative approaches.

High quality learning spaces and the ongoing sustainable provision of ICT infrastructure, hardware and software ensures deployment of digital devices continues to be optimised in terms of reliability, accessibility, adaptability and security across the learning and administrative environments. Environmental stewardship is understood as a spiritual, moral and financial imperative, and sustainable approaches are actively pursued.

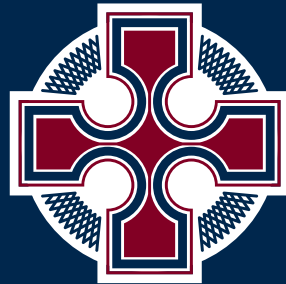


Strategic Priority Six is informed by:

- Current Capital Development Plan
- CECWA Policies and CEWA procedures
- Ongoing development of partnerships with key stakeholders
- Australian Standards
- MMG Education 2017 Prospective Parents' Review
- Relevant legislation for Risk Management:
 - Occupational Safety and Health Act 1984
 - Occupational Safety and Health Regulations 1996
 - Public Sector Management Act 1994
 - School Education Act 1999
 - Workers' Compensations and Injury Management Act 1981

GOALS:

1. Ongoing review of the CDP and Maintenance Plans to ensure we are reflecting good stewardship.
2. Balance growth and progress with the challenges associated with the new CEWA Funding Allocation Model and the pressure on fees increases.
3. Undertake a review of the Enrolments Strategy in order to strengthen future pupil numbers. The review may take into account community surveys; bursaries; and a review of marketing and community relations operations.
4. Establish risk management policies and procedures that promote a culture which maximizes College objectives and promotes sound decision making, working to safeguard student and employee wellbeing and contributes to meeting community and government expectations for accountable and responsible use of Federal and State Government resources.
5. Establish a Community Relations Plan, thereby promoting what we do at the College, forming community partnerships, and the development of the Alumni community.
6. Ensure parents and families continue to be active contributors to school decision-making and planning processes that support school improvement;
7. Prepare an amalgamation strategy to support the development of a K-12 College.
8. Explore the concept of sustainability and stewardship with the Teaching and Learning Council, including an understanding of the Principles of Catholic Social Teaching and their impact on departmental budgets.
9. The Leadership Team with the assistance of the Board to develop a Sustainability and Carbon Neutral Plan with a view to active participation of student leaders and teachers.
10. Ensure sustainable staffing ratios and a review of operational structures to support a balanced budget whilst minimizing a reduction in educational services.



CORPUS CHRISTI COLLEGE

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