



CORPUS CHRISTI COLLEGE

SEQUERE DOMINUM

Annual Report 2020



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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.

Since 1983, 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

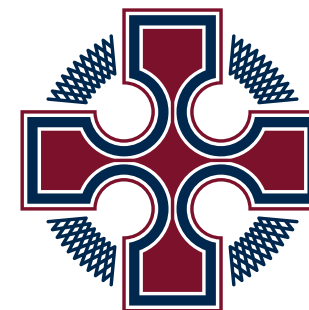
Guided by our Christian beliefs, our values focus on:

- 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 2020 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 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 Christ-centred and child-focused.

In 2020, 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.

The College has responded to the need to ensure students are equipped for an ever-changing world. Our College 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. At the end of 2020, the College's learning environment will be further enhanced with the opening of our new Aquatic Centre.

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
Principal



CHAIR OF THE BOARD REPORT

I am pleased to provide this report for and on behalf of the Corpus Christi College Board for 2020.

It has been a year of challenge and change at Corpus Christi College, and it was with great sadness that the College bid farewell to Principal Caroline Payne, who passed away from breast cancer in March. Caroline was instrumental in setting a path for the College through astute Strategic and Capital Development Plans which continue to be followed and executed.

Despite the challenges of 2020 and COVID-19 in particular, the College has once again 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, Leadership Team and staff in the strategic planning cycle has provided a sound basis for the College to build on. In my second 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. I thank the College Board members past and present for their contributions, commitment of time and effort.

I express my sincere gratitude to the College Leadership Team and Mr Frank Italiano in his role as Principal for navigating a difficult year with skill and good humour. I congratulate the College Leadership Team for their leadership and guidance over this period and 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.

The current Capital Development Plan (commenced in 2013) has provided much needed significant infrastructure upgrades for the College. The Aquatic Centre Project has now come into fruition – a project our late Principal Caroline Payne championed from the early 1990s, not only at the Board level but with the staff and the community. The Aquatic Centre Project is Stage 20 of the College Capital Development Plan and features a heated 25 metre, eight-lane indoor lap and water polo pool, a separate 12 metre learn-to-swim pool, and terrace seating for approximately 200 people. The Aquatic Centre will be operational for the 2021 competitive swimming season. The College is looking forward to offering a wide range of activities such as Water Polo, Squad Training and a Learn to Swim School. We thank EIW Architects and Pindan Projects, Project Manager Patricia Rodrigues and the College Board – especially the Building Committee chaired by Mr Jens Radanovic and the Finance, Audit and Risk Committee chaired by Mr Domenic Santini – for bringing our vision to life. We also extend our gratitude to the College Community for their ongoing support. The completion of this project is a significant milestone in the Capital Development Plan for the College and ensures our students continue to have some of the best facilities available to them. Special thanks to retiring Board Member Mr Domenic Santini who has served on the Board since 2016, previously chairing the Building Committee prior to leading the Finance, Audit and Risk Committee.

The fee and levy model effected in 2013 continues to support the College's operations and capital development funding, and the College Board and Leadership Team have striven to keep the tuition fee increases within the guidelines of Catholic Education Western Australia. However, federal and state government funding continues to be less than the education sector cost increases that are incurred, which in turn affects the College operating income and will ultimately impact future year budgets. In response to COVID-19, Catholic Education Western Australia expressed its commitment to its families by committing to zero fee increases across all its schools for 2021. 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. The College remains focused on supporting our students, staff and community to achieve the best possible outcomes. We are constantly reforecasting and reviewing key performance indicators so that we can respond to adverse variations to the best of our ability to sustain our future.

I would like to acknowledge the College Staff who always go above and beyond for our students and the Corpus Christi College community. As a parent I continue to be amazed by the extensive range of opportunities available to our children to 'Ignite the Spirit'. The reaction to the requirement for online learning late in Term 1 was testament to the agility and responsiveness of the entire College community.

It is a privilege to lead the College Board and serve the community. In all decision making, one thing is common: the care for, consideration of impact on and sustaining the wellbeing of the College students, staff and community. Corpus is a wonderful school that provides superb facilities for our children, but most importantly, it is a great school because of the excellent members of the community. We look forward to the College's ongoing success in 2021.

Mr Darren Cutri
Board Chair 2020



MIDDLE SCHOOL REPORT

Middle School students continued to experience a wide range of curriculum opportunities at the College, providing them with a variety of learning experiences that enabled each individual to 'Ignite the Spirit'.

Academic, sporting, cultural and ministry activities continued to be offered and, together with the extensive Pastoral Care Program in place, formed the basis of an education of the whole person for all of our Middle School students in 2020.

YEAR 7 TO 9 NAPLAN

Due to the COVID-19 pandemic and interruptions, the 2020 Year 7 and 9 NAPLAN tests were cancelled. However, the Year 9 students were given the opportunity to complete the OLNA test normally undertaken in Year 10. The OLNA test assesses students in the areas of numeracy, reading and writing, and successful completion is a requirement of the WACE (Western Australian Certificate of Education). The results achieved by our Year 9 students exceeded expectations and demonstrate the outstanding progress that they have made in the Middle School years.

Numeracy

Number of students who completed test: 202

Number of students who demonstrated Minimum Standard: 159
(‘Success’ rate: 79%)

Reading

Number of students who completed test: 197

Number of students who demonstrated Minimum Standard: 182
(‘Success’ rate: 92%)

Writing

Number of students who completed test: 200

Number of students who demonstrated Minimum Standard: 183
(‘Success’ rate: 92%)



SENIOR SCHOOL REPORT

Corpus Christi 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. They have achieved a broad range of success, not only academically but also in the co-curricular activities and service-learning opportunities they have undertaken. We have no doubt that the rich and diverse experiences our students have encountered as part of a holistic education will help them achieve their future aspirations as well as enable them to make a positive contribution to the wider community.

In a year full of challenges and uncertainty, the Class of 2020 have upheld the tradition of Corpus Christi College students achieving excellent results. We commend our graduates on their adaptability, resilience and determination to achieve their personal best.

Subject Exhibition

Congratulations to Jenna Riordan for achieving a subject exhibition for ATAR Psychology. Subject Exhibitions are awarded to the eligible student who obtains the highest examination mark for a Year 12 ATAR course. This is an exceptional achievement by Jenna given that 1,749 students in the state completed the ATAR Psychology examination.

Subject Certificate of Excellence

Certificates of Excellence are awarded to students who are in the top 0.5 per cent of candidates in each ATAR course examination. Congratulations to Nicholas Ng who received a Certificate of Excellence for both ATAR Chemistry and ATAR English. Jenna Riordan was also awarded a Certificate of Excellence in recognition of her excellent performance in ATAR Psychology. This is an outstanding achievement for both Nicholas and Jenna and is testament to their efforts throughout the year.

Certificates of Distinction

The following 12 students achieved Certificates of Distinction from the School Curriculum and Standards Authority:

Rahul Correia	Thomas Nicholls
Ava Dadmehr	Yanira O'Brien
Grace Dunleavy	Marina Piper
Chloe James	Jenna Riordan
Liam Moylan	Daniel Santini
Nicholas Ng	Luke Selvan

Certificates of Merit

The following 37 students achieved Certificates of Merit from the School Curriculum and Standards Authority:

Mary Alamiyo	Nikita La Rosa
Matthew Barham	Sher-Nei Lam
Marcus Best	Indiana Mastaglia
Jami Brandhoff	Jayden Matson
Joshua Browne	Adam Neri
Brookelynn Canestraro	Sienna Perruzza
Deetya Charles	Ngoc Phuong Thao Pham
Zoe Cukrov	Sara Poi
Isabella Cuocci	Name withheld
Makayla Duckworth	Tyler Savy
Andrea Fernandez	Casey Scott
Edison Foo	Jessica Steele
Holly Forster	Siobhan Stevens
Yohann Gomes	Ciara Thornett
Hannah Harrison	Jenna Tupuhi
Daniel Hayes	Brooke Waghorn
Catrina Hodgson	Ava Werch
Paige Jones	Connor West
Jordan King	

99 Club

Five students – Luke Selvan (99.6), Nicholas Ng (99.55), Rahul Correia (99.4), Jenna Riordan (99.3) and Liam Moylan (99.1) – excelled in joining the 99 Club. We congratulate all of our 2020 Graduates and wish them every success in their future endeavours.

ANALYSIS OF ACADEMIC RESULTS FOR 2020

- The highest scoring student was Luke Selvan 99.6.
- School Median ATAR (all students): 84.95 (Ranked 28th in the state).
- 12% of students achieved an ATAR of 95 or greater.
- 32% of Year 12 ATAR cohort achieved an ATAR of greater than 90 (i.e. the top 10 percent of students across WA).
- 66% of Year 12 ATAR cohort attained an ATAR of 80 or above (i.e. the top 20 percent of students across WA).
- 80% of Year 12 ATAR students ranked in the top 30% of the state.

- 96.89% of our students achieved the WACE.
- Number of ATAR students (4+ scaled marks): 140 (61.4% of Year 12 cohort).
- Number of Non-ATAR students: 85 (38.6% of Year 12 cohort).
- Seven of our ATAR subjects were ranked in the top 15% of the state. These courses were: Accounting and Finance, Economics, Mathematics Methods, Mathematics Specialist, Psychology, Religion and Life, and Visual Arts.
- 73 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 2 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 achieved exceptional ATAR results as indicated by the results below.

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
2020	11	97.66



LITURGIES AND RETREATS

RETREATS

The College Liturgy and Retreat experiences are an integral part of Corpus Christi College's focus on 'Cura Personalis' – a Latin phrase that translates as 'care for the entire person'.

The Year 12 Retreat titled 'Corpus Crossroads' with the theme 'My Journey' placed an emphasis on recognising one's own potential and envisioning future goals. It provides experiences to worship as a community and build a sense of gratitude, hope and belonging.

The Year 11 students participated in a retreat experience titled 'Corpus Catalyst 11' with an aim to stimulate each student to grow spiritually with an awareness of God's presence. Unique activities based around nature and wellbeing gave students the opportunity to connect with God's presence around them and within.

The Retreat for the Year 10s focused on the concept of the 'compass', aiming to allow students to orient themselves towards God and his commandment to 'love thy neighbour' by providing them with opportunities to act on this concept through servant leadership in the areas of social justice.

The Year 9 'Connections' Retreat explored the relationships people experience as part of the human family through the Youth Mission Team program and the creation and donation of various items gifted to local Catholic welfare organisations.

The Year 8 students participated in the 'Corpus Character' Retreat experience. This experience involved a day of reflection and interactive sessions titled 'Masterpiece of Creation' as provided by the 24:7 School Ministry Group.

The Year 7 Quest Retreat introduced the new Year 7 students to the Corpus Christi College Community and focused on building community and friendship among the Year 7 class with the guidance and support of the Senior students as Quest Ministers and Cadre Leaders.

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

LITURGICAL CELEBRATION

The Liturgical life of the College encourages the vibrant and joyful celebration of life through prayer, music, reflection, meditation, dance and drama.

The College provides staff, students and families with opportunities to pray together and celebrate the Eucharist, the Sacrament of Reconciliation and the Liturgy of the Word, thereby receiving God's grace to transform their lives.

We acknowledge the generous support of the local clergy and College staff who supported and facilitated engaging spiritual experiences for the College community in 2020.

CHRISTIAN SERVICE LEARNING

The Christian Service Learning (CSL) program in 2020 came to be known as 'Faith in Action', calling on students to 'use your gifts to serve one another' 1 Peter 4:10 in their Faith in Action activities this year.

Serving people is one of the most fundamental beliefs in the Christian church and is one of our core values at the College. The reason behind doing service is to be challenged and push ourselves out of our comfort zone. This year has definitely pushed our students out of their comfort zones, with the College having to reimagine what service looks like and coming up with some great opportunities.

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 (our students baked savoury and sweet goods for the clients), Regents Garden in Bateman (students wrote letters and created Christmas Card packs for the residents), Vinnies and Foodbank. We would have liked to have continued with our support of Relay for Life, Chevron City to Surf and the Palm Sunday Walk for Justice for Refugees, but due to COVID-19 these events were cancelled.

The Year 10s and 11s continued the theme of supporting the community by participating in the St Vinnies Sleep Out in Term 2. We

had 100 students sleep out, which is the largest amount of students we have ever had! We donated over 100 large bags of clothing. All of this goes towards the St Vincent de Paul Society to help out the community.

MIDDLE SCHOOL

All the Middle School students had a donation drive for our various agencies that we regularly support. We had an overwhelming response from our students and their families, collecting books and board games for Regents Garden, winter clothing for Vinnies, and long-life food for Foodbank.

The Year 7s started off the year with the Quest Retreat where they were buddied with Senior School students who helped them orientate into Corpus life. As part of the Retreat, they collected cans from their local neighborhood for Foodbank, which totalled to over three 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 3 which focused on charity and sharing with others selflessly.

The Year 8 CSL program had a focus on 'How can we bring Christ back into the world?' Each week they chose a different task to complete, such as collecting donations, starting a vegetable garden at home, and cooking a meal for their family, to name a few. These tasks helped the students to see the bigger picture of the world and our future. They then completed a reflection which was to foster familiarity with kindness among the families of students and the Corpus community.

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

Students experience a deep connection as part of the human family through service in the community. The opportunities enable students to see how people in the community live and make connections they would not ordinarily do. This leads students to new paths and new learning and encourages them find possible solutions to the problems in our society.



RELIGIOUS EDUCATION

An explicit aim for the Religious Education Program this year was an alignment between Religious Education in the classroom and Ministry.

MIDDLE SCHOOL

Year 7 students revisited the Quest theme through an in-depth study of their House Patron. This enabled students to connect the values and beliefs of their patron who binds their House community together. Through the creation of prayer bears for their service learning program, students had an opportunity to care for others and connect to the themes taught in class, inclusive of God's love and the gift of charity.

Year 8 students connected their learning of creation through their participation in the 'Masterpiece of Creation' retreat program. The themes explored at the retreat were revisited in class, which each student creating a tile to be displayed in the Homeroom. Moreover, an in-depth study of the Biblical belief of stewardship enabled students to engage with the array of environmental issues present in the world today.

Through their retreat program, Year 9 students explored the presence of social justice and relationships. The reality of making a change was reiterated through their support of Catholic organisations. Students made pencil cases and donated stationery items to the less fortunate. The retreat program allowed them to experience and understand altruistic love which was taught in the RE classroom.

SENIOR SCHOOL

In Year 10, students explored social justice in their retreat program. The alignment to their classroom learning was evident as Year 10 students studied social justice in depth for a term. Moreover, they were explicitly taught the Catholic Social Teachings, allowing them to connect to the retreat program from an academic perspective. When making subject selections, Year 10 RE students also explored the concept of personal vocation and were able to reflect upon the choices that lay ahead for them.

Year 11 students explored meaning and purpose both in the classroom as well as through their participation in the Catalyst Retreat Program. In the classroom, students explored meaning and purpose in a modern forum through watching *The Shack*, which explored several of life's difficult questions. They were also presented with the opportunity to explore those who found meaning and purpose throughout their life inclusive of Blessed Mary Mackillop.

Year 12 students were exposed to the crossroads of life both on retreat as well in the classroom. Whilst on retreat, students reflected on their life journey as well as their hopes and dreams for the future. These themes were supported in the classroom through in-depth studies of individuals and their life achievements.

'Religious education is broader than catechesis, but it must also include catechesis, since a principal goal of the Catholic school must be to hand on the faith.' Pope John Paul II



LANGUAGES

At Corpus Christi College students study a language other than English from Years 7-9 and may choose to continue language studies from Year 10-12. Languages offered are French, Indonesian and Italian. The study of an ATAR language course attracts a bonus of 10% for students who study an ATAR language course, increasing their aggregate and opportunities for entry to university. This is particularly advantageous for those university courses with high ATAR requirements.

In 2019, Corpus Christi College French ATAR students achieved scores in the top 15 percent of all students in Western Australia, placing Corpus Christi College in the top schools ranking for French. In recent years (2016 and 2017) Italian ATAR students at Corpus Christi College have also achieved in the top 15 percent schools ranking.

External Examinations, Tours and Exchanges

In 2020, Languages students were unable to participate in tours and exchanges, although we do hope to continue with these programs when we are able. Languages students generally participate in a number of external exams in all three languages, but due to restrictions this year, only French students were able to participate.

FRENCH

Alliance Française Examination:

Year 12

- High Distinction: 3
- Pass: 1

Year 11

- Examiners' Special Mention (finalists): 2
- High Distinction: 1
- Distinction: 1
- Pass: 2

Year 11 students Victoria Ann Chong and Anna Thomson were both finalists, meaning they were amongst the top 20 students in the state. Both students were invited to participate in an oral examination, competing for top student. Victoria Ann Chong was the overall top student of the Alliance Française Examination for Year 11 students in Western Australia, backing up her achievement as overall top Year 10 student in the state in 2019. An outstanding result.

Year 10

- High Distinction: 1
- Distinction:
- Credit: 3
- Pass: 5

Excursion:

- Year 8 French: Pétanque competition; French language quizzes and games; traditional French savoury and sweet crêpes at Maison St. Honoré, Caversham.

INDONESIAN

Excursion:

- Year 8 Indonesian: Wayang Kulit puppet performance and workshop; traditional lunch at Monggo Indonesian restaurant Mount Lawley.

ITALIAN

Excursions:

- Year 8 Italian: Italian influence and immigrant contribution walking tour in Fremantle; visiting the Welcome Walls and Fremantle Maritime Museum; traditional Italian lunch at Fremantle Italian Club.
- Year 12 Italian, 'Italian Things in My Life' (ATAR Italian Unit 3 Topic): Roman Imperial period (27BC - 476AD) exhibition at Fremantle Maritime Museum; traditional Italian breakfast at Dolce & Salato, South Fremantle; Fisherman's Wharf monument and sculptures and Welcome Walls; Galati & Sons, South Fremantle, purchasing traditional Italian products.



ENGLISH

- A Certificate of Distinction achieved for ATAR English WACE Exam 2019
- Holocaust survivor Hetty Verolme was invited as a guest speaker, addressing the Year 8 classes to support their understanding of their course text, *Hanna's Suitcase*
- College Public Speaking Competition – 45 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
- Lions Youth of the Year Competition – Participation
- A Year 9 Student entered into Scribblers Golden Pen Writing Competition, showcasing her graphic novel which involved research, planning, writing and illustrating an original piece of work



HUMANITIES

- Economics 2019 ATAR results: 3.91% above the state average
- Year 10 Acceleration students completed ATAR Economics Unit 1/2 and Year 11 Acceleration students completed ATAR Economics Unit 3/4
- Selected Year 7-12 students participated in the Australian Geography Competition
- Year 12 Geography fieldwork excursion to Cockburn Central and East Perth, where students study planning strategies in Perth
- One team was involved in the Law Society of WA Mock Trial Competition in Term 1 prior to the COVID crisis



MATHEMATICS

- Certificate of Achievement awarded for Mathematics Methods ATAR in 2019 (results in the top 15%)
- Year 11 Acceleration students completed Mathematics Methods ATAR
- Year 12 ATAR ClassPad revision sessions with Charlie Watson
- Maths Club with students competing in groups on weekly challenges
- Girls Sum It Up Day excursion for Year 9 girls
- Breakout Boxes Challenge excursion for Year 8 Extension students
- Have Sum Fun Competition
- Australian Mathematics Competition (AMC):
 - One certificate of High Distinction
 - 27 certificates of Distinction
- Australasian Problem Solving Mathematical Olympiads (APSMO)



SCIENCE

- Year 11 Biology Camp – 20 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
- Non-venomous reptile incursion – Year 8 got a hands-on experience with snakes
- Raptors incursion – Year 7 got hands on with raptors and other birds of prey
- Science Week – students took part in escape room challenges, optical illusion challenges and tested local water for pollutants
- City of Melville Future Space Exploration Writing Competition – Year 10s entered into a competition to discuss the role of Australia in space exploration with a chance to win a cloth mission patch from Australia's first astronaut in space

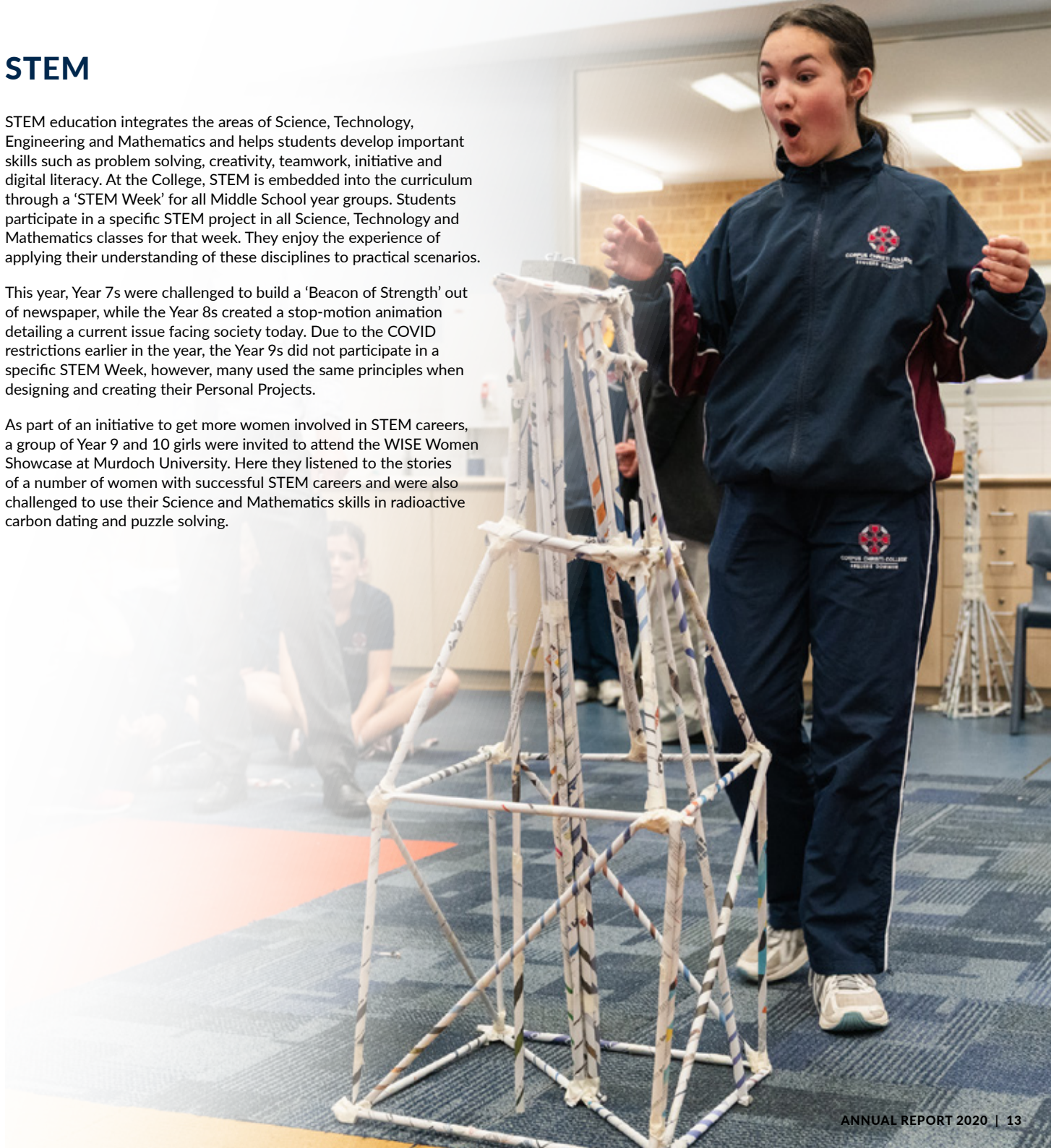


STEM

STEM education integrates the areas of Science, Technology, Engineering and Mathematics and helps students develop important skills such as problem solving, creativity, teamwork, initiative and digital literacy. At the College, STEM is embedded into the curriculum through a 'STEM Week' for all Middle School year groups. Students participate in a specific STEM project in all Science, Technology and Mathematics classes for that week. They enjoy the experience of applying their understanding of these disciplines to practical scenarios.

This year, Year 7s were challenged to build a 'Beacon of Strength' out of newspaper, while the Year 8s created a stop-motion animation detailing a current issue facing society today. Due to the COVID restrictions earlier in the year, the Year 9s did not participate in a specific STEM Week, however, many used the same principles when designing and creating their Personal Projects.

As part of an initiative to get more women involved in STEM careers, a group of Year 9 and 10 girls were invited to attend the WISE Women Showcase at Murdoch University. Here they listened to the stories of a number of women with successful STEM careers and were also challenged to use their Science and Mathematics skills in radioactive carbon dating and puzzle solving.



THE ARTS

The Arts team have demonstrated outstanding resilience and flexibility, having to adapt the curriculum and deal with a constantly changing landscape with regards to COVID-19. Despite needing to cancel many events, we managed to maintain a number of projects, such as our main subject Productions, Music Bursary and even a 2020 Arts Festival. Many of these events offer students an opportunity to develop curiosity and creativity.

DANCE

Dance at Corpus continues to thrive despite the unexpected events of 2020:

Extra-curricular Groups

- Dance Company, Years 7-9 (30 students)
- Dance Collective, Years 10-12 (23 students)
- Boys Dance Crew, Years 7-12 (29 students)
- Dance Club, Years 7-8 (28 students)
- Dance Collage, Years 7-12 (14 students)

Before the lockdown, students were fortunate to attend excursions integral to curriculum requirements:

- *Bran Nue Day* Performance – Year 9 (29 students)
- WA Ballet triple bill *Architecture of Hope* – Year 11 and 12 (12 students)

Despite the loss of some major performance opportunities such as the Catholic Performing Arts Festival, Corpus Dance students were able to showcase their talents in the following events:

- Dance Open Evening 2020 (79 students, Years 7-12) – our Senior School students and extra-curricular programs performed learnt choreography and their own group compositions. The evening also included the performances and assessment of the Year 12 ATAR students' Original Solo Compositions, which is a component of their Practical WACE exam.
- Perspectives – Year 12 ATAR (4 students) – a second opportunity for students to perform their OSCs in preparation for their practical dance exams.

Dance also continued to support the College's masses and liturgies:

- Community Mass – Year 11 and 12 (14 students)
- Easter Liturgy – Year 11 and 12 (5 students)
- Corpus Christi Day Liturgy – Year 11 and 12 (10 students)

Students had the opportunity to learn from industry professionals, participating in various workshops and classes in Term 1:

- Dance Day, Year 11 & 12 students – Amy Wiseman (Director of Unkempt Collective)
- Indigenous Dance Workshops, Year 9 – Nadia Matich (Contemporary Indigenous Dance)
- Dance Collective, students from Year 10-12 – Scott Elsterman (Contemporary)
- Dance Company, students from Year 7-9 – The Arthaus Collective (Hip Hop)
- Boyz Dance Crew, students from Year 7-12 – Drew Nicholas (Hip Hop)

DRAMA

- *Monkey* Production (42 students): The production preparation of Colin Teevan's *Monkey* began in Term 4. This production preparation and rehearsals have involved students from all year groups, including those who provided support backstage.
- Inter-house Play Competition: this was an Arts Prefect-led event that was unfortunately cancelled after three rehearsals sessions due to COVID-19. (133 students)
- Perspectives Performance (7 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.
- *Bran Nue Day* Performance – Year 10, 11 and 12 (36 students)
- *Tao of Glass* Performance – Year 12 ATAR (8 students)
- Podcast Program (8 Students)
- Year 12 Drama Day (7 students)
- Stage Combat – Year 9 (24 students)

VISUAL ART

Visual Arts has grown exponentially in the last year. 2020 has seen increased numbers in all courses, with some courses reaching full capacity. Highlights include:

Excursions and Incursions

- ATAR students attended Sculptures by the Sea and associated author talks, before attending the Art Gallery of WA where they viewed 2D and 3D artworks. (38 students)
- Graffiti Art Club, Term 1 and completed in Term 3 (8 students)
- Graffiti Art Club, Term 4 (5 Students)

Art Club

- Birds of a Feather, Term 1, Year 7 (11 students)
- Lithography Printmaking, Term 1, Year 8-12 (9 students)
- Tie-dye, Term 3 & 4 (10 Students)
- Monoprints, Term 4 – (10 Students)

External Exhibitions

Angelico Exhibition (Catholic Arts)

- 6 pieces entered
- 2 1st place winners and a 3rd place prize

META: Central TAFE Annual Exhibition

- 5 pieces entered
- 1 Highly Commended awarded

Lawrence Wilson Art Gallery

- 14 Year 10 students entered a group piece

Virtual Art Exhibition

- 18 students displayed their glass plates

Year 12 Perspectives (AGWA)

- 2 students

2020 Arts Festival Art Exhibition

- All Senior School Art students were encouraged to work hard in creating innovative and challenging artworks to display at our new Arts Festival. (75 students)

MUSIC

2020 has been an interesting year for Corpus Music due to COVID-19. However, students still had many exciting opportunities.

The Music Department offers many ensembles including:

- Swing Band (15 students)
- Celtic Band (4 Students)
- Concert Band (31 students)
- Senior Contemporary Band (6 students)
- Symphony Orchestra (32 students)

- Saxophone Ensemble (6 students)
- Guitar Ensemble (5 students)
- Flute Ensemble (11 students)
- Percussion Ensemble (7 students)
- College Choir (37 students)
- Boys Choir (8 students)
- Girls Choir (22 students)
- Rock School (34 students)

Students participated in the following events:

- Year 9 Personal Project Evening (4 students)
- Instrumental Music Night (150 Students)
- Music Recital Night (30 students)
- Rockfest (39 students)
- College Open Days (15 students)
- College assemblies (50 students)
- Arts Festival (8 students)
- Year 12 Perspectives (8 students)

College Masses and Liturgies (50 students)

Band Bursary Students (73 students)



HEALTH AND PHYSICAL EDUCATION

SPECIALIST SUBJECTS

Beyond the mandatory Health and Physical Education curriculum, students in Years 9 and 10 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 WACE courses within Physical Education Studies and Outdoor Education. The following subjects were offered in 2020:

Year 9 student numbers:

- Netball Smarts: 31
- Ball Games: 51
- Sport and Fitness: 128
- Outdoor Education: 98

Year 10 student numbers:

- Sport Education: 52
- Outdoor Education: 54
- Sport Science: 75

SENIOR SCHOOL COURSES

Year 11 and 12 courses 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: 35
- Year 11 ATAR Physical Education Studies: 29
- Year 12 General Physical Education Studies: 37
- Year 12 ATAR Physical Education Studies: 33

Student numbers in Outdoor Education courses:

- Year 11 General Outdoor Education: 17
- Year 12 General Outdoor Education: 13

VOCATIONAL EDUCATION AND TRAINING (VET)

The Physical Education Learning Area continues to offer a selection of VET courses to a diverse range of students to contribute towards WACE requirements.

Student numbers in VET courses:

- Certificate II Sport Coaching: 24
- Certificate II Outdoor Recreation: 10
- Certificate III Sport & Recreation: 10



SPORT

The College Sporting motto this year was: 'Give It Plenty in 2020'.

Students were challenged by College Sport Captains Sophie Jones and Thomas Stephenson to make the most of the wide variety of opportunities in sport at the College, preparing well for competition while demonstrating our core values of commitment, courage and connectedness in the interest of reaching our sporting potential as a College community.

Despite the COVID-19 health crisis dramatically reducing sporting opportunities during Term 2, especially in relation to our priority sports of Australian Rules Football and Netball, the program adjusted to ensure most interests and needs were catered for in Terms 3 and 4.

Number of sports participated in: 19

Number of extra-curricular sporting teams/clubs: 56

Key Priorities addressed in Sport 2020

- **Fitness:** Increased opportunities through Running Club and Fitness Club offerings to improve general fitness and utilisation of gymnasium and training facilities.
- **Advocacy:** Improved news and results via e-boards and social media.
- **Social Development:** Provided increased social opportunities through less formal intra-school and inter-house sport. Launched social volleyball club coordinated by sport leaders.
- **Service:** Increased numbers of Senior School students involved with coaching and officiating junior teams.

Performance Goals achieved in 2020

- Improved standing in A Division ACC Athletics
- Improved results across all year levels in Basketball competitions
- Increased participation rates in sub-association competitions despite shortened seasons due to COVID-19



ACC MAJOR DIVISIONAL CARNIVAL RESULTS



3rd
A-DIVISION
ATHLETICS



4th
CROSS COUNTRY
(VIRTUAL CARNIVAL)



B-DIVISION
SWIMMING
(CANCELLED)

SPORTING TEAMS RESULTS

ACC Championship

Junior Boys Basketball – Premiers

Senior Girls Basketball – Semi Finalist

Open Boys Basketball – Quarter Finalist

SASJ Sub Association Results

Year 8/9 Boys Basketball – 1st

Year 8/9 Girls Soccer – 1st

Year 10 Girls Netball – 2nd

Year 8/9 Girls Netball – 2nd

Year 10 Boys Basketball – 3rd

Year 8/9 Boys Cricket – 3rd

Year 8/9 Boys Touch Football – 3rd



TECHNOLOGY AND ENTERPRISE

2020 was a busy and exciting year in the Technology and Enterprise learning area.

DESIGN TECHNOLOGY

Students have engaged in projects using a wide variety of textiles including wood, metal, fabric and food.

- Year 7 students learned woodworking skills, using a range of timbers to make chopping boards and utilising the CAD/CAM program with the laser cutter to engrave individual designs onto their work.
- Year 8 students created passive phone speakers from high quality timber.
- Year 9 students designed and constructed bedside tables, learning how to use advanced techniques and machinery.
- Middle School Food Technology students were challenged during COVID restrictions to learn about meal planning and cooking with pantry staples. After returning to school, the students continued to develop their practical skills in the classroom.
- Middle School Textiles Technology classes developed practical sewing skills and used the design process to look at current fashion trends and design garments for the teenage market.
- Year 10 Woodwork and Metalwork students explored advanced techniques and constructed box-based project furniture and tables-based projects using cabinetmaking wood joints and metalwork welding.
- The Senior School students in Woodwork and Metalwork designed, developed and built a wide variety of finished furniture pieces, which included desks, cabinets and tables.
- Senior School Food Technology students learned about their own nutritional requirements and how to lead healthy lives and produced meals to demonstrate their developed practical skills.
- Students in Year 11 Child, Family & Community experienced life as a parent during our virtual baby program and prepared care packages for the King Edward Memorial Hospital Op Shop to be distributed to new mothers. They also produced meals for St Pat's Fremantle to assist them in feeding the people they aid, with the COVID crisis leading to an influx of new clients.

DIGITAL TECHNOLOGY

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

- Students worked on a wide variety of courses, including Coding (using SWIFT Program knowledge and developing the ability

to plan their own puzzle worlds), Digital Thinking (included the investigation of data visualisation and App design) and Robotics (students designed and developed code for a robot ambulance project and filmed their robots carrying out their important role).

- Students in the Engineering course participated in activities to design and code robots to then compete in challenging maze competitions. They also built an 'interactive smart Simpsons house'.
- Year 10 students worked on App development, exploring the process of design and learning industry standard programs in creating branding and food truck wraps.
- Students in Year 11 and Year 12 Applied Information Technology investigated technological impacts in society and evolving digital technologies.

ACCOUNTING AND FINANCE

2020 was a year of continued growth in the popularity of Accounting and Finance. We continue to offer two classes in the Year 12 ATAR Accounting and Finance course and two classes in Year 11 ATAR course, capitalising on the success of the Year 10 Accounting course.

- Year 10 and 12 students participated in the ASX Schools Sharemarket Game where they make real time investment decisions using what they have learnt in class.
- ATAR Accounting students continued to perform well in their WACE exams in the 2019 academic year and achieved a position in the top 10 of all schools in the state.
- The 2020 recipient The Most Outstanding Accounting Student Award, sponsored by the Institute of Chartered Accountants Australia and New Zealand, was Jenna Riordan.



EDUCATION SUPPORT & LEARNING SUPPORT

EDUCATION SUPPORT

The Education Support Centre (ESC) supported 28 students during 2020. 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 wellbeing 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.
- 17 students participated in the Bushranger Cadets program. Topics covered included Basic First Aid, 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, Religion and Life, and lifeskills.
- All students participated in the Associated Catholic Colleges (ACC) Inclusive Sports Carnivals (ISP) throughout the year, including Ten Pin Bowling and Athletics.
- Students participated in a 10-week Adaptive and Inclusive unit in Physical Education and received peer coaching in collaboration with Notre Dame University, Fremantle.
- 23 students attended a three-day camp at Swan Valley Adventure Centre. Students worked in age and ability groups to participate in a range of activities including: flying fox, swimming, bush walking, bush craft, high ropes and team building.
- All students participated in major College events, including residential Year retreats and social events such as 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: Good Samaritans, Proudly Productive and Retravision.
- Two students completed the Hospitality Skill Set course.
- One student is enrolled in the Certificate II in Kitchen Operations for further study at TAFE in 2021.
- One student completed Certificate III in Screen and Media at Mt Pleasant College.

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 provides an opportunity 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 2020:

Year Group	Number of students enrolled in ESC
Year 7	4
Year 8	6
Year 9	7
Year 10	6
Year 11	3
Year 12	2
Total	28

Student numbers iLAN 2020:

Year Group	Number of students enrolled in iLAN
Year 7	23
Year 8	23
Year 9	37
Total	83

LEARNING SUPPORT

The Learning Support team worked with approximately 220 students across the College with a range of diagnosed disabilities and learning challenges. Diagnoses included: specific learning disorders (in reading, written expression and mathematics), Developmental Coordination Disorder, Autism Spectrum Disorder, ADHD, Hypermobility, Anxiety and Duchenes Muscular Dystrophy.

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

- Special arrangements for assessments and examinations, including extra time, scribe, use of C Pen and reader support

- Planning for differentiation in teaching and learning
- Modification and scaffolding to cater for individual students
- Providing support for students with anxiety
- Development and support in utilising appropriate study techniques
- Specific targeted support at Homework Club

The Learning Support staff work closely with College teaching staff to ensure that all students have the appropriate adjustments and supports. The team ensures students with specific learning disorders have an Individual Adjustment Plan which caters to their individual needs and identifies specific areas of strength and weaknesses.

When students are enrolled into the College they may be identified as requiring additional support for a number of reasons. In their final year of primary school, parents and their child are invited to attend a transition interview with the Learning Support staff. The transition interview is an important step for students with learning disorders as they begin their journey into the secondary school environment. Staff work closely with primary schools, parents, students and other key stakeholders to ascertain strengths, weaknesses and the appropriate teaching and learning adjustments that work for students. Staff use this information to develop an Individual Adjustment Plan, which is then shared with all teaching staff via SEQTA.

The College Learning Centre runs the iLAN program (Intensive Literacy and Numeracy classes). In 2020, the focus was on study and independent thinking skills and building resilience, as well as on targeted intervention in literacy and numeracy to ensure 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.



VOCATIONAL EDUCATION AND TRAINING (VET) AND TRANSITION SERVICES

The Vocational Education and Training (VET) and Transition Services provides students in Years 9, 10, 11 and 12 with customised guidance on an ATAR, General or General Combined Pathway to help determine their career goals and create a foundation for success.

CAREERS

Students are provided with information, opportunities and pastoral sessions on the topic of career development, in addition to personalised subject selection for Year 10s, mock interviews and career counselling appointments.

In relation to COVID-19, each university responded to school leavers in their own unique way, including new pathways, different prerequisites, offers based on Year 11 results, wider portfolio application eligibility and Early Offers. All of the Year 12 cohort were afforded specific personalised meetings to support and assist their applications in relation to the changes for entry into tertiary education.

Early Offers for 2021

- University of Western Australia: 45 Unconditional offers based on Year 11 results
- University of Notre Dame Australia: 12 Unconditional offers based on Year 11 results
- Murdoch University: 35 Unconditional offers based on Year 11 results
- Curtin University: Do not issue unconditional offers based on Year 11 results

University Enabling Courses offered at the College

Course Title	Enrolments
Curtin University UniReady:	15
Murdoch University FlexiTrack High:	12
Total Enrolments	27

2020 University Enrolments (2019 Graduation Year)

- UWA Principal's Citizenship Award: 1 recipient

Number of students with an ATAR who applied	135
Median ATAR of the students who applied	83.45

	Curtin	ECU	Murdoch	UWA	Total
Number of students with a 1st preference (includes students without an ATAR)	86	7	39	24	156
Number of students offered their 1st preference	51	5	23	13	92
Number of students offered any of their preferences	86	12	38	19	155
Number of students who have enrolled	63	5	29	15	112
Number of students who have deferred	6	0	2	2	10

VOCATIONAL EDUCATION AND TRAINING (VET)

Students enrolled in Years 10, 11 and 12 have the opportunity to enrol in a range of 33 VET courses that are nationally accredited qualifications from Certificate II to IV levels.

Qualification	Enrolments
Certificate II Aquaculture	1
Certificate II in Automotive Vocational Studies	3
Certificate III in Aviation (Support Services and Operations)	3
Certificate II in Building and Construction (Para-professional)	2
Certificate II in Business Administration (Medical)	1
Certificate II in Business	22
Certificate III in Business	4
Certificate IV in Business	2
Certificate II in Community Services	1
Certificate III in Community Services	3
Certificate IV in Community Services	8
Certificate II in Creative Industries	1
Certificate III in Early Childhood Education and Care	2
Certificate III in Education Support	5

Certificate IV in Education Support	10
Certificate II in Electrotechnology Pre-Apprenticeship	7
Certificate II in Electronics	1
Certificate II in Engineering Pre-Apprenticeship	5
Certificate III in Events	1
Certificate II in Furniture Making Pre-Apprenticeship	1
Certificate III in Health Services Assistance	1
Certificate II in Hospitality	1
Certificate III in Landscaping	1
Certificate IV in Music Industry - Electronic	1
Certificate II in Outdoor Education	10
Certificate IV in Preparation for Health and Nursing Studies	4
Certificate II in Plumbing Pre-Apprenticeship	2
Certificate II in Retail Services	1
Certificate III in Screen and Media	2
Certificate II in Sport Coaching	24
Certificate III in Sport and Recreation	10
Certificate III in Population Health	2
Certificate II in Sampling and Measurement	1
Total Enrolments	144

In 2020, the percentage of Year 12 students undertaking vocational training (or training in a trade) and attaining a Year 12 certificate (or equivalent vocational education and training qualification) is 27%.

In addition to the VET delivered in the College, which is auspiced through the IVET Institute, students attended external campuses of public and private Registered Training Organisations, including the following:

Central Regional TAFE
South Metropolitan TAFE
North Metropolitan TAFE
College of Electrical Training
Fremantle Education Centre

Hungry Jacks Training
Hospitality Group Training
McDonalds Training
Master Plumber's Association
Mount Pleasant College

School Based Traineeships incorporating nationally accredited training and industry placement have been successfully attained in the following pre-apprenticeships: Electrotechnology, Engineering, Furniture Making and Plumbing. Completion of a pre-apprenticeship builds a sound foundation for students applying for an apprenticeship.

AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL)

Students are able to complete work placements either for SCSA-endorsed Authority Developed Workplace Learning or as practicums/placements for a VET course.

Authority Developed Workplace Learning (ADWPL) programs allow students who follow a General Pathway the opportunity to experience a variety of work environments and develop or gain the following:

- a knowledge of the requirements and basic skills related to the specific industry
- an understanding of expectations of the workplace
- increased competence in generic, transferable employability skills
- valuable experience to assist with future training and employment
- opportunity to explore occupational areas, which assists with making choices for future education and employment

ADWPL Occupational Areas and No. of Placements

Area	Year 10	Year 11/12
Animal	1	1
Automotive	2	2
Childcare/Education	3	5
Creative industries	1	1
Electrical	1	1
Engineering / Fabrication	5	2
Hairdressing / Beauty	2	1
Healthcare	1	2
Plumbing	0	1
Property Management	0	1
Retail / Hospitality	5	6
Sport & Recreation	1	2
Total Placements	22	25

Students in VET courses are also afforded industry experience through practical placements required for their qualification.

For both ADWPL and VET work placements to be successful, the College is reliant upon a large number of local industries and businesses. We wholeheartedly thank these employers for offering their time and expertise and for playing their part in developing and shaping the future careers of our students.

ADWPL and VET | 39 Employers

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

Allspec Engineering	999 Electrical
Artcom Fabrication	Mega Music
Autobahn Melville	Melville Primary School
Automasters South Fremantle	Opal Aged Care
BHP Billiton	Our Lady of Fatima
Birri-li Early Education	Pan Pacific Hotel
Catalano's Truck and Equipment	Ray White Real Estate
Christ the King School, Beaconsfield	Retravisio, O'Connor
Darling Range Wildlife	Roseworx Engineering
Definitions Hair Studio	Shoreline Plumbing
Drillmech	SQP Engineering
Endota Spa Fremantle	St Emilie's Catholic Primary School
Good Samaritan Industries	The Couch TV Australia
Greyhounds as Pets	The Coffee Club, Bullcreek
Guitar World	TNT Cheerleading
Leeming Veterinary Clinic	Vulcan Panel and Paint
MBE Mechanical Electrical Pty Ltd	Media on Mars
Little Owl Roaster's	Wizard Pharmacy, Garden City
Local Foodie Hub	Woodman Point Recreation Centre

VET PLACEMENTS | Employers: 15 Schools, 9 Businesses

Schools

Bull Creek Primary School	Our Lady of Fatima Primary School
Christ the King, Beaconsfield	Our Lady of Mount Carmel
Corpus Christi College Education Support Centre	Queen of the Apostles, Riverton
Harrisdale Primary School	St Emilie's Catholic Primary School
Leeming Senior High School	St Kieran's Catholic Primary School
Mater Christi Catholic Primary School	St Jude's Catholic Primary School
Mel Maria Catholic Primary School	West Leeming Primary School
	Wilson Primary School

Other

Bellegio Builders
Birri-li Early Education Centre
Buggles, Atwell
Fremantle Plumbing
Kawai Electrical

MJ Smith Electrical Solutions
Relay Electrical Ltd
Skills Hire Company
999 Electrical



DIGITAL INTEGRATION

As an Apple Distinguished School at the forefront of technology integrated teaching and learning, Corpus Christi College continues to lead the way when it comes to preparing students for the digital age and life beyond the College.

In 2020, the College continued to develop its dedicated Digital Creativity curriculum for Year 7 and 8 students. Based on Apple's Everyone Can Create project guides, the weekly courses focus on creativity with iPad and give students the chance to experiment and develop their creative skills in four key areas: photography, drawing, music and video.

This unique Digital Creativity course has garnered attention both nationally and internationally and resulted in the College being selected as the first school worldwide to feature in Apple's global campaign for digital creativity in education. Apple's promotional video features a selection of our Year 7 and 8 students using technology in creative and practical ways that enhance learning in Science, Humanities, English and Physical Education. The video is often showcased at Apple Education conferences and Keynotes and can be found on our College website.

Staff continue to be upskilled in developing transformative teaching practices with iPad. A selection of the College's teachers have been spotlighted on the Apple Teacher website where they showcase subject specific practice and provide step-by-step breakdowns of impactful digital activities for teachers worldwide.

During the COVID-19 crisis in 2020, Corpus Christi College devised a robust remote learning approach that enabled us to continue to deliver engaging and meaningful learning experiences online through Microsoft Teams. Virtual classes were supported by clear guidelines for students on how to prepare for and attend their lessons, including taking care of their wellbeing and workspaces at home. Our digitally-enriched culture meant it was less of an initial shock to adjust existing lessons to the online sphere. Both students and staff alike took the shift to remote learning in stride, embracing the unexpected change as an opportunity.

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 technology.



Getting Ready for REMOTE LEARNING

During the school week, wake up at a sensible time and check your lessons on SEQTA before 8:30am. Prepare for your day by following the points below:

<p>WORK SPACE</p> <ul style="list-style-type: none"> Your learning space should be quiet, tidy and comfortable. If possible, sit in front of a neutral background for your Teams Video Calls. 	<p>DRESS</p> <ul style="list-style-type: none"> Wear your College House shirt or Sport shirt when on camera. If this is not possible, make sure your clothes are smart and respectable.
<p>TOOLS</p> <ul style="list-style-type: none"> Ensure your iPad is fully charged and use earphones for Teams Video Calls. Keep your workbook and stationary at hand just in case. 	<p>ETIQUETTE</p> <ul style="list-style-type: none"> Attend Teams Video Calls with your sound muted and video switched off. Be polite and respectful to staff and other students.
<p>WELLBEING</p> <ul style="list-style-type: none"> Manage screen time by having recess and lunch as usual. Eat healthy foods and drink water throughout the day to stay hydrated. 	<p>ORGANISATION</p> <ul style="list-style-type: none"> Manage and organise your files as directed by teacher e.g. OneNote. Communicate with teachers via Teams / Email / Direct Message if you need help.


CORPUS CHRISTI COLLEGE
ESTABLISHED 1863



LIBRARY

The Robert McCormack Library houses ICT and Library Services with a Help Desk to deal with the many staff and student needs. In 2020 the ICT and Library functions on Help Desk are separate and remain busy. The focus for the Library this year and ongoing is literacy.

Last year we launched a new collection of texts specifically for reluctant readers and those with processing issues. Our Young Adult Collection has proved to be very effective and we have added many new books to the collection. All Year 7, 8, 9 and 10 English classes are encouraged to have Reading Periods in the Library supported by Library staff. COVID impacted on our program of after-school literacy classes in Term 1. However, the Library continues to provide support for Year 11 and 12 students going into examinations.

With the advent of COVID the Library moved swiftly to meet the challenge of providing reading during 'lockdown'. Realising there might be issues with accessing books, we subscribed to an e-book provider, Overdrive, known as 'Sora'. This enables all staff and students to borrow and read online.

Over the year we developed more LibGuides for Year 11 and 12 ATAR subjects. ClickView has released many more useful features for teachers, such as interactive videos across a number of subject areas. Clickview has also produced a multitude of resources for teaching online. The Library has worked to promote these resources to learning areas.

We are constantly redesigning the space in the Library to accommodate student needs. The reading booths have again been reconfigured to make better use of space. The 'Lego Station' is busy 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 iPad at these times.

The Year 12 Study Room has continued as an exclusive Year 12 space. This is very successful. Year 12 students have consistently sought assistance from Library staff for their studies. The Library is very busy, full of students before school, at recess, lunchtime and after school. Study Club is busy and successful. It is staffed by Alumni and subject teachers two afternoons a week.

The Library is also actively involved in the implementation of sustainability initiatives. The collection of items for recycling has become the domain of the Library. E-waste, markers and pens and batteries are all collected in the Library. Furthermore the Library is responsible for many of the College eboards, providing information about recycling and sustainability as well as about the collection.

LIBRARY LOANS



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
- 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 in 2020

- **The Global Goals Challenge:** three-day, inter-school event at Servite College held in partnership with Curtin University, where school students research and present on one of the United Nations 17 Sustainable Development Goals.
- **The Creative Adventurers Project:** an individual or group project that challenges students to use their skills with an iPad (and the associated applications) to create a piece of work that both inspires them and pushes their creative boundaries.
- **The Games Guy with Dr Andy Kirker:** provides students with the opportunity to take part in collaborative problem-solving challenges based on values espoused by the Australian Curriculum and the Assessment and Reporting Authority (ACARA).

- **The Brainways Quest:** a prestigious national competition for gifted students designed to ignite the participants' intellects, strengthening their focus and challenging the boundaries of learning. In 2020, a Year 8 team from Corpus placed first in Western Australia in both Humanities and the Sciences while also coming second in the country in Mathematics.
- **The Science Café:** an annual event held at UWA that gives the students the opportunity to network with, meet, ask questions and probe professionals in the spheres of STEM.
- **Chess Club:** our high-performing Chess Club offers the students the opportunity to take part in the WA Chess Association School League Competition.
- **Excelsis Club:** geared to promoting and rewarding academic excellence and providing a monitored, supportive approach to invited Year 11 and 12 students whose academic record is outstanding.



YEARS 7-11 AWARDS

ARTS

Year 7 Art	Indiana Bonetti
Year 7 Dance	Livvy Leech
Year 7 Drama	Alice Herbert
Year 7 Music	Dylan Romeo
Year 8 Art	Hannah Oversby
Year 8 Dance	Hannah Vajda
Year 8 Drama	Emily Holloway
Year 8 Music	Joshua Diaz
Year 9 Art	Josh Laboudese
Year 9 Dance	Natasha Bozanich
Year 9 Design Basics	Georgina Hartono
Year 9 Drama	Donnay Brown
Year 9 Music: Extension	Stephanie De Luca
Year 9 Music: General	Ky Catalano
Year 9 Media Arts Photography	Matthew Radanovic
Year 10 Design Fundamentals	Claudia Werch
Year 10 Music	Elke Ruane
Year 11 Dance ATAR Units 1-2	Isabella Murray
Year 11 Drama ATAR Units 1-2	Jade Patching
Year 11 Visual Art ATAR Units 1-2	Christabelle Kusnowirjono
Year 11 Visual Art GEN Units 1-2	Amy Martelli

BEST ALL ROUND AT SPORT

Best Sport All Rounder Year 7 Female	Emily Boudville
Best Sport All Rounder Year 7 Male	Brock Moore
Best Sport All Rounder Year 8 Female	Sienna Fillis
Best Sport All Rounder Year 8 Male	Flynn James
Best Sport All Rounder Year 9 Female	Alessia Andritsos
Best Sport All Rounder Year 9 Male	Taj Forrest
Best Sport All Rounder Year 10 Female	Tahnaya Browne
Best Sport All Rounder Year 10 Male	Killian Jordan-Keane
Best Sport All Rounder Year 11 Female	Kayla Van Der Linden
Best Sport All Rounder Year 11 Male	Cade Ravlich

ENGLISH

Year 7 English	Maureen Sherry
Year 8 English	Charlize Suseno
Year 9 English	Elia Woods
Year 9 English Extension	Tayha Wedge
Year 10 English	Alyssa Salim
Year 10 English General	Chloe Harben
Year 10 Literature	Jennifer Tassone
Year 10 English ATAR Units 1-2	Alexis Low
Year 11 English GEN Units 1-2	Luke Sullivan
Year 11 Literature ATAR Units 1-2	Josee Van der Linden

EDUCATION SUPPORT

ESC Year 7 English	Lathen Wheeler
ESC Year 7 Humanities	Joel Soll
ESC Year 7 Maths	Junior Colin Ross
ESC Year 7 Science	Lathen Wheeler
ESC Year 8 English	Hamish Rae
ESC Year 8 Humanities	Kye Znaor
ESC Year 8 Maths	Caleb Heron
ESC Year 8 Science	Alexander Hayes
ESC Year 9 English	Juliette Wilson
ESC Year 9 Humanities	Mikael Mirasol
ESC Year 9 Maths	Timothy Clarke
ESC Year 9 Science	Brayden Duffy
ESC Year 10 English	Jack Davis
ESC Year 10 Humanities	Jack Davis
ESC Year 10 Maths	Connor Bennett
ESC Bushrangers	Jack Davis
ESC Digital Creativity	Brayden Duffy
ESC Food Science	Adam Rapanaro
ESC Lifeskills	Michael Rukavina
ESC Health	Caleb Heron
ESC Preliminary English	Bailey Wassell
ESC Preliminary Mathematics	Bailey Wassell

HEALTH AND PHYSICAL EDUCATION

Year 7 Health Education	Benedict Jomy
Year 7 Physical Education (Girls)	Charissa Kheng
Year 7 Physical Education (Boys)	Xavier Petta
Year 8 Health Education	Hannah Oversby
Year 8 Physical Education (Girls)	Emily Chaplyn
Year 8 Physical Education (Boys)	Cooper Moore
Year 9 Ball Games	Hayden Treby
Year 9 Health Education	Alyssa Tenefrancia
Year 9 Netball Smarts	Alessia Andritsos
Year 9 Outdoor Education	Tessa Paton
Year 9 Physical Education (Girls)	Florence Chapman
Year 9 Physical Education (Boys)	Jay Fairclough
Year 9 Sport and Fitness	Natalia Gaspar
Year 10 Health Education	Sabina Vicoli
Year 10 Outdoor Education	Sarah Scarr
Year 10 Physical Education (Girls)	Lauren Clark
Year 10 Physical Education (Boys)	Timothy Sentosa
Year 10 Sport Education	Elke Ruane
Year 10 Sports Science	Kai-Yang Chau
Year 11 Outdoor Education GEN Units 1-2	Sienna Andritsos
Year 11 Physical Education Studies ATAR Units 1-2	Cullen Devene

Year 11 Physical Education Studies GEN Units 1-2	John Carrick
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HUMANITIES

Year 7 Humanities	Maureen Sherry
Year 8 Humanities	Hannah Oversby
Year 9 Humanities	Nicholas Cutri
Year 10 Economics Acceleration ATAR Units 1/2	Grace Harben
Year 10 Humanities ATAR	Carmen Wong
Year 10 Humanities GEN	Chloe Harben
Year 11 Career & Enterprise GEN Units 1-2	Luke Sullivan
Year 11 Economics Acceleration ATAR Units 3-4	Adriana Romeo
Year 11 Economics ATAR Units 1-2	Alexis Low
Year 11 Geography ATAR Units 1-2	Alira Malan
Year 11 Modern History ATAR Units 1-2	Josee Van der Linden

LANGUAGES

Year 7 French	Maureen Sherry
Year 7 Indonesian	Amelie Butler
Year 7 Indonesian Background	Emily Boudville
Year 7 Italian	Ramielle Lazar
Year 8 French	Marie Julie Marmite
Year 8 Indonesian	Hannah Oversby
Year 8 Indonesian Background	Luis Sudiarko
Year 8 Italian	Christopher Ng
Year 9 French	Hayley Hulme
Year 9 Indonesian	Fletcher Tennent
Year 9 Indonesian Background	Jayden Indradjaja
Year 9 Italian	Isabella Zammit
Year 10 French: Second Language	Grace Harben
Year 10 Indonesian: Second Language	Lauren Clark
Year 10 Indonesian Background	Adelbert Tjoeng
Year 10 Italian: Second Language	Jennifer Tassone
Year 11 French: Second Language ATAR Units 1-2	Victoria Ann Chong
Year 11 Indonesian: Second Language ATAR Units 1-2	Eric Lau
Year 11 Italian: Second Language ATAR Units 1-2	Sofia Mueller Herrero

MATHEMATICS

Year 7 Mathematics	Xavier Petta
Year 7 Mathematics Acceleration	Ramielle Lazar
Year 8 Mathematics	Prunelle Rodari
Year 8 Mathematics Acceleration	Nathan Rodrigues
Year 8 Mathematics Consolidation	Grace Barraclough
Year 8 Mathematics Extension	Joshua Diaz

YEARS 7-11 AWARDS continued

Year 9 Mathematics B Stella Van der Lee
 Year 9 Mathematics Acceleration Isaac Pavy
 Year 9 Mathematics Consolidation Grace Tandy
 Year 9 Mathematics Extension Stephanie De Luca
 Year 10 Mathematics A Mao Wen

Emmanuel Foo
 Year 10 Mathematics B Chloe Adam
 Year 10 Mathematics Consolidation Jack Mastaglia
 Year 10 Mathematics Accelerated Juan Selvan
 Year 11 Mathematics Essential GEN Units 1-2 Blake Conley
 Year 11 Mathematics Applications ATAR Units 1-2 Isabella Murray
 Year 11 Mathematics Methods ATAR Unit 1-2 Megan Schutte
 Year 11 Mathematics Methods ATAR Units 3-4 Charley Wehr
 Year 11 Mathematics Specialist ATAR Units 1-2 Kathryn Tan

RELIGIOUS EDUCATION

Year 7 Religious Education Maureen Sherry
 Year 8 Religious Education Hannah Oversby
 Year 9 Religious Education Stephanie De Luca
 Year 10 Religious Education Jennifer Tassone
 Year 10 Religious Education General Chloe Harben
 Year 11 Religion and Life GEN Units 1-2 Christabelle Kusnowirjono
 Year 11 Religion and Life ATAR Units 1-2 Megan Schutte

SCIENCE

Year 7 Science Dylan Romeo
 Year 8 Science Hannah Oversby
 Year 9 Science Matthew Radanovic
 Year 10 Science Jennifer Tassone
 Year 10 Science General Chloe Harben
 Year 10 Psychology Carmen Wong
 Year 11 Biology ATAR Units 1-2 Megan Schutte
 Year 11 Chemistry ATAR Units 1-2 Kathryn Tan
 Year 11 Human Biology ATAR Units 1-2 Tobel Soliman
 Year 11 Physics ATAR Units 1-2 Megan Schutte
 Year 11 Psychology ATAR Units 1-2 Josee Van der Linden

TECHNOLOGY AND ENTERPRISE

Year 7 Coding Ramielle Lazar
 Year 7 Digital Thinking Isabella Nicholls
 Year 7 Food Maureen Sherry
 Year 7 Robotics Jacob Munro
 Year 7 Woodwork Emily Boudville

Year 8 Coding Hayden Piper
 Year 8 Digital Thinking Norah Haddad
 Year 8 Food Hannah Vajda
 Year 8 Robotics Joshua Diaz
 Year 8 Woodwork Sarah-Ann Pillai
 Year 9 Business Beginnings Elia Woods
 Year 9 Caring for Children Tatiana Pymont
 Year 9 Clever Hands Taneesha Barbarich
 Year 9 Creating with Textiles Michela De Boni
 Year 9 Engineering Lachlan Putt
 Year 9 Food Angelyne Varen
 Year 9 Graphic Dimensional Design Stephanie De Luca
 Year 9 Metalwork Georgina Hartono
 Year 9 Mobile Games Development Darian Chipchase
 Year 9 Woodwork Georgina Hartono
 Year 10 Accounting Aneika Prasad
 Year 10 Caring for Children Isabella Rossi
 Year 10 Clever Hands Erin Chia
 Year 10 Engineering Timothy Sentosa
 Year 10 Food, Science & Technology Lauren Clark
 Year 10 Graphic Dimensional Design Harrison Drake-Brockman

Georgia Waddy
 Johann Austin Bose
 Year 10 Materials: Metal & Wood
 Year 10 Mobile App Development
 Year 11 Accounting and Finance ATAR Units 1-2 Jacinta Symons
 Year 11 Applied Info Technology ATAR Units 1-2 Jacob D'Aurizio
 Year 11 Children, Family & Comm GEN Units 1-2
 Year 11 Design: Graphics GEN Units 1-2 Madison Gibbs
 Year 11 Food Science & Technology GEN Yasmine Soto
 Units 1-2
 Year 11 Material Design & Tech: Metal Units 1-2 Madison Whitney
 Year 11 Material Design & Tech: Textile Units 1-2 Max Larson
 Year 11 Material Design & Tech: Wood Units 1-2 Siena Marchese
 Kale Paton

VOCATION EDUCATION AND TRAINING

Certificate II: Outdoor Recreation Jennifer Rose
 Certificate II: Sport Coaching Sienna Andritsos
 Certificate II: Sport Coaching Charli Hall

ST MARY OF THE CROSS AWARD NOMINEES

YEAR 7

Sophea Andrew Jessica Aulfrey
 Emily Boudville Samuel Dimov
 Aaron Jo Aldrich Kartadinata
 Naomi Lee Josephine McNamara
 Marcus Mendolia Brock Moore
 Layla Newman Amy Passauer
 Antonia Rafala Maureen Sherry
 Maria Silveiro Antunes Xavier Petta
 Michael Robless Joshua Trant
 Siofra Want Isaac Wong

YEAR 8

Joshua Diaz Lilly Grace
 Declan Kartadinata Sarah Low
 Duarte Menezes Cooper Moore
 Christopher Ng Hannah Oversby
 Hudson Pivac Veronica Ruth Vincent
 Mia Watanabe

YEAR 9

Mia Andersen Donnay Brown
 Michela De Boni Stephanie De Luca
 William Lewis Isaac Pavy
 Angelyne Varen Isabella Zammit

YEAR 10

Thomas Augustine Hudson Craig-Power
 Mao Wen Emmanuel Foo Emma Garland
 Chloe Harben Trinita Kardia
 Erika Machado Sydney Sudiarko
 Georgia Waddy Harrison Watson

YEAR 11

Sienna Andritsos Maddison Berkovic
 Nayan Brown Christopher Cakir
 Victoria Ann Chong Sophia Connolly
 Max Coten Olivia Dellaca
 Chelsea Fuderer Kim Ryan Gamueda
 Eric Lau Elizabeth Lee
 Melissa Piotrowski Carly Pizzuto
 Cade Ravlich Marius Rodari
 Megan Schutte Sanjeev Kabir Singh
 Anna Thomson Ella Waddy

YEARS 7-11 AWARDS continued

COLLEGE AWARDS

YEAR 7

ST MARY OF THE CROSS

DUX (JOINT WINNERS)

Emily Boudville
Aldrich Kartadinata
Dylan Romeo
Maureen Sherry

YEAR 8

ST MARY OF THE CROSS

DUX
PROXIME ACCESSIT

Veronica Ruth Vincent
Joshua Diaz
Hannah Oversby
Leon Du Toit

YEAR 9

ST MARY OF THE CROSS

DUX
PROXIME ACCESSIT

Stephanie De Luca
Isaac Pavy
Matilda Wehr
Angelyne Varen

YEAR 10

ST MARY OF THE CROSS

DUX
PROXIME ACCESSIT

Erika Machado
Mao Wen
Emmanuel Foo
Jennifer Tassone
Mao Wen
Emmanuel Foo

YEAR 11

ST MARY OF THE CROSS

DUX
PROXIME ACCESSIT

Victoria Ann Chong
Sanjeev Kabir Singh
Megan Schutte
Kathryn Tan

EXTERNAL AWARDS

LONG TAN YOUTH LEADERSHIP AWARD

Mao Wen

ADF FUTURE INNOVATORS AWARD

Emmanuel Foo
Brodie O'Connor



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 Harrison
 Stephanie Ierino
 Holly Forster
 Ingrid Schaub
 Adele Hand

ENGLISH

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

Jordan Passauer
 Andrea Fernandez
 Adele Hand

HEALTH AND PHYSICAL EDUCATION

Outdoor Education General Units 3/4
 Physical Education Studies ATAR Units 3/4
 Physical Education Studies General Units 3/4

Anna-Marie Hodgson
 and Elizabeth Purtell
 Joshua Browne
 Byron Devene

HUMANITIES

Career and Enterprise General Units 3/4
 Economics ATAR Units 3/4
 Geography ATAR Units 3/4
 Modern History ATAR Units 3/4

Lucy Provan
 Ava Dadmehr
 Taylah Brough
 Indiana Mastaglia

LANGUAGES

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

Sophie Steel
 Madeline Toth
 Sienna Perruzza

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

Daniel Santini
 Hsien Jie (Nicholas) Ng
 Rahul Correia
 Ellie Cokcetin

SCIENCE

Biology ATAR Units 3/4
 Chemistry ATAR Units 3/4
 Human Biology ATAR Units 3/4
 Physics ATAR Units 3/4
 Psychology ATAR Units 3/4

Marina Piper
 Hsien Jie (Nicholas) Ng
 Ava Dadmehr
 Hsien Jie (Nicholas) Ng
 Jenna Riordan

TECHNOLOGY AND ENTERPRISE

Accounting and Finance ATAR Units 3/4
 Applied Information Technology ATAR Units 3/4

Jenna Riordan
 Jordan King

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

Makayla Duckworth
 Aimee Gorman
 Makayla Duckworth

Adam Quill

Lucy Provan

Lachlan Lanza Cariccio

VOCATION EDUCATION AND TRAINING AND WORKPLACE LEARNING

Certificate III Sport and Recreation
 Certificate II Business
 Certificate III Business

Catrina Hodgson
 Lachlan Lanza Cariccio
 Devdan Ooi

RELIGIOUS EDUCATION

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

Jenna Riordan
 Makayla Duckworth

LEADERSHIP AWARDS

SEQUERE DOMINUM

CORPUS CHRISTI MEDALS

Isabella Cuocci
 Dieter Cadzow
 Isabella Cuocci
 Andrea Fernandez
 Holly Forster
 Quylam Hua
 Stephanie Ierino
 Mosaia McDonald
 Sophie Steel

ARTS LEADERSHIP

SPORTS LEADERSHIP

CHRISTIAN SERVICE

LONG TAN AWARD

COLLEGE AWARD EXCELLENCE IN VET

COLLEGE DUX AWARD GENERAL COURSE

PROXIME ACCESSIT

COLLEGE DUX

Chloe James

Sophie Jones

Madison Wilde

Sophie Steel

Thomas Berkovic

Makayla Duckworth

Jenna Riordan

Hsien Jie (Nicholas) Ng





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.

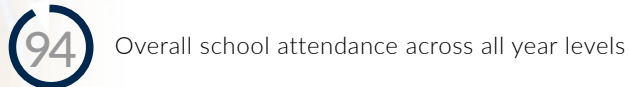
Persistent lateness for unsatisfactory reasons may result in detention.

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

152

TOTAL WORKFORCE



52
MALE



100
FEMALE



111
FULL-TIME



41
PART-TIME



97
TEACHING



55
NON-TEACHING

TEACHER QUALIFICATIONS

	Full-time	Part-time
Teachers in total	88	9
Teachers fully certified by the appropriate authority (e.g. the state registration board)	88	9
Highest level of qualification attained		
Teachers with a Bachelor's degree/ Graduate Diploma	71	7
Teachers with a Master's degree	15	2
Teachers with a Doctorate	2	0

SCHOOL IMPROVEMENT PLAN

FOCUS ONE: EVANGELISATION PLAN

We are a Catholic College, recognising each person is made in the image and likeness of God.

We are called to animate the Gospel values of justice, service to others, excellence, joy, respect, and care to witness to Christ in the wider community.

Specific: Instil College Values in all we do, so that they are in our day-to-day culture

BACKGROUND

- Our values are integral to the College culture.
- Each value helps us to make our work Christ-centred, attract children/families to the College, and retain staff in the College community.

ACTIONS/STRATEGIES UNDERTAKEN

- College Principal refers to and addresses the College values at every College Assembly.
- Prayers at Year and House Assemblies and Learning Area meetings to include a focus on the College values.
- Prayers in College e-prayer book available for use by all teachers contain prayers specifically linked to the College values.
- The College values to are linked to the College Retreats and Year 8 Camp.
- In Religious Education classes, the College values are referred to explicitly in prayer.
- The College values are displayed around the College on e-boards.

OUTCOMES

- Walking the walk – all members of the community know and understand the College values and live by them daily.
- Our College values guide all College life, including Pastoral Care, Retreats, etc.
- College values are embedded into the curriculum across the whole College.

FOCUS TWO: ABORIGINAL EDUCATION

Specific: Develop a comprehensive Aboriginal Education Plan with key performance indicators

ACTIONS/STRATEGIES UNDERTAKEN

- Aboriginal Education committee to establish a framework of support to Aboriginal and Torres Strait Islander students.
- Project in Mathematics investigating history of Aboriginal numbers embedded into the Year 7 curriculum.
- Offering the Indigenous perspective to students on social issues within the Indigenous community and allowing them to see the Indigenous perspective.



FOCUS THREE: LEARNING

We embrace an inclusive approach to Catholic Education, acknowledging each learner has their own unique strengths and challenges.

Each learner is celebrated as a gift to our community.

Specific: Create Pathways for each learner to achieve success consistent with our Vision for Learning

BACKGROUND

- The College provides personalised learning for individual student needs.
- Specific programs provided for students with learning support needs and academically able.
- Increasingly providing a number of pathways for all students in Senior School.

ACTIONS/STRATEGIES UNDERTAKEN

- Continual review of academic pathways and subjects on offer at the College in line with Catholic and SCSA requirements.
- Continue to educate the whole College community about different pathway options.
- Careers course in Year 10 Health to continue and all Year 10 students to complete the 'My Career and Course Plan'.
- VET and Transitional Services team to work more closely with the Heads of Years and Deputy Principals and then teaching staff.
- Development of Students at Risk formal management system to be linked with career and transitional services. This plan will be called 'Roadmap to Success' and include many services on offer at the College in assisting these identified students.
- Focus particularly with iLan students who are moving into Year 10. Director of Learning Support and Deputy Principal Senior School meet each iLan student at the end of Year 9 to transition into Year 10.
- Staff in learning area meetings:
 - identify learning needs of all students in each class.
 - use of spreadsheets at the end of each Term to identify students of concern.
 - ensure individual staff monitoring and follow up of approaches to learning for all students.
 - discuss strategies to support Learning Support and Gifted & Talented students.

OUTCOMES

- A pathway for all learners that caters for their individual needs.

FOCUS FOUR: PASTORAL CARE

We are responsible for the care of every member of our community.

We achieve this through the establishment of effective care networks, satisfying learning experiences, and development of quality relationships.

Specific: Complete professional learning opportunities to enhance pastoral care

BACKGROUND

- Engage all members of the school community as providers of pastoral care.
- Pastoral care provision requires specific skills and focus.

ACTIONS/STRATEGIES UNDERTAKEN

- Complete professional learning opportunities to increase staff capacity in pastoral care.
- Explicit teaching of the pastoral focus and Wellbeing on Wednesday (WOW) sessions to staff before each session in Year focus meetings.
- All teaching staff to include Heads of Learning Area as well as Heads of Year in all pastoral notes entered into SEQTA. Increased focus on teaching staff intervening in issues first with assistance of Head of Learning Area.
- Heads of Year working more closely with Heads of Learning Area, ensuring that relevant information and background of students is communicated effectively.
- Updated behaviour management policy, and ensure all staff are aware of the policy and regularly review it in scheduled meetings.
- Introduced CELTIC sessions that focus on the pastoral care of students in a Catholic context.
- Introduce clubs to provide an outlet for students such letter writing, Chess, Lego Masters, esports, etc.

OUTCOMES

- Each staff member knows what pastoral care is and their responsibility to provide it.
- Positive relationships between students and staff based on mutual understanding and respect.
- Establishment of an effective care network.
- Development of quality relationships.

FOCUS FIVE: STAFF ENGAGEMENT AND EFFECTIVENESS

Our staff have the potential to transform the lives of our students.

We seek to inspire and nurture their development as learners, individuals and global citizens.

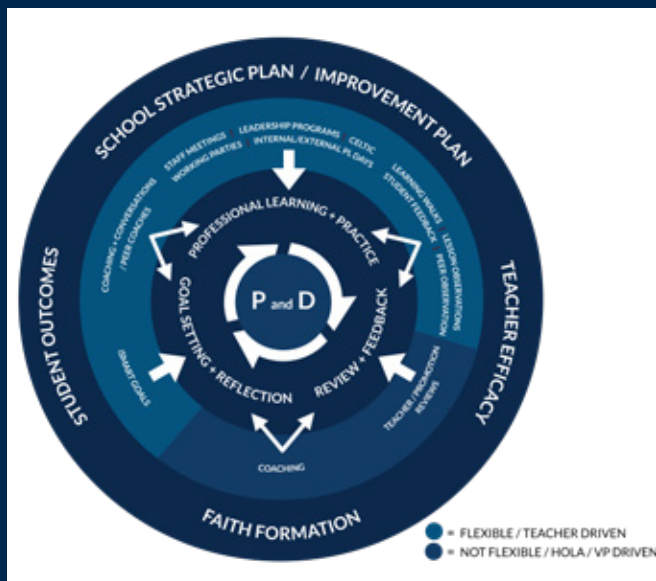
Specific: Enhance the Performance and Development process for all staff

BACKGROUND

- Not all teachers have been given the opportunity to seek and act on feedback.
- Teacher and Non-teaching Staff Reviews (non-promotional) commenced in 2019.
- Teacher and Non-teaching Staff Reviews for promotion are in place.

ACTIONS/STRATEGIES UNDERTAKEN

- Conduct teacher reviews on a three-year cycle basis.
- Conduct teacher and non-teacher staff reviews (promotional) as required.
- Investigate opportunities for performance development collaboration (including peer observations, learning walks, lesson, feedback process).
- Implement action research based on teaching and learning pedagogy for teachers to introduce a culture of peer observations.
- Teachers to continue to personally review their progress with implementing the College's Vision for Learning to ensure the use of appropriate teaching strategies to develop the School Wide Pedagogical Principles of: connection, challenge, creativity and curiosity.
- Regular goal setting reflections in Learning Area meetings e.g. 'what, how, actions'.
- Update to Review process to follow up with coaching conversation, specifically focusing on those staff for further development.
- Refine and improve the College's Professional Learning Community (PLC) Plan.



OUTCOMES

- Review recommendations linked to iSMART goals and CELTIC opportunities.
- Teaching practices further aligned to AITSL standards.

FOCUS SIX: FAMILY AND COMMUNITY

Our College exists in a wider community, which plays a significant role in student growth.

We strive to maintain and strengthen all relationships of the College.

Specific: Review and enhance communication strategies

BACKGROUND

- Numerous communication strategies exist without clear analysis of quality, engagement timing and appropriateness.
- Communication strategies actively engage the College community and foster a sense of connectedness and collaboration.

ACTIONS/STRATEGIES UNDERTAKEN

- Establish extended staff involvement in the Marketing and Communication Committee.
- Audit current communication strategies to establish quality and effectiveness.
- Streamline the information for incoming Year 7 parents to be accessible all on one website in a one stop shop format.
- Identify opportunities for communication training for staff.
- Update and implement the College style guide.
- Learning Areas to share events with the wider community through social media with the assistance of marketing.
- Links developed further with Murdoch University (Women in Mathematics, STEM, FlexiTrack, etc.)
- Foster a sense of connection and collaboration with staff and students through our integration of Microsoft Teams helping staff connect for prayers, meetings and to organise lessons for students.
- Develop more streamlined ways of communication through the integration of an interconnected phone system. Remove landlines and centralise communications through Microsoft Teams.
- Create consistent and standardised presentation decks in Keynote and/or PowerPoint to reflect the identity of the College working closely with marketing to deliver a consistent approach.
- Make significant developments on the College website to represent our status as a lead Apple Distinguished School and showcase our strengths in digital integration.
- Promote the global Apple video to showcase our creative philosophy with iPad. Embed media kit images and provide examples of how we use iPad when addressing the College community.

SCHOOL IMPROVEMENT PLAN continued

- Work with Marketing to build social media channels by providing real examples of student work and evidence of good teaching and learning with iPad. Share and celebrate success consistently with the College community.

OUTCOMES

- College social accounts show increased engagement metrics.
- Communication coming from the College befitting of style, language and appropriateness expected in style guide.
- Parents clear where to get all important information and understand Parent Code of Conduct.
- College social media accounts move from strength to strength.

FOCUS SEVEN: STEWARDSHIP AND ACCOUNTABILITY

Our financial stewardship and strong governance supports:

- Sustainable growth
- Responsiveness to the diverse needs of students
- Effective partnerships
- The sharing of resources

Specific: Create and maintain a safe, secure and sustainable environment adopting a risk aware culture and ensuring compliant practices



BACKGROUND

A culture of trust underpins the responsibility, accountability and stewardship pivotal in College wide governance.

ACTIONS/STRATEGIES UNDERTAKEN

- Review all policies and procedures against School Registration Standards, CECWA directives and good governance principles.
- Assess and assure the College capacity and capability to maintain an effective compliance & risk management frameworks.
- Establish extended staff awareness and participation in Marketing and Communications initiatives.
- Disseminate and uphold the Code of Conduct to maintain a safe and secure environment.
- Promote Code of Conduct via parent information evenings, year assemblies.
- Continue to embed Keeping Safe curriculum across the College.
- Sustainability Coordinator and committee to implement the sustainability action plan.

OUTCOMES

- Maintenance of a healthy, well governed and compliant organisation.
- Policy and procedures focused on protecting the safety and wellbeing of students, staff and community, and serving the College, system, regulatory authorities and community.
- Effective management controls in place.
- The compliance audit of Corpus Christi College was completed on 4 August 2020, assessing the school's compliance against the Registration Standards and Other Requirements for Non-Government Schools in Western Australia. All standards were met by the College.

FUTURE FOCUS: STRATEGIC PLAN 2020-2022

Our Mission

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

Catholic Identity	Learning	Pastoral Care	Staff Engagement & Effectiveness	Family & Community	Stewardship Accountability
<p>We are a Catholic College, recognising each person is made in the image and likeness of God.</p> <p>We are called to animate the Gospel values of justice, service to others, excellence, joy, respect, and care to witness to Christ in the wider community.</p>	<p>We embrace an inclusive approach to Catholic Education, acknowledge each learner has their own unique strengths and challenges.</p> <p>Each learner is celebrated as a gift to our community.</p>	<p>We are responsible for the care of every member of our community.</p> <p>We achieve this through the establishment of effective care networks, satisfying learning experiences, and development of quality relationships.</p>	<p>Our staff have the potential to transform the lives of our students.</p> <p>We seek to inspire and nurture their development as learners, individuals and global citizens.</p>	<p>Our College exists in a wider community, which plays a significant role in student growth.</p> <p>We strive to maintain and strengthen all relationships of the College.</p>	<p>Our financial stewardship and strong governance supports:</p> <ul style="list-style-type: none"> • Sustainable growth, • Responsiveness to the diverse needs of students, • Effective partnerships, and • The sharing of resources.
Instil College values in all we do so they are our day-to-day culture.	Create pathways for each learner to achieve success consistent with our Vision for Learning.	Complete professional learning opportunities to enhance pastoral care.	Enhance the Performance and Development process for all staff.	Review and enhance communication strategies.	Create and maintain a safe, secure and sustainable environment, adopting a risk aware culture and ensuring compliant practices.
Develop and implement more contemporary relevant and engaging activities in Religious education, retreats, prayer and liturgies.	Integrate academic, pastoral care, extra-curricular, and service learning activities to 'Ignite the Spirit' for each student.	Adopt a disciplined approach to upholding the College expectations.	Ensure all teachers and assistants know their students and how they learn.	Celebrate Corpus heritage and nurture the network.	Sustain our future, maintain purposeful governance, effective forward planning, and responsible strategic thinking.
Develop a faith formation program, and foster staff support of the promotion of a Catholic Culture.	Develop and shape learning environments to engender connection, challenge, creativity and curiosity.	Implement strategies to further develop pastoral care, as inspired by Jesus Christ, the Good Shepherd.	Challenge all staff to grow professionally.	Increase communication with surrounding primary schools.	Develop robust partnerships, seek economies of scale and actively encourage sharing of resources within the Catholic Education system.

Our Values

Living faith | Justice & Service | Excellence | Joy | Dignity | Caring & Inclusive

FUTURE FOCUS: STRATEGIC PLAN 2020-2022 continued

CATHOLIC IDENTITY

Develop and implement more contemporary, relevant and engaging activities in Religious Education, retreats, service, prayer and liturgies

Religious Education is the first Learning Area and is integral to our understanding of being Christ-centred. Our students are also given opportunities to partake in prayer through liturgies, Christian Service learning, College events and a Year 7-12 Retreat Program.

In today's secular society the Catholic Church image is challenged and as part of the broader Church, we as a College have a role to evangelise. As a result of the promotion of secular values, the teaching of Religious Education has become more important than ever. Therefore, we will focus on the person of Jesus and seek to have our students gain courage to be different and challenge themselves to think about contemporary issues in the light of Catholic teachings.

As a College we will evaluate our Religious Education programs, Retreat Programs, liturgies and Service Learning Programs and align them to life, faith and culture, with a focus on the person of Jesus.

We aim to develop and implement contemporary, relevant and engaging learning activities for students studying Religious Education, allowing for students to integrate their life, faith and culture (Head, Heart and Hand) where the curriculum is relevant to daily life.

Develop a faith formation program and foster staff support of the promotion of a Catholic Culture

Currently staff faith formation is provided in a number of ways, such as Faith Story and Witness, CELTIC, Accreditation units, etc. The College has sought and investigated various models of faith formation in the past, including those available religious orders.

As a College we have a responsibility to continue to explore different models of spirituality. It is evident that as a systemic Catholic school, we don't have a specific charism to draw on. If we were to choose a specific charism and become a companion of the Order, then this could lend coherence to all we do. It is critical for the College to promote Catholic culture and understanding. The benefits for the College of increased staff faith formation will be the enhanced support our students and the wider community receive.

The College will continue to explore charisms and provide our staff with experiences such as the Benedictine spirituality and explore ways to further articulate Catholic understandings. This will aim to increase an awareness of Catholic understanding.

The College will consider a range of charisms available to the College with the possibility of aligning our values and practices and then embed our understanding of the charism within our Catholic identity at the College.

EDUCATION

Integrate academic, pastoral care, extra-curricular and Service Learning activities to 'ignite the Spirit' for each student

The Leadership Team, in consultation with the College Board, identified extracurricular activities and the opportunities that the students receive as the main reasons for parents sending their children to Corpus Christi College. This very much aligns with 'Connection' being one of the four pedagogical principles in our Vision for Learning. When students connect with the College and the experiences on offer at the College, they are more likely to engage in the classroom and succeed in their academic pursuits.

The College will complete (and will continue to do so) an assessment of the College Pastoral Care Program. The College will further develop and implement a program of College-wide integrated pastoral initiatives, focusing on identifying and aligning pastoral care, extra-curricular and Service Learning activities. We will continue to strive to ensure the seamless and effective delivery of pastoral care across all activities at the College and enhance student connection to the College, resulting in an increased engagement in their learning.

Develop and shape learning environments to engender connection, challenge, creativity and curiosity

The College will assess our current learning environments, evaluating their ability to allow for the successful implementation of the 'Ignite the Spirit' Vision for Learning. Currently, the classrooms lend themselves to a style of teaching that can be adjusted to further support the Vision for Learning.

The College will assess the landscape of contemporary learning spaces and prioritise needs for enhancement and re-design aligned with College Capital Development Plan (CDP). There will also be experimenting and trialling of various learning environments within the classrooms and then externally that will allow for the Vision for Learning to grow.

PASTORAL CARE

Implement strategies to further develop pastoral care, as inspired by Jesus Christ, the Good Shepherd

Corpus Christi College has a focus on providing quality pastoral care which focuses on the whole child. We have a history of supporting the Catholic values of the College through witness and personal example.

It is important that every student feels secure and valued and forms a part of a caring community where there is mutual respect in a nurturing environment. The College will seek to promote the Catholic perspective whenever possible. Corpus will continue to promote quality pastoral care as an expression of faith, highlighting that pastoral care

needs to be inextricably linked with teaching and learning and be the responsibility of all staff.

We will develop and create an effective care network with skilled and committed College staff, where there is daily provision of satisfying learning experiences and the development of quality and respectful relationships within the community.

Adopt a disciplined approach to upholding the College expectations

Corpus Christi College has identified the importance of adopting a consistent approach to expectations, allowing a safe and secure environment for all. We believe that a safe and secure environment supports an effective learning environment and that consistent implementation of College expectations allows equity for all.

The College will review and evolve pastoral education systems and support systems and update College expectations to best reflect contemporary practice, ensuring all community members understand College expectations and are willing to support these. This will enable students to reach their potential safely.

STAFF ENGAGEMENT AND EFFECTIVENESS

Ensure teachers and assistants know their students and how they learn

The College Vision for Learning was developed to promote the use of appropriate teaching strategies and to develop the School Wide Pedagogical Principles of Connection, Challenge, Creativity and Curiosity. Strategies to integrate ICT to enhance teaching and learning have also been promoted.

We will look to provide coherent, well-sequenced teaching and learning programs that include engaging learning activities to meet the specific learning needs of students across the full range of abilities. Staff will discuss and share ideas with colleagues on current teaching and learning practices. The Leadership Team will identify opportunities for classroom observations and continue to promote and investigate Professional Learning opportunities to ensure the use of appropriate teaching strategies to develop the School Wide Pedagogical Principles of: Connection, Challenge, Creativity and Curiosity.

Challenge all staff to grow professionally

The College recognises that work is required on the clarity around the differences between necessary baseline expertise for a teacher (AITSL Standards), Professional Learning to remain current, further ongoing education for growth and skills enhancement, leadership coaching, mentoring and development. The growth of future leaders within the College is essential for the continued and future success of the College.

The College will review and evolve the Professional Learning Program (e.g. CELTIC), develop a bespoke Future Leaders Program and ensure leadership attributes are regularly reviewed, aligning these to the AITSL standards. We will also review the purpose and function of the Academic Council, Pastoral Council, and Teaching & Learning Council.

FAMILY AND COMMUNITY

Celebrate Corpus heritage and nurture the network

The Corpus Christi College Alumni network exists but has not been strong for some time, with less than optimal formal connection in previous years, and as a College we know there is a desire to connect further with the College community. The College alumni is also seen as a possible major source of new enrolments and we are aware that many successful alumni in the community are willing to contribute to the College.

The College will audit current practices to establish effectiveness of connection with our alumni. These will include: updating the alumni database, inviting alumni to College events, increase College involvement in reunions, investigate alumni representation on the College Board, and increase the presence of alumni at the College.

These initiatives will hopefully result in our alumni offering opportunities for work experience for current students, alumni mentoring of current students, and increased alumni engagement with social media, potentially increasing enrolments.

Increase communication with surrounding primary schools

Our current relationships with primary schools are cordial and professional but still very separate. The College hopes to build on these relationships in order to promote the College as a school of choice for local primary schools.

Some of the initiatives will include: excursion opportunities for primary school students to attend; prospective students being invited to College events; offering student helpers to local primary schools; clarifying the process for information gathering for incoming students from primary schools, including Deputy Principal Middle School visits; inviting primary school staff to Professional Learning sessions; and encouraging primary school use of College facilities.

This will result in higher percentages of enrolment from feeder schools, increased engagement of local primary school staff on campus at the College, and more detailed and higher quality information given about incoming students.

STEWARDSHIP AND ACCOUNTABILITY

Sustain our future through purposeful governance, effective forward planning and responsible strategic thinking

Effective and future focused budgeting and financial forecasting is critical for the College (including benchmarking, scenario planning and 5-10 year forecasting). This is to ensure a diverse range of College

offerings to current and future students and that the College remains accessible and affordable while providing a high-quality learning environment.

The College will continue to review, test and challenge the College short term and long term Financial Plan and its key quantitative and qualitative assumptions, regularly reviewing the Capital Development Plan (CDP) against College requirements driven by growth, diversity of offerings and infrastructure age/need for renewal. A master plan for a sustainability will be developed. The College will integrate its Strategic Plan, Annual Operating Plan (and Budget) and Capital Development Plan, ensuring robust forward financial plans that incorporate contemporary strategic thinking and efficient use of resources.

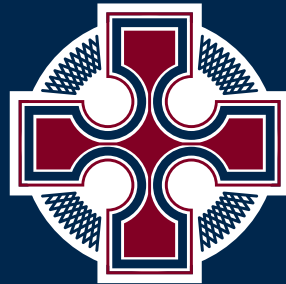
We will also ensure appropriate staff recruitment, retention and succession planning processes are in place.

Develop robust partnerships, seek economies of scale and actively encourage sharing of resources within the Catholic Education system

The College has a desire to develop partnerships for the common use of infrastructure for revenue gain and increased community awareness of the College. We are aware that it is more effective to enter certain arrangements by partnership and/or the contribution of resources rather than attempting to take a costly single use approach.

The College will continuously review current and potential future partnership arrangements for service delivery and resource supply effectiveness across the operations of the College. We will also explore and be vigilant for resource sharing opportunities with other schools. This will result in effective and efficient supply of resources and delivery of services, lower operating costs as a percentage of total revenue, and the realisation of target financial benefits of economies of scale.





CORPUS CHRISTI COLLEGE

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