



CORPUS CHRISTI  
COLLEGE

# *Annual Report* 2021



## 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.

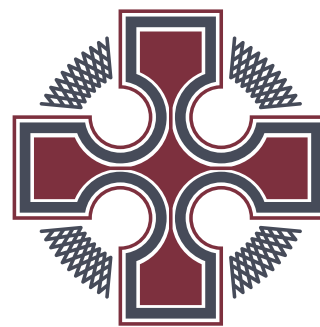
Students experience a variety of age-appropriate faith development and service opportunities, social activities and a comprehensive Pastoral Care program, which enables them to grow in their faith and mature as young adults. The Pastoral Care program focuses on building self-belief and self-esteem, providing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



CORPUS CHRISTI  
COLLEGE

SEQUERE DOMINUM



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

### 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.**

## THE PRINCIPAL'S INTRODUCTION

The 2021 Annual Report is an opportunity to highlight excellence at Corpus Christi College. This excellence is achieved in accordance 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, 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 2021, 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 beginning of 2021, 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.”**

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**

## ADVISORY COUNCIL CHAIR REPORT

The 2021 year has again been a significant year in the life of Corpus Christi College and the community it serves. With the formation of Catholic Education Western Australia Limited (CEWA Ltd) operating under its new legal governance structure since 1 January 2020, we have seen unprecedented change across the Catholic education sector. The CEWA Ltd board now has responsibility for governing Catholic education in WA and ensuring its financial sustainability. The College Board, as it was known for many years, is now known and referred to as the College Advisory Council to reflect CEWA Ltd's new governance structure.

Accordingly, 2021 is a year of transition in more ways than one. The existing CECWA Catholic School Board Constitution remains in place, with some modifications to reflect CEWA Ltd's new governance requirements. The College Advisory Council is comprised of the Principal and various parents with particular skills that combine to provide sound commercial advice to the senior leadership of the College. This additional tier of advice serves to support the efficient operations of the College; all non-government schools are required to be 'efficient', as defined in the School Education Act (WA).

The other major transition piece in 2021 was the CEWA-led amalgamation of Corpus Christi College and Yidarra Catholic Primary School. This commenced with the recruitment and appointment of the new Principal, Mr Jeff Allen, who has the challenge of preparing the College for the 2022 year when it will commence operating as a K-12 college. Jeff has been assisted in this process by a bringing together members of CEWA, the Corpus Christi and Yidarra leadership teams and members of their respective Advisory Councils to provide advice and guidance throughout the transition process. A great deal has been achieved in the last year and the future of the College as a K-12 entity is very exciting.

The College again has embraced many events during 2021 that have supported the educational experience of our students. These events have included the opening of the College Aquatic Centre, the Archbishop's launch of Project Compassion appeal, sporting events, public speaking nights, art shows and much more! The community appreciates the additional work this creates for the leadership team and staff but are eternally grateful for the benefit the events provide our children.

The College Advisory Council would especially like to thank our Principal in 2021, Mr Frank Italiano, for his leadership of the College this year. Frank has always placed the wellbeing and education of our children at the forefront of everything he does and we thank him for his unwavering support. We wish Frank every success as he undertakes the Vice Principal role in 2022.

I would also like to acknowledge and thank Mr Damian Scali, Vice Principal, and Mrs Sharon Carmichael, Business Manager, who have worked tirelessly to plan for the current and future needs of the College. Sharon will be leaving Corpus Christi College at the end of 2021 and we wish best of luck in her new role at Mercedes College.

To the graduating class of 2021, congratulations on the completion of your time at the College and on behalf of the College Advisory Council I wish you well for your future, whether it be further study, employment or training.

To the final Year 7-12 College Advisory Council members – Mr Karl Videmanis (Deputy Chair), Mr Brad Pymont (Finance,



Audit and Risk Committee Chair) Mr Jens Radanovic (Building Committee Chair), Mrs Anita Parker (Parish Representative), Mrs Adrienne Wehr, Mr Jason Livingstone and Mr Patrick Bovet – on behalf of the College Community, we thank you for your vision and efforts to ensure that the College continues to meet its goals. All of you have made considerable collaborative contributions backed by your respective expertise and skill sets, sharing common values and a commitment to the strategic direction and support of the College leadership team.

Finally, thank you to the all the members of College leadership team, the staff, parents, students and the broader College community for their energy and determination in making the College a great place to learn and grow.

**Darren Cutri**  
College Advisory Council Chair



# MIDDLE SCHOOL REPORT

In the Middle School we continue to be committed to providing students with a variety of opportunities and learning experiences to develop the whole person.

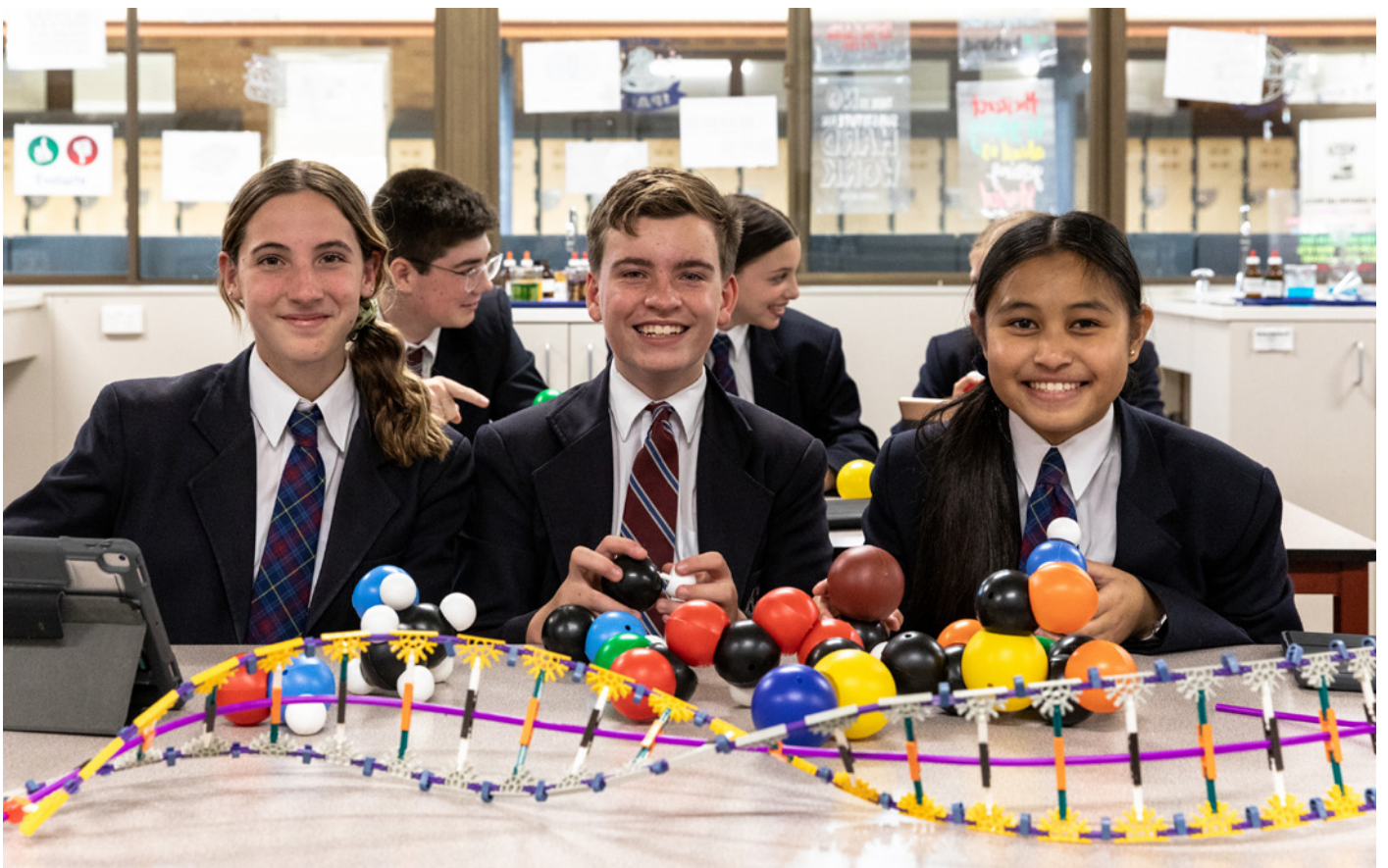
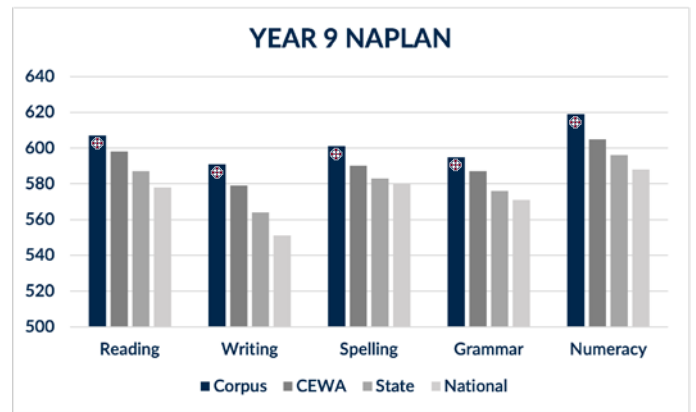
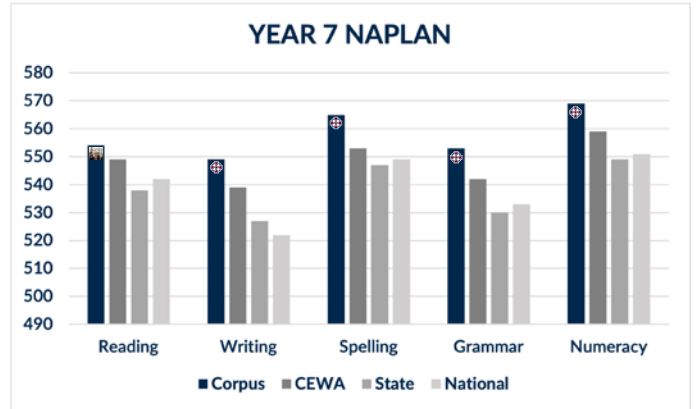
Students are afforded opportunities to 'Ignite their Spirit' through programs including but not limited to:

- Academia**  
 MESH Subjects, Specialist Subjects and Electives, STEM, iLan, Academic Extension Excellence Program
- Sport**  
 Associated and Catholic Colleges Champion Schools, Southern Associated and Catholic Colleges Junior competitions and Social Sporting opportunities.
- Culture**  
 Art, Dance, Drama, Instrumental program, Choir, Catholic Performing Arts Competitions and College Productions
- Ministry**  
 Retreats, Christian Service Learning, Masses and Liturgies
- Pastoral Care**  
 Study Skills, Goal Setting, Cyber Safety, Respectful Relationships, Team Building, Mental Health presentations and workshops and Wellbeing on Wednesday activities.



## YEAR 7 AND YEAR 9 NAPLAN RESULTS

Corpus Christi College students achieved above other CEWA schools and the State and National averages for Reading, Writing, Spelling, Grammar and Numeracy in both Year 7 and Year 9. These are very positive results and indicate the success of the teaching and learning through the Middle School programs.



# 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.

The Class of 2021 have continued on 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.

## GENERAL EXHIBITION

General Exhibitions are awarded to eligible students who obtain the fifty highest WACE award scores. General Exhibitions recognise outstanding academic achievement in Year 12 ATAR examination courses. At least two of the examination scores must be from each of List A and List B subjects. Congratulations to **Megan Schutte** and **Leah Nigli** who received this prestigious award. This is an outstanding achievement for both Megan and Leah and is testament to their efforts throughout the year.

## SUBJECT EXHIBITION

Congratulations to **Victoria Ann Chong** for achieving a subject exhibition for ATAR French: Second Language. Subject Exhibitions are awarded to the eligible student who obtains the highest examination mark for each Year 12 ATAR course. This is an exceptional achievement by Victoria Ann.

## 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 the following students who received subject certificates of Excellence:

- **Victoria Ann Chong - ATAR French: Second Language and ATAR Maths Applications**
- **Leah Nigli - ATAR Maths Applications**
- **Giorgia Maurogiovanni - ATAR Dance**
- **Megan Schutte - ATAR Religion**
- **Tobel Soliman - ATAR Human Biology**

## VET CERTIFICATES OF EXCELLENCE

Congratulations to **Cohen Tarzia** who received a VET Certificate of Excellence: Automotive, Engineering and Logistics.

VET Certificates of Excellence are awarded to eligible Year 12 students who complete a VET Certificate II or higher in one of the nine industry areas.

Selections are based on the evidence submitted at time of nomination and during the interview and focus on the student's knowledge and experience in the specific industry area, ability to make clear links between their on-the-job and off-the-job experiences and demonstration of the Core Skills for Work.

## CERTIFICATES OF DISTINCTION

Congratulations to the following students achieved Certificates of Distinction from the School Curriculum and Standards Authority:

- **Christopher Cakir**
- **Victoria Ann Chong**
- **Max Coten**
- **Thomas Erkes**
- **Mwenya Kabondo**
- **Antoni LaRosa**
- **Llenell Lai**
- **Alira Malan**
- **Ashley Morgan**
- **Isabella Murray**
- **Leah Nigli**
- **Adriana Romeo**
- **Megan Schutte**
- **Sanjeev Singh**
- **Jacinta Symons**
- **Kathryn Tan**
- **Josee Van Der Linden**
- **Kayla Van Der Linden**
- **Ella Waddy**
- **Charley Wehr**

## CERTIFICATES OF MERIT

Congratulations to the following students achieved Certificates of Merit from the School Curriculum and Standards Authority:

- **Sienna Andritsos**
- **Sophia Connolly**
- **Jacob D'Aurizio**
- **Dominic Davies**
- **Olivia Dellaca**
- **Joseph Diaz**
- **Lochlen Harvey**
- **Amelia Hodgson**
- **Eric Lau**
- **Alexis Low**
- **Natalie Martins**
- **Jade Patching**
- **Thi Mai Anh Pham**
- **Shannon Rees**
- **Marius Rodari**
- **Viviana Rondon Munoz**
- **Jennifer Rose**
- **Tobel Soliman**
- **Angeline Tavani**
- **Chelsea Taylor**
- **Anna Thomson**
- **Tiarnan Want**
- **Madison Whitney**
- **Charlotte Zollner**

## VET CERTIFICATES OF EXCELLENCE

Seven students **Kathryn Tan** (99.7), **Charley Wehr** (99.65), **Sanjeev Singh** (99.55), **Megan Schutte** (score not publicly available), **Leah Nigli** (99.45), **Victoria Ann Chong** (99.15) and **Alexis Low** (99) excelled in joining the 99 Club. We congratulate all of our 2021 Graduates and wish them every success in their future endeavours.

## ANALYSIS OF ACADEMIC RESULTS FOR 2021

- The highest scoring student was Kathryn Tan 99.7.
- School Median ATAR 82.25 (all students):
- 18% of students achieved an ATAR of 95 or greater.
- 28% of Year 12 ATAR cohort) achieved an ATAR of greater than 90, representing the top 10 per cent of students across WA.
- 55% of Year 12 ATAR cohort attained an ATAR of 80 or above, representing the top 20 per cent of students across WA.
- 80% of Year 12 ATAR students ranked in the top 30% of the state.
- 98.62% of our students achieved the WACE.
- Number of ATAR students (4+ scaled marks):140 (60.09%).
- Number of Non-ATAR students: 81 (39.91%)

## SENIOR SCHOOL REPORT continued

- Eight of our ATAR subjects were ranked in the top 15% of the state. These courses were: Accounting and Finance, Chemistry, Economics, Literature, Mathematics Specialist, Physics, Religion and Life and Visual Arts.
- 51 students completed a Certificate II or higher.

### EXCELSIS CLUB

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

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


- 'A' grade in each of the English, Religious Education, and Mathematics Learning Areas.
- Two additional A grades (one of these must come from either the Humanities or Science Learning Areas).


- This makes a total of 5 A grades (out of a possible 8 in Year 10).
- A 'B' grade in all other modules/courses.
- Traditionally the students who are been members of the Excelsis Club have 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
2021	23	95.95

# 99.7

Highest ATAR Score






## WATOP 15%

For 8 ATAR Subjects

Accounting and Finance, Chemistry, Economics, Literature, Mathematics Specialist, Physics, Religion and Life, Visual Arts


2

**General Exhibitions**



1

**Subject Exhibition**  
French: Second Language



6

**Subject Certificates of Excellence**  
Dance, French: Second Language, Human Biology, Mathematics Applications (x2), Religion and Life

1

**VET Certificate of Excellence**  
Automotive, Engineering and Logistics

20

**Certificates of Distinction**

24

**Certificates of Merit**

99+

7 students (5%)

90+


37 students (29%)

80+

72 students (55%)

70+

104 students (80%)




# 82.25

College Median ATAR


# 98.62

Percentage of students who achieved WACE



# 6891.5

Hours completed for Christian Service Learning



## Certificates

Achieved across VET Courses

Certificate IV: **14**

Certificate III: **23**


Certificate II: **24**

61

Authority Developed Workplace Learning

22

Students



14

Industries

2395

Hours Completed

## MINISTRY REPORT

Ministry at Corpus Christi College was brought alive in 2021 through a variety of ways/activities that enabled staff and students to become immersed in the story of Jesus.

Our faith story begins with understanding the story of Corpus Christi as the Body of Christ. To be able to witness our faith as a Catholic community, many hands-on experiences were offered throughout the year for staff to engage with students and be role models within the College.

### STAFF

Staff continue to come together to share prayer every morning from Monday to Thursday.

Opportunities to share in whole school Eucharistic celebrations on special days and every Friday morning in the chapel for Homeroom mass, are offered to staff.

Focusing on our Values and the Catholic Social Teaching, we offered an opportunity to engage in a variety of workshops that assisted in our understanding of issues such as homelessness, asylum seekers, refugees, literacy issues for vulnerable young people, modern slavery and global poverty.

CELTIC sessions were offered on a range of topics such as: Pope Francis' leadership qualities, the Francis Effect, Catholic Identity, Faith In Action – Cooking for the Homeless.

Staff retreat which is a voluntary experience offered an opportunity for those who attended to experience and engage in a journey learning more about the person of Jesus.

### STUDENTS

Students also had opportunities to engage in understanding Catholic Social teachings either in Religious Education classes or in such activities as the YCS/Justice group or the Young Leaders Justice Forum (YLJF).

The YLJF was organised by Aquinas, Iona, Santa Maria and Corpus Christi College to bring Years 9 and 10 students together to learn about social justice and advocacy.

Approximately 14 schools participated in this forum enabling students in a very interactive manner to learn more about issues that they see as important, including mental health and relationship issues. Corpus students decided that respectful relationships were a crucial issue, focusing on relationships with the Year 7 cohort. It was wonderful to see students' discussion which was passionate, mature and focused on the dignity of the person.



### FAITH IN ACTION

Our Christian Service program 'Faith in Action' continued to grow, focusing on developing more opportunities for Middle School. The year started with Year 7s collecting cans for Food Bank which accumulated to an incredible 1702kg which translates to a huge 3077 meals!

Year 7 Socks for St Pats, Year 8s Scarves, gloves, beanies and Year 9s toiletries for the Homeless were some of the other activities in Middle School.

In Semester 2 we took on the challenge of Selfless September where students had daily actions to carry out to make a positive difference. We tried a new method using FLIPGRID for the purpose of sharing our reflections, learning about what they did, why and what they learnt about themselves.

Senior school service hours included being involved in craft activities for Regents Gardens, Cooking for St Pat's or other activities that came up throughout the year, with parents encouraged to discuss the opportunities on offer and what service is about with their children.

For our annual Vinnies Winter Appeal, 120 students and 8 staff slept outdoors in cardboard boxes, shared a cup of soup and slices of bread to experience some of what homeless people go through, while also bringing in donations of sleeping bags, rugs, coats, pillows – one of the largest donations Vinnies has ever had from a school.



Term 4 saw staff and students involved in collecting for a range of agencies. Shopfront received toiletries and small gifts to give out at Christmas time, Give Write received individual stationery items and personalised pencil cases that Year 9s made at their retreat.

Vinnies received backpacks, lunchboxes, water bottles and stationery from the staff. These items were greatly appreciated by the various agencies.



## MINISTRY REPORT continued

### CHARITIES

We continued to support the following Archdiocesan charities as directed by the Archbishop: Lifelink, Caritas – Project Compassion, Catholic Missions and Vinnies. Fundraising and awareness of the work of each of these agencies is crucial to what we do in the College.

A variety of quizzes, activities and videos were produced and shared in Homerooms to develop knowledge and understanding of why we as a Catholic community care for those who are vulnerable in our society. Each House also fundraises for a charity that is linked to the charism of their House.

### LITURGIES AND RETREATS

Students continued to have opportunities to participate in liturgies and prayerful experiences. These provide students with an opportunity to reflect and find some inner peace as well as celebrate with our community.

Retreats continue to provide students a unique experience to step out of their comfort zone, be challenged and find some direction in their journey. These experiences are developmental so that they meet the spiritual needs of students.

### RELIGIOUS EDUCATION

We continue to explore ways of making the religious education curriculum relevant to the lives of our students. Living in a secular world, students are searching for meaning, they are

trying to make sense of their world and find meaning in their lives. Exploration of values and the importance of relationships is key to the course. We continue to gain above average results for the Year 9 Bishops Literacy test. Our ATAR results are excellent, and we continue to be in the top 10% of the state.

### ABORIGINAL EDUCATION

Companionship with our Indigenous students we have built a sense of confidence and community with running a very successful NAIDOC Week celebrating their stories, culture and history.

With the help of Mrs Taylor students learnt about elder's aboriginal artwork and their stories behind them. Everyone had the opportunity to try kangaroo, emu, lemon myrtle scones and relish tasters. Our Indigenous students along with their friends enjoyed kangaroo stew, lemon myrtle cake as they shared their own stories.

Our number of aboriginal students continue to grow and we look forward to seeing them take a leading role in the College.

Our Ministry opportunities have provided and challenged us to be disciples, who are filled with love, joy, happiness and hope and this attracts people into our communities. In the words of Pope Francis, "Life is a precious gift, but we only realise this when we give it to others" and being a living witness in a Catholic school we come to realise this.



# PARENT, STUDENT AND TEACHER SATISFACTION

The Diagnostic Inventory of School Alignment (DISA) survey was undertaken at the end of 2020 and beginning of 2021.

**The total number of staff responses = 95**

**Total number of parent responses = 91**

**Total number of student responses = 656**

The DISA survey incorporates a belief that schools should be vibrant environments for the learning, growth and development of students and teachers. It is a worldview that allows for diversity of individual beliefs and values but requires that the professional staff of each school develop a coherent philosophy, shared vision and agreed pedagogical framework.

Overall, the data indicated a successful school community. The school data reported that all stakeholder groups view the school as achieving many successes. Highlights of those successes relate to the image of the school in the community as being a good school offering a caring and respectful environment for all. The school is well resourced and has a welcoming and pleasant environment, celebrates individual and group successes, and the school encourages community-mindedness and community service amongst its students. All groups agree that the school uses technology purposefully to facilitate and enrich the school's pedagogy.

Staff present as a cohesive, supportive community that has developed a way of working where they share each other's successful practices. They have a positive image of themselves as contributing to an influential profession and have worked together to enable a clear link to be made between the school vision and values and that of their teaching and learning practices and holistic professional learning. However, the latter could be enhanced by the provision of adequate time and space for shared staff reflection and thus a stronger shared understanding of the agreed Schoolwide Pedagogical

framework. Given that the school has a clear process for ongoing improvement, these challenges need to be addressed in future strategic decision making.

Staff agree the challenges for the future are in the areas of generative resource design and student engagement in the development of school-wide approaches to teaching and learning. Students and parents agree that these are challenges for the future. Further, students see the enhancement of their relationships and overall well-being as a priority area for improvement.

## RECOMMENDATIONS

The school has much to celebrate and should take the time to reflect on their successes. However, all schools have challenges. These they can embrace and develop given the organisational, social, and intellectual capital that exists at the school.

The challenges emerging from the data and informing the recommendations are:

- Staff engage in conversation with student and parent groups in ways to effectively communicate the school vision and values as it reflects the school's approach to teaching, learning and assessment.
- Staff continue to share successful practices, build on their strength of ownership and knowledge of their SWP Framework, and find ways to develop more flexible use of time and innovative learning spaces that enhance the learning outcomes for all students.
- Staff and students work on ways to enhance student well-being and engagement with their learning, as it relates to their part in contribution to effective teaching and learning and flexible use of time and space.
- Staff engage in conversations related to a broader involvement in school decision making.



# 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](http://www.myschool.edu.au)

## STUDENT ATTENDANCE (Percentage overall)

Overall school attendance across all year levels:



## STUDENT ATTENDANCE (Percentage per year group)



YEAR 7    YEAR 8    YEAR 9



YEAR 10    YEAR 11    YEAR 12

## WORKFORCE COMPOSITION

158

TOTAL WORKFORCE



52

MALE



106

FEMALE



115

FULL-TIME



43

PART-TIME



98

TEACHING



60

NON-TEACHING

## TEACHER QUALIFICATIONS

	Full time	Part time
Teachers in total	86	12
Teachers fully certified by the appropriate authority (e.g. the state registration board)	86	12
Highest level of qualification attained		
Teachers with a Bachelor's degree/ Graduate Diploma	67	10
Teachers with a Master's degree	17	2
Teachers with a Doctorate	2	0

# SCHOOL IMPROVEMENT PLAN

## FOCUS ONE: CATHOLIC IDENTITY

### Specific

Develop and implement more contemporary and relevant and engaging activities in Religious Education, Retreat, Prayer and Liturgies.

### Background

- Religious Education is the first learning area and is integral to our understanding of being Christ-centred.
- Students are given opportunities to partake in prayer through the liturgies and College events.
- The College provides a Year 7-12 retreat program
- Opportunities to partake in Christian service learning in all year groups

### Actions/Strategies Undertaken

- Ministry team continued to develop reflective practice in our retreat programs, so we can make connections with the activities that we do.
- Introduction of peer led meditation and reflection activities to reinforce faith and culture.
- Year 10 Religious Education classes explicitly taught about Vocations in the Catholic context relating to careers and transitions through the Head of Vocation and Transition services.
- Year 7 Assemblies and Homeroom activities centred on values, not rules. "Faith In Action" reflections were strongly focused on College Values following their Selfless September Christian service program
- Further embedding of engaging activities in Religious Education classes including but not limited to
  - Guest speakers (e.g Destiny Rescue in Year 11)
  - Sustainability Club planting morning
  - Speak for Faith competition
- Introduction of a Staff CONNECT prayer session held every Friday at recess encouraging and supporting the wellness of staff through on-going spiritual faith formation.
- Further increasing the emphasis on the reflection component of "Faith In Action" (Christian Service) connecting service to Catholic teachings and values.
- Social justice teaching continued to be embedded through school based initiatives such as Project Compassion, Lifelink Can Collection, sustainability week, etc
- Students across year levels continued to be engaged outside of the College in Youth events such as the Youth Justice Leaders Forum, Respectful Relationships, Young Christian Students, Young Vinnies, Caritas, etc focusing on justice issues employing the See/ Judge / Act method where students look at issues and take action.
- The staff professional learning faith day focused on social justice based on interactions with real life groups and people who work in different areas, hearing their stories and opening the eyes of staff to the work each organisation carries out.
- A wide range of learning areas contributed to the implementation of engaging activities across the College to support the development of engaging faith activities including
  - Technologies actively supported and assisted in classrooms with the construction of Catholic icons and Creation tiles that became crosses for each Homeroom.
  - Music staff and students provided music for Liturgies, Masses, etc.
  - The Arts learning area focused on dance establishing liturgical dance group to provide meaningful connections to

the Gospel during College Masses.

- In the languages learning area, discussions and activities focused on Catholic traditions targeting and highlighting the links to college values.

## FOCUS TWO: ABORIGINAL EDUCATION

### Specific

Continue to develop and implement a comprehensive Aboriginal Education Plan.

### Actions/Strategies Undertaken

- The staff professional learning day focused around an Aboriginal immersion experience where staff learnt about the history, culture and spirituality of the Aboriginal people and traditions around the Perth CBD.
- During NAIDOC week students and staff had the opportunity to connect to Aboriginal culture through guest presenters, aboriginal artists and samplings of native food
- During NAIDOC week, the Science learning area conducted lessons focused on Aboriginal culture and heritage. These included
  - how Indigenous Australians have used constellations to help them understand, survive, navigate and care for their Country (land, sea, sky and animal life) for many thousands of years.
  - Indigenous Art Using chemical mixtures explaining how paint is prepared as a colloid and understanding where the Aboriginal peoples obtained their pigments.
  - Australian Bushfires and the significance of them on Indigenous Culture.

## FOCUS THREE: LEARNING

### Specific

Integrate academic, pastoral care, extra-curricular and service-learning activities to "Ignite the Spirit" for each student.

### Background

- The College Board identified extra-curricular activities and the opportunities that the students receive are the main reasons for parents sending their children to Corpus.
- Connection is one of the four pedagogical principles in our Vision for Learning

### Actions/Strategies Undertaken

- Academic excellence integrated academic and pastoral care support through regular one on one mentoring/coaching meetings.
- There was a focus on increasing the number of Education Support students participating in extracurricular activities. The many extra-curricular already in place and embedded at the College continued on strongly and there was also a focus on increasing the amount of extra-curricular activities that enable students to connect to the College in a social setting. These include:
  - Mathematics creates a real enthusiasm for Maths club and extra-curricular competitions offering opportunities and promoting enjoyment of maths.
  - Arts continues to offer a range of clubs, bands and choirs, etc catering for a range of abilities inclusive focusing on student engagement and participation
  - Sport introduced further social sport offerings such as Volleyball Club, Swim 4Fun & Fitness, etc to increase student engagement and participation.
  - A Languages Club was established for cultural learnings, conversation practice and games to engage students in the languages.

# SCHOOL IMPROVEMENT PLAN continued

- A Podcast club was created teaching students skills and raises awareness of extra curricular activities.
- Technology based activities continued to develop including MakerSpace. Sewing club, Woodwork classes, etc
- The establishment of a sustainability club
- Lego club continued to thrive in the library.
- There was a real focus on an increased presence of photos of College activities on eboards and on social media to encourage students to participate
- There was a focus on increasing an awareness off the Pastoral Care that occurs at the College, in particular how all staff are responsible for its implementation and how Service Learning is a significant aspect of it. Some strategies included:
  - Whole staff presentations on how Service is linked to Pastoral Care at the College
  - Faith in Action focuses at staff meetings. Increasing participation/awareness by Homeroom staff and knowledge/awareness of the program and its link to our Pastoral care.
- The introduction of a scaffolded Christian Service Learning program in Middle School challenged students to give back to their own communities.

## FOCUS FOUR: PASTORAL CARE

### Specific

Adopt a disciplined approach to upholding the College expectations.

### Background

- We need to clarify and update College expectations to enhance pastoral care.
- Adopting a consistent approach to expectations allows a safe and secure environment for all.

### Actions/Strategies Undertaken

- A consistent process was developed through SEQTA for alerting staff about students on risk management plans
- Priority was given to staff who require specific professional learning on mental health
- Homeroom teachers were provided with detailed student reports on pastoral matters including attendance, behaviour, academic and pastoral data in order to assist them in supporting each individual student in their Homeroom.
- There was a focus on increasing the number of positive affirmations sent home to students to encourage positive relationships.
- The Pathway to Success program was implemented focusing on students at risk providing them with holistic support to improve their academic successes.
- An incident reporting process was implemented which focuses on restorative practice.
- Staff engaged in professional learning on creating connection in the classroom through the use of the Walkthru's package. Techniques included positive framing, collaborative learning and establishing routines.

## FOCUS FIVE: STAFF ENGAGEMENT

### Specific

Ensure all teachers and assistants know their students and how they learn.

### Background

- The College has designed and implemented teaching and learning programs.

- Teaching activities have been designed to incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Strategies to integrate ICT to enhance teaching and learning have been promoted.
- The College Vision for Learning has been developed to promote the use of appropriate teaching strategies to develop the School Wide Pedagogical Principles of connection, challenge, creativity and curiosity.

### Actions/Strategies Undertaken

- Teaching staff completed "Getting to Know Students Class Templates" for each class they taught to assist them in supporting each individual student and catering for their individual needs
- Teacher and Education Assistants were invited to discuss and direct teachers to best support individual students through one on one meetings scheduled in staff meetings in support of the "Getting to Know your students templates".
- Homeroom teachers were provided with detailed student reports on pastoral matters including attendance, behaviour, academic and pastoral data in order to assist them in supporting each individual student in their Homeroom.
- Regular conversations within Learning Areas were held to discuss students in their classes and how to best support individual students. The use of attendance, behaviour, academic and pastoral data assisted in this process.
- The Director of Learning Support presented regular briefings/sessions on ADHD, Dyslexia and ASD during staff meetings, focusing on how to best support students in the classroom.
- Professional learning through CELTIC was conducted on differentiation, personalising it for teachers to look at what we do and how we can 'tweak' lessons to improve curriculum access for all students.

## FOCUS SIX: FAMILY & COMMUNITY

### Specific

Ensure all teachers and assistants know their students and how they learn.

### Background

- Alumni network exists, but has not been strong for some time.
- We know there is a desire to connect with the College community but there has been little formal connection in previous years.

### Actions/Strategies Undertaken

- There was an increased emphasis of involving Alumni in College activities and events including:
  - Tutoring at Homework club.
  - Teaching swimming in the new Aquatic Centre.
  - Alumni, Jennifer Reilly returned to address sporting teams and present at the Sports Awards Evening.
  - Liaise with Senior Students via the Professional Mentor Program involving phone conversations and a lunch meet and greet providing opportunities for students to attend their workplace for work shadowing experience.
  - Alumni studying Indonesian at Murdoch University visited Year 10 and 12 Indonesian students for language and cultural activities.
  - The Corpus Champions Panel saw Alumni speak to Year 9 students about their individual careers journeys.

# SCHOOL IMPROVEMENT PLAN continued

- There was a focus on continuing to effectively communicate with the wider community and provide opportunities to participate in College events through social media, "People of Corpus" posts as well as an introduction of podcasts.
- The Parent Information Evenings were redesigned giving parents the opportunity of choosing sessions that have particular interest to them.
- A past staff Sundowner was held in November to acknowledge the end of the 7-12 Corpus Christi College era.

## FOCUS SEVEN: STEWARDSHIP & ACCOUNTABILITY

### Specific

Create and maintain a safe, secure and sustainable environment.

### Background

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

### Actions/Strategies Undertaken

- The continued implementation and embedding of the Sustainability club under the umbrella of students stewardship. Activities undertaken included
  - Stewardship Lunch raising awareness of health and environmentally friendly options.
  - Continuing the containers for change drive run by the Education Support students.
  - Morning sessions run by students planting vegetation on the College grounds.
  - Students making and selling beeswax wraps to be used at the College
- During Science week students focused on the topic: Food: Different by design investigating food production and the inequality of food production and consumption across the world.



# 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"> <li>• Sustainable growth,</li> <li>• Responsiveness to the diverse needs of students,</li> <li>• Effective partnerships, and</li> <li>• The sharing of resources.</li> </ul>
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 & 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.



# FUTURE FOCUS: STRATEGIC PLAN 2020-2022 continued

## FAMILY & 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 & 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.





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