



CORPUS CHRISTI  
COLLEGE

SEQUERE DOMINUM

**CORPUS CHRISTI COLLEGE**  
Annual Report 2017





# CONTENTS

|                                       |           |
|---------------------------------------|-----------|
| <b>PURPOSE, BELIEFS AND VALUES</b>    | <b>04</b> |
| <b>THE PRINCIPAL'S INTRODUCTION</b>   | <b>05</b> |
| <b>CHAIR OF THE BOARD</b>             | <b>06</b> |
| <b>MIDDLE SCHOOL REPORT</b>           | <b>07</b> |
| <b>SENIOR SCHOOL REPORT</b>           | <b>09</b> |
| <b>RELIGIOUS EDUCATION</b>            | <b>10</b> |
| <b>MINISTRY AND CHRISTIAN SERVICE</b> | <b>11</b> |
| <b>LEARNING AREA REPORTS</b>          | <b>12</b> |
| <b>YEARS 7-11 AWARDS</b>              | <b>38</b> |
| <b>YEAR 12 AWARDS</b>                 | <b>40</b> |
| <b>COLLEGE INFORMATION</b>            | <b>41</b> |
| <b>SCHOOL IMPROVEMENT PLAN</b>        | <b>42</b> |
| <b>FUTURE FOCUS</b>                   |           |
| <b>STRATEGIC PLAN 2014-2017</b>       | <b>44</b> |



# PURPOSE, BELIEFS AND VALUES

## CORPUS CHRISTI COLLEGE

*“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”.*

At Corpus Christi College, we have earned a strong reputation in the community for focussing on providing the very best education for young men and women since 1983.

## 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.

## OUR CREST



**CORPUS CHRISTI COLLEGE**

SEQUERE DOMINUM



# THE PRINCIPAL'S INTRODUCTION

## Igniting the spirit of Corpus Christi College

2017 has proven to be a year of many opportunities and accomplishments. We have responded to the challenges that come with change, a response made possible by the culture of Corpus Christi which has been proven to be agile and flexible whilst also being positive and caring.

An authentic Catholic school is so much more. Ideally it 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 Christi College we do this well, and this is reflected in this year's Annual Report.

In 2017, we concluded the goals set by the Corpus Christi Strategic Plan which commenced in 2011 and had many revisions across the years. I have reported on this in the last chapter of this publication. There have been many successful goals, including: developing the capacity of leaders and teachers for the benefit of our students; reimagining our learning environment through the development of high quality buildings and facilities; and developing our in-house professional development program for teachers (known as CELTIC), making us a preferred destination for high quality staff. These examples are just some of the initiatives which are now part of the culture and environment of the College. Incorporating our own gifted and talented program, the Academic Excellence Program, for students in the middle years has been an enormous success, as was the change to the academic year for the Year 11 & 12 cohorts and the development of digital tools for the benefit of our students.

The College is well known for providing a world-class learning environment for students and staff in its quest to be an outstanding 21st century learning institution. After initially being recognised in 2013 with nomination and selection as an Apple Distinguished School, Apple continues to award us this prestigious designation. The focus is on how digital technologies can enhance learning and achievement rather than just being used for the sake of adopting 1:1 programs, which in themselves can be ineffective. This must also be done in balance, educating students about how to best use technology, including how to avoid the pitfalls of poor use of ICT – cyberbullying and gaming addiction are just two examples. Comprehensive pastoral programs which focus on positive student wellbeing also address a variety of issues, with a focus on educating each student

rather than on punitive measures adopted only as a last resort.

Corpus Christi now has a culture of adopting change when it is seen to be of benefit to our students, not because it is the 'next best thing'.

We are proud to commence the academic year acknowledging our highest achievers, knowing that our results reflect not just a one-off celebration but, more importantly, that academic success has been consistently achieved by our students each year.

One of the most important tasks for teachers at the start of each year is to keep alive a sense of optimism, and ignite hope and a positive spirit that will enthuse their students and keep them working purposefully for the remainder of the year.

Best wishes and God bless



**Caroline Payne**  
Principal





# CHAIR OF THE BOARD

I am delighted to be able to provide this report for and on behalf of the Corpus Christi College Board in my capacity as Chair. The Board has diligently continued its work with the Principal, Mrs Caroline Payne, and her Leadership Team for the benefit of the College community.

In accordance with the Catholic School Board Constitution in WA, a Board Member can serve a maximum of six consecutive years. During the 2017 year, members of the Board had the opportunity to work with, and effectively support, the Leadership Team on their implementation of its Strategic Plan. At the end of the 2017 school year, we have had three Board members step down after making in aggregate a significant number of years' contribution. The Board welcomes candidates who have nominated to serve on the Board from 2018 onwards and thanks them in advance for their commitment.

Every year sees Corpus Christi College achieve new positive milestones and the future of the College is very exciting. All members of the Board have made a considerable collaborative contribution, backed by their respective expertise and skill sets, sharing common values and a commitment to guide and support the Principal and Leadership Team in the Strategic Plan. In 2018, four additional members are expected to join the College Board and its committees using the in-place Board Selection and Induction Procedure. The Board will continue to provide a stable advisory and governing platform upon which the College Leadership Team will be able to depend in planning for the present and future operation of the College.

Thank you to all the College Board members, past and present, for their contributions and commitment of time and effort. This is never taken for granted. Being a Board member is also very rewarding and provides some great opportunities for personal growth and learning. The College Board actively and regularly listens, evaluates, discusses, debates and challenges decision formulation. Many sound decisions come from our fantastic College Leadership Team following a lot of planning, due-diligence and reflection. In all decision making, one thing is common – the care for, consideration of impact on, and sustaining the well-being of the College, its students and its staff.

I would also like to thank the College Leadership Team and Mrs Caroline Payne our Principal - they who continue to work tirelessly for the good and growth of Corpus Christi College. Caroline inspires the Board, staff and students. Her strength in leadership is reflected positively every day in all actions – small and large - and she has built a very capable team with consistent beliefs and values within the College who all share and believe in the vision and purpose. Caroline was instrumental in setting a path for the College through the Strategic Plan and the Capital Development Plan that continues to be followed and executed.

The current Capital Development Plan (commenced in 2013) has provided much needed significant infrastructure upgrade for the College.

In 2017, we saw the commissioning of the new Performing Arts Centre – another major milestone for the Capital Development Plan. Thank you to the Building Committee (chaired by Mr Dominic Santini) and the Finance Committee (chaired by Mr Russell Hardwick) for all your input to these projects. Construction of the new College Theatre will be completed during 2018. The renewal of College infrastructure and facilities continues for the benefit of current and future students.

The fee and levy model effected in 2013 supports the College's operations and capital development funding. The College Board and Leadership Team continue to desire to keep tuition fee increases within the guidelines of the Catholic Education Office and indexation of the Capital Development Levy to the Consumer Price Index (CPI). Federal and State Government funding has not kept up with cost increases within the sector and the gap continues to widen. Any reductions in operating income will impact future year budgets and requires financial planning and preparation to ensure both operating and capital expenditures are balanced over the next five years.

The Finance Committee, along with the College Leadership Team, have spent considerable time planning for the current and future needs of the school. Uncertainty surrounding both State and Federal funding continues to dominate the financial landscape. However, the College Leadership Team and the Finance Committee have completed significant analysis (current and long term) to ensure the College is well placed financially.

I would also like to acknowledge the College Staff who continue to go above and beyond for our students and the Corpus Christi College community.

We are delighted that students continue to excel at Corpus Christi College and look forward to the continued success of the College and all the Corpus Christi Community in 2018.

**Mr Greg LeGuier**  
**Board Chair**





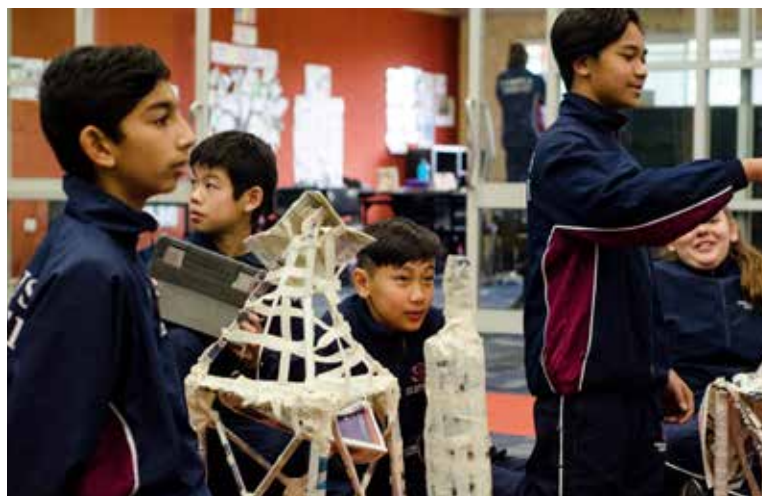


# MIDDLE SCHOOL REPORT

The Academic Excellence Extension Program (AEEP) for gifted and talented students specifically caters for academically more able students across all Learning Areas. Either individually or in teams, students work on a project of their choice. These areas of personal interest and passion are showcased in our annual AEEP Exhibition evening.

The Year 9 Personal Project is an example of an opportunity for students to demonstrate their unique gifts and talents. The students independently complete a project of their choice throughout the year. The project culminates in the Personal Project Exhibition Evening.

**Frank Italiano**  
Deputy Principal Middle School





# SENIOR SCHOOL REPORT

The 2017 school year was another amazing opportunity for the Senior School students to display their wonderful talents and abilities through the vast array of activities that occur over the course of the year. These activities have included Year Retreats, service activities, sports, the arts, specialised academic programs such as Public Speaking and Excelsis Club, as well as much enjoyed social events.

Once again the Senior School students have demonstrated their willingness to commit to their academic studies and all the extra-curricular activities, displaying great enthusiasm and a commitment to excellence.

The Class of 2017 has continued the tradition of Corpus Christi students achieving excellent results as indicated in the statistics below.

21 students achieved Certificates of Distinction from the SCSA.

We congratulate Maddison Abonnel, Claire Coten, Sarika D'Souza, Alex Di Rosso, Annika Clarke, Maharny Driver, Dimitrie Damos, Phoebe Holmes, Amy Iannantuoni, Christian Joseph, Jack Maguire, Brooke McCoy, Tayla Morellini, Vivianne Moreno Sanchez, Michael Oversby, Lila Rodari, Jacqueline Soraine, Ashley Taylor, Stephen Thornett, Brittany Wassell and Johannes Jacob and all our 2017 Graduates and wish them every success in their future endeavours.

## ANALYSIS OF ACADEMIC RESULTS FOR 2017

- The highest scoring student was Christian Joseph 99.55
- School Median ATAR (all students): 82.85 (Ranked 40th in the state)
- 27.1% of students achieved an ATAR of 90 or greater
- 84.7% of our ATAR students ranked in the top 30% of the state
- 98% of students achieved the WACE
- Number of students in Year 12 (completing 1+ SCSA Subject): 201
- Number of ATAR students (4+ scaled marks): 146 (72.6%)
- Number of Non-ATAR students: 55 (27.4%)
- 68% of our ATAR subjects achieved a mean above the state mean
- Seven of our ATAR subjects were ranked in the top 15% of the state. These included: Dance, Applied Information Technology, Economics, Italian, Psychology, Religion and Life, and Visual Arts



# RELIGIOUS EDUCATION

The Religious Education Curriculum focuses on students' integrated development as Christians. The Catholic Church indicates that the role of the Catholic school is to foster the integration of faith, culture and life. This aim is achieved at the College through the creation of an environment that enhances learning, nurtures young people and empowers them to live their Catholic faith in the spirit of Jesus Christ.

The curriculum aims to promote integrated personal development, which encourages students to grow into Christian men and women who both serve and are responsible for themselves and others. The focus of the Learning Area is on achievement for all students through endeavouring to meet their individual needs and offering the support and encouragement necessary for them to flourish as individuals.

## 2016 WACE RESULTS

112 students completed the Religion and Life (ATAR) course. Results were very pleasing, with 82% of students counting their Religion and Life course score as one of their top four ATAR scoring subjects. The cohort also achieved a scaled score above the State Mean. In addition, Samuel Wong received a Certificate of Excellence for his performance in Religion and Life.

## DATA ANALYSIS

In the Religious Education Learning Area, there has been a strong focus on examining assessment data to inform the development of courses at all year levels. By gaining this

understanding of student performance, appropriate content can be selected to support the ongoing development of students and their faith formation. Through the curriculum, students can open their eyes to the wonder and awe which the Catholic tradition provides.

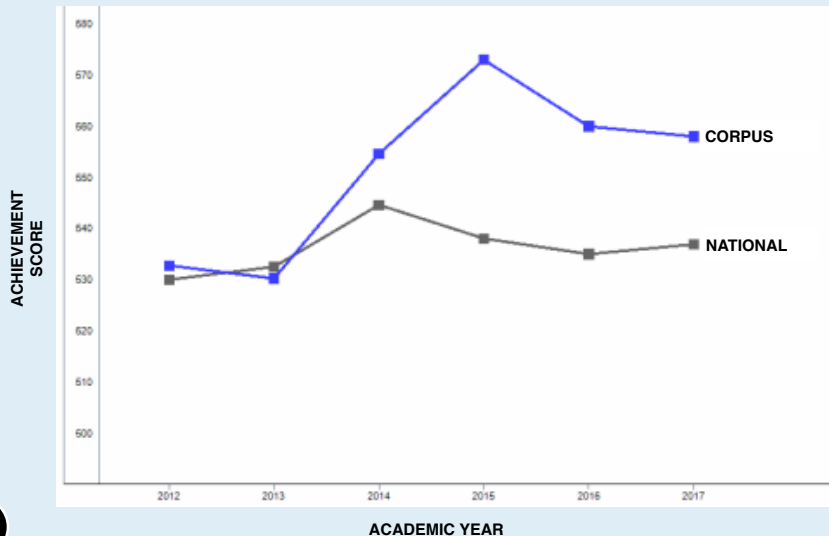
## YEAR 9 BISHOPS' RELIGIOUS LITERACY ASSESSMENT

Detailed analysis of the Bishops' Religious Literacy (BRLA) in Year 9 has provided a thorough understanding of student performance and allowed consideration of how programs may be developed to enhance student learning.

This year, the BRLA was successfully completed online. This curriculum based assessment reflects and supports the progressive nature of the Religious Education units. The BRLA focuses on students' ability to recall content about the Catholic religion and assesses students' knowledge and understanding of Religious Education. The intended purpose of the assessment is to provide individual schools with a snapshot of student performance in Religious Education. Once again, the Year 9 students performed significantly above the State Mean of 536.5 with their Mean of 557.6. Having reviewed the data, it is clear to see that students are beginning to excel in areas previously identified as needing improvement. Also, staff have participated in an online moderation activity in which they were able to mark sample scripts. Such rich professional development opportunities will continue to enhance student performance. to nurture the students as they grow in their Catholic identity and spirituality.



SCHOOL OVERVIEW





# MINISTRY AND CHRISTIAN SERVICE

The College strives to nurture a living faith that is practiced through prayer, mission and Christian Leadership both within the College and the wider community.

## PRAYER

*"The Lord tells us: 'the first task in life is this: prayer.' But not the prayer of words, like a parrot; but the prayer, the heart: gazing on the Lord, hearing the Lord, asking the Lord"*  
- Pope Francis

The prayer life of the College encourages the vibrant and joyful celebration of life through music, reflection, meditation, dance and drama. Both staff and students are enriched by the opportunities to participate in the life of the Church through daily prayer, the celebration of the Eucharist, the Sacrament of Reconciliation, House Patron prayer services, Lenten reflections and rosary reflections. College retreats continue to emphasise the presence of God in the life of the world. Each year level participates in a retreat experience designed to provide for the needs of that particular age group. These experiences build relationships within the College Community and provide all involved with opportunities to listen to the heart, be still, and reflect on life and faith.

## MISSION

*"Christ has no body now but yours. No hands, no feet on earth but yours"*  
- Teresa of Avila

Mission is encouraged in several areas of the College, in our House Patrons, in the Christian Service Learning (CSL) Program and in our College Motto, "Follow the Lord". These areas provide students with opportunities to develop empathy, compassion and a sense of justice.

In the Senior School CSL Program, there are a variety of experiences in which students participate, including:

- Working at St Patrick's Community Centre in Fremantle
- Visiting residents at Regents Garden in Bateman

- Completing the Chevron City to Surf for Activ
- Taking part in the St Vincent de Paul Conference

Middle School students also have the opportunity to participate in a number of ways such as:

- Collecting cans for Foodbank
- Creating Corpus Prayer Bears to support members of the community experiencing difficulty
- Collecting clothes for the Vinnies Winter Appeal
- Collecting prescription glasses for the Cambodia Immersion
- Making pencil cases for the Mulan Immersion

These experiences help students and staff to become Christ's body on earth today.

## CHRISTIAN LEADERSHIP

*"Life's most urgent question is, 'What are you doing for others?' You only need a heart full of grace and a soul generated by love."*  
- Martin Luther King, Jr.

Leadership in Ministry is an opportunity to serve others. Students from Years 7-11 nominate for positions within the Ministry Team and support the Year 12 Ministry Prefects with the organisation of several activities throughout the school year. Activities include: Caritas and LifeLink Fundraisers, and assisting in the organisation of the Sacramental and Prayer life of the College.

Peer Ministry continues to grow at the College. Becoming a Quest or Cadre leader, an Extraordinary Minister of Holy Communion, or a leader of Rosary Reflections enables students to grow in their faith by sharing this faith with others. In their leadership role, Ministry leaders and senior Peer leaders serve the community giving their time and leading by faith and example.



# HUMANITIES

In 2017, a number of opportunities were provided to Humanities students to participate in extra-curricular activities, such as the UN Youth State Conference, Mock Trials, the Evatt Model United Nations Competition, and Voice 2017. These activities allowed students to strengthen their knowledge, consider different perspectives, think critically, develop their ability to communicate effectively and improve their problem-solving skills.

A large number of Year 11 & 12 students represented the College with distinction in the Law Society of Western Australia Mock Trial Competition. Students involved in mock trials represented several clients in both civil, and criminal cases. All teams argued persuasively for their clients before esteemed members of the legal profession.

Bethany Fimmel and Nicolina Ierino, from Year 11, competed in the Evatt Model United Nations competition. They debated relevant world issues and presented possible solutions from the perspective of Senegal, the country they represented.

Humanities students participated in excursions and incursions including a local member of parliament addressing the Year 7 students.

A number of students participated in the Education Perfect Social Sciences Championship. Juan Selvan and Luke Selvan achieved a gold award, placing them in the top 2% of all competitors globally, and Zack Cohen gained a silver award, achieved by students in the top 5%.

There were also some outstanding results in the Australian Geography Competition and the Australian History Competition, as outlined below:

## AUSTRALIAN GEOGRAPHY COMPETITION

### Year 7

#### **HIGH DISTINCTION – (top 5% of all participants nationally):**

Elke Ruane.

#### **DISTINCTION – (top 10 % of all participants nationally):**

Hudson Craig Power, Sophia Covella, Emmanuel Foo, Hugh Livingstone, Kade Macdonald, Isabella Rossi, Thomas Vajda, Charley Wehr.

### Year 8

#### **HIGH DISTINCTION**

Anna Thomson.

#### **DISTINCTION**

Joseph Diaz, Thomas Erkes, Amy Fimmel, Gianni Petta.

### Year 9

#### **HIGH DISTINCTION**

Leeuwin Pavy.

#### **DISTINCTION**

Mary Alamiyo, Claire Cantwell, Tyler Savy.

#### **OUTSTANDING ACHIEVEMENT**

Siobhan Stevens (Year 9) was in the top 1% of the 70,000 students who participated in the competition. This is an outstanding result.

## AUSTRALIAN HISTORY COMPETITION

The following students achieved outstanding results in this competition.

### Year 8

#### **HIGH DISTINCTION**

Thomas Hussey.

#### **DISTINCTION**

Ashton Chow, William Ellement-Hughes, Alira Malan, Elijah White-U, Lawrence Vasta.

### Year 10

#### **DISTINCTION**

Joseph Damiano, Joshua Kang, Elizabeth Hart, Presley O'Brien, Napoleon Paciente, Sam Vincent.





# MATHEMATICS

*'We envision a world where students and teachers are active critical thinkers; they see the value and beauty of mathematics and are empowered by the opportunities mathematics affords.'*

The Mathematics Learning Area continues to strive towards this vision by encouraging students to engage as critical thinkers, promoting an enjoyment of maths, and by offering many opportunities for students to flourish.

## HAVE SUM FUN MATHEMATICS QUIZ NIGHT

In Term 1, students were invited to take part in the Have Sum Fun Mathematics Quiz Night, which is an exciting mathematics initiative that uses a quiz format. Two teams were entered in each age category (Years 7-8, 9-10 and 11-12). Each team consisted of six students who had to race against the clock to solve four tough rounds of challenging maths questions. All the teams participated enthusiastically, and one of our Year 9-10 teams placed fourth.

Joseph Damiano, Brett Nigli, Sam Vincent, Edison Foo, Thomas Nicholls and Konrad Rucki were awarded certificates for their accomplishments.

## ACCELERATED STUDENTS TOOK PART IN THE AUSTRALASIAN PROBLEM SOLVING MATHEMATICAL OLYMPIAD (APSMO)

Throughout Terms 2 and 3, the Year 7 and 8 Accelerated students took part in the APSMO. Students individually participated in five contests with challenging questions focusing on their ability to solve mathematical problems in a creative manner. Congratulations go to:

### FOR SCORING IN THE TOP 10% NATIONALLY

#### Year 7

Michael Bovet, Elke Ruane.

#### Year 8

Sanjeev Singh.

### FOR SCORING IN THE TOP 20% NATIONALLY

#### Year 7

Madison King, Brian Loo, Christopher Shanahan, Thomas Vajda.

#### Year 8

Victoria Chong, Leah Nigli, Kathryn Tan, Charley Wehr.

Furthermore, five students achieved in the top 25%, four students achieved in the top 30% and thirteen students achieved in the top 40% nationally.

## AUSTRALIAN MATHEMATICS COMPETITION

This annual competition took place on 25 July and resulted in some great achievements. Students were asked to solve 30 problems in 75 minutes, with the problems designed to test mathematical thinking. The students listed below should be highly commended for their results:

#### Year 7

#### DISTINCTION

Michael Bovet, Zach Pivac, Sophia Covella, Hugh Livingstone, Elke Ruane, Carmen Wong, Timothy Sentosa, Christopher Shanahan, Alyssa Salim, Julia Bose, Griffen Collins.

#### Year 8

#### DISTINCTION

Sanjeev-Kabir Singh, Thomas Erkes, Kayla Van der Linden, Ashton Chow, Sonna Jacob, Elly Kember, Kathryn Tan, Leah Nigli and Max Coten.

#### Year 9

#### HIGH DISTINCTION

Maxwell Covella.

#### DISTINCTION

Siobhan Stevens, Tyler Savy, Terinder Rikhraj, Thomas Nicholls, Rahul Rath, Liam Moylan.

#### Year 10

#### HIGH DISTINCTION

Matthew Rossi, Marcus Oudin.

#### DISTINCTION

Oscar Wehr, Brett Nigli, Vineeth Vincent, Anya Leen, Brodie Parsons.

#### Year 11

#### DISTINCTION

Tresa James, Corran O'Brien, Bernadette Siah, Semira Ballantyne, Jonathan Lim, Rohan Bay.

#### Year 12

#### DISTINCTION

Mitchell Garland.

## WESTERN AUSTRALIAN JUNIOR MATHEMATICS OLYMPIAD

On Saturday 28 October, the College was represented in the Western Australian Junior Mathematics Olympiad by the following students:

#### Year 9

Rahul Correia, Edison Foo, Callum Garland, Jordan King, Brandon Lim, Andrew McMahon, Thomas Nicholls, Konrad Rucki.

#### Year 10

Victoria Chong, Leah Nigli, Sanjeev Singh, Kathryn Tan.

Students individually answered 12 questions in 100 minutes and then worked in teams of four to answer an extensive challenge, which they had 45 minutes to solve. The goal of the Olympiad is to challenge the best young mathematicians. All students extended their knowledge while having lots of fun.

# ENGLISH

The English Learning Area continues to focus on encouraging academic excellence by providing students with opportunities to achieve their best. The following opportunities and achievements have been celebrated this year:

- English and Literature 2016 ATAR results above the state average
- State Finalist - Rotary 4 Way Test Public Speaking Competition 2017 Emma Shine (Year 11)
- Four students advanced to the semi-finals - Rostrum Voice of Youth Public Speaking Competition Gianni Petta (Year 8), Mosaia McDonald (Year 9), Ikeoluwapo (Ike) Adesanya (Year 10), and Olivia Fuderer (Year 12).
- Winner Junior Section (WA) - Rostrum Voice of Youth Public Speaking Competition Mosaia McDonald (Year 9)
- State Finalist - Rostrum Voice of Youth Public Speaking Competition Mosaia McDonald (Year 9)
- State representative - Rostrum Voice of Youth Public Speaking Competition Mosaia McDonald (Year 9)
- State Finalist - Plain English Speaking Olivia Fuderer (Year 12)
- Public Speaking College Competition – 70 participants
- High performing students attend the Talented Young Writers' Program at The Literature Centre, Fremantle
- Certificate of Achievement – Write 4 Fun Writing Competition
- Holocaust survivor spoke to Year 8 students to support their text study
- Year 12 attendance at the English/Literature Conference at Curtin University
- Department member awarded Apple Distinguished Educator status
- The majority of English teachers awarded Apple Teacher status, reflecting a commitment to e-learning





# SCIENCE

One of the priority goals of the Science Learning Area is to offer engaging learning experiences for students and enhance their understanding by using a combination of practical experiences and digital resources.

## SIGNIFICANT CURRICULUM ACHIEVEMENTS

ATAR Psychology and ATAR Physics in WACE Top Schools.

## COMPETITION RESULTS

### AUSTRALIAN NATIONAL CHEMISTRY COMPETITION

Students from this school were awarded 8 High Distinction Certificates (within the top 10% of the state), 17 Distinction Certificates (within the top 10% - 25% of the state), 5 Credit Certificates (within the top 25% - 40% of the state) and 23 Participation Certificates.

#### Year 12

##### HIGH DISTINCTION

Jack Maguire

##### DISTINCTION

Phoebe Holmes, Brooke McCoy, Alea Kaye Go.

#### Year 11

##### HIGH DISTINCTION

Jason Holloway, Owen Thamrin.

##### DISTINCTION

Stephanie Hollins, Samantha Taylor, Shaun Byrne, Ethan Palinkas, Kayla Weekes, Cameron Clarke, Marc Di Giuseppe, Lloniq Lai, Andrea Lee, Domenico Rotondo.

#### Year 10

##### HIGH DISTINCTION

Brett Nigli, Brodie Parsons, Colby Petterson, Matthew Rossi, Oscar Wehr.

##### DISTINCTION

Holly Van Der Linden, Mia Chan, Harry Regan, Jaye Kember.

## THE BIG SCIENCE COMPETITION

This year 56 Year 8 and 58 Year 10 students from Corpus Christi College entered and achieved very creditable results.

Students from this school were awarded 3 Certificates of High Distinctions (within the top 5% of the state), 15 Certificates of Distinction (within the top 15% of the state), 28 Certificates of Credit (within the top 40% of the state) and 48 Certificates of Participation.

#### Year 8

##### HIGH DISTINCTION

Grace Dunleavy and Siobhan Stevens.

##### DISTINCTION

Ashley Morgan, Benedict Postma, Georgia Ettridge, Leah Nigli, Max Coten, Thomas Erkes, Charlotte Zollner, Dominic Davies, Jennifer Rose, Marius Rodari, Alexis Low, Antoni La Rosa, Ashton Chow, Charley Wehr, Isla Boland, James De Boni, Kayla Van Der Linden, Max Larson, Megan Schutte, Sarina Ierino, Sonna Jacob, Victoria Ann Chong.

#### Year 10

##### HIGH DISTINCTION

Harry Regan, Lara Moylan, Libby Hart.

##### DISTINCTION

Holly Van Der Linden, Oscar Wehr, Amy Riordan, Bella Bartlett, Bryce Rimmer, Brynn Komnick, Daniel Knubley, Lola Davies, Olam Mapfumo, Shanice Pereira.

## THE AUSTRALIAN SCHOOLS SCIENCE COMPETITION (ICAS)

This year 47 Year 7 and 56 Year 9 students from Corpus Christi College entered and achieved very creditable results.

Students from this school were awarded 9 Certificates of Distinction (within the top 15% of the state), 33 Certificates of Credit (within the top 40% of the state), 25 Certificates of Merit and 36 Certificates of Participation.

#### Year 7

##### DISTINCTION

Hudson Craig-Power, Emmanuel Foo, Hugh Livingstone, Cameron Holloway.

##### CREDIT

Ennifer Tassone, Jennifer King, Sarah Scarr, Audrey Ho, Elke Ruane, Carmen Wong, Oliver George, Thomas Reid, Kade Macdonald, Thomas Vajda, Grace Harben, Toby Marshall, Michael Bovet, Isabella Rossi, Dickson Phoon.

#### Year 9

##### DISTINCTION

Thomas Nicholls, Dieter Cadzow, Tyler Savy, Edison Foo, Callum Garland.

##### CREDITS

Siobhan Stevens, Kalea Gowland, Nicholas Ng, Byron Devene, Sara Poi, Terinder Rikhranj, Lachlan Allen, Mosaia Mcdonald, Adam Neri, Melvin Ding, Jamie Holloway, Shernei Lam, Leeuwijn Pavy, Marina Piper, Chloe James, Konrad Rucki, Daniel Santini, Rahul Correia.

## OTHER SCIENCE ACTIVITIES AND RESULTS

- The Science WACE results were, once again, very pleasing with high means in Chemistry, Physics and Psychology
- Year 7s had a close encounter with reptiles
- Year 8 experienced a Air Pressure Science show, participated in the STEM initiative and 20 slept over at the Zoo
- Several Year 10 high achieving students enjoyed the Science Café with Western Australia's Chief Scientists at UWA. They chatted with some of the 80 inspiring scientists present about careers in science
- The Year 11 Biology Camp at Hills Forest gave students the opportunity to engage in marsupial research and the trapping and sampling of local flora
- In the Chemistry 12 Titration Stakes, the College placed 11 and 37 out of 91 schools
- All Year 7 and 8 students participated in STEM projects
- Murdoch University Outreach ran rocket workshops with Year 8 and Year 10 students

# LANGUAGES

Corpus Christi College requires all students in Years 7 - 9 to undertake studies in one of three languages: Italian, French or Indonesian. Students then have the opportunity to continue studying their chosen language as an ATAR course in senior school. Studying a language to this level allows students to take advantage of a 10% bonus when their mark is used to calculate their ATAR. The retention rates for languages at the College are excellent, as are the WACE results, with a significant percentage of language students counting the studied language as one of their four ATAR subjects.

The 2016 ATAR results were extremely pleasing. It was the inaugural year for students studying French ATAR, and fourteen students completed the WACE. Eight students completed WACE Indonesian, with 12 students completing Italian WACE. The Italian ATAR cohort achieved in the top 15% of all schools in Western Australia.

## EXTERNAL EXAMINATIONS

In 2017, Languages students have participated in many external examinations.

## INDONESIAN ALC

Year 10 and 11 Indonesian students attained excellent results in the Australian Language Certificate Examinations. Listening and reading were the two competencies being assessed. The results are outlined below:

### Year 10

Listening:

#### HIGH DISTINCTION

Tiara Hadinoto Leung, Harry Regan.

#### DISTINCTION

Maya Frayne, Erin Martin, Elizabeth Phua, Vanya Santiago, Holly van der Linden.

Reading:

#### DISTINCTION

Tiara Hadinoto Leung, Jaye Kember, Mia Werch.

## ALLIANCE FRANCAISE

French students had excellent performances in the Alliance Francaise examinations as listed below:

### Year 11

#### HIGH DISTINCTION

Bethany Fimmel

### Year 10

#### DISTINCTION

Annaliese Iliffe-Turner, Tanaka Chitete, Abbey Rock, Mariane Patricia Kiling, Elena Mena, Ikeoluwapo Adesanya, Rhiannon Bouwhuis.

### Year 9

#### HIGH DISTINCTION

Siobhan Stevens, Luke Selvan, Nikita La Rosa, Grace Dunleavy.

#### DISTINCTION

Leeuwijn Pavy, Chloe Correa, Mosaia McDonald, Isabel Gelfi, Kalea Gowland, Jenna Riordan, Mary Alamiyo, Sara Poi, Lauren Murphy.

## WAATI EXAMINATIONS

Italian students performed very well in the WAATI examinations. One student from each year level scored in the top 10 statewide, which qualified them to take the oral exam.

### Year 12

#### HIGH DISTINCTION

Lila Rodari (ranked 6th)

#### DISTINCTION

Courtney Galluccio

### Year 11

#### HIGH DISTINCTION

Emily Fursa (ranked 1st; Prize winner), Amelia Swan.

### Year 10

#### HIGH DISTINCTION

Stephanie Barbuzza-Summerton (ranked 3rd; Prize winner), Annabel Biscotto.

#### DISTINCTION

Shanice Pereira, Vanessa Vitanza.

## EXCHANGE PROGRAMS

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

Students may also apply to participate in the WAATI language exchange which offers students of Italian the opportunity to experience a language immersion. Past exchanges have included up to 12 students visiting Italy, Reunion Island or Indonesia.

The WAATI external exchange is also well represented by the College, with 3 hosting students and 3 students visiting Italy at the end of 2017.











# THE ARTS

## DANCE

Some significant events in 2017 include:

### CATHOLIC PERFORMING ARTS FESTIVAL: CORPUS DANCE COMPANY, CORPUS COLLECTIVE AND BOYZ DANCE CREW

Corpus Dance Company - 82 students from Years 7-12

Corpus Collective - 26 students from Years 7-12

Boyz Dance Crew – 15 students from Years 7-12

Students from these extra-curricular dance groups performed original dance works for a large audience at the Perth Convention Centre. All groups were awarded Certificates of Merit for their performances: the Corpus Dance Company for 'Let Them Eat Cake'; the Corpus Collective for 'Move'; the Boyz Dance Crew for 'Be a Man'. Students received positive feedback from the judges for all the dance works. The Boyz Dance Crew, participating in the festival for the first time, were a crowd favourite.

### 'DEFINING MOMENTS' DANCE OPEN EVENING

96 students from Years 7-12

The inaugural Dance Open Evening allowed the College community to experience the Dance curriculum taught at Corpus. Audience members had the opportunity to view dance classes in action, read theory work, and view photos and videos of class work. The evening culminated in a performance of 11 original dance works, including student compositions, class choreography and improvisation. For all students, this was not only a fun filled opportunity to express themselves creatively, but the performance also fulfilled important curriculum outcomes.

### 'CORPUS PERSPECTIVES' SHOWING OF ORIGINAL SOLO WORK

18 students from Year 12 (combined Dance and Drama students)

The Year 12 Curriculum Dance and Drama classes combined to present the inaugural 'Corpus Perspectives'. Timed to coincide with the Visual Arts Exhibition, the aim of 'Corpus Perspectives' was to showcase the wide range of artistic talent at the College, with the audience members able to view the Art Exhibition as well as attend the live performance. Students performed their Original Solo Compositions/Performances that were part of their ATAR Practical Examination. Much positive feedback was received from the audience.

## COLLEGE LITURGICAL DANCE PERFORMANCES

Term 1 – Week 3 – Community Mass

Term 1 – Week 5 – Ash Wednesday Liturgy

Term 2 – Week 7 – Corpus Christi Day

47 students from Year 7-12

Senior School curriculum dance students, along with the Education Support Dance class, have performed at a variety of College Masses and Liturgies this year. This has been a wonderful opportunity for the students to express their faith through dance and share this faith with the College community.

## UNIT 3/4 ATAR DANCE DAY

Term 1 – Week 3

13 students from Year 12

The Year 12 Curriculum Dance students participated in a range of dance workshops throughout the day with guest dancers and choreographers to help support their development of creative and technical skills necessary for success in the ATAR Dance Course of Study.

## DANCE EXCURSIONS

Senior School curriculum dance students had the opportunity to attend a number of performances throughout year: 'Betroffenheit' by Kidd Pivot and Crystal Pite, 'Dark Matter' by Praxis and 'The Zone' by CO3. Students analysed these dance works as part of major written assessment tasks.

Additionally, extra-curricular groups had the opportunity to develop relevant skills and be exposed to professional dance works, with the Boyz Dance Crew going on an excursion to Bounce and the Ballet Repertoire students attending a performance of 'The Great Gatsby' by the Western Australian Ballet.

## EXTRACURRICULAR GROUPS THROUGHOUT THE YEAR

- Boys Dance Crew (Wednesday Afternoons during Terms 2 & 3): 19 students Years 7-10
- Corpus Dance Company (Juniors on Thursday morning and Seniors on Tuesday morning during Terms 2 & 3): 82 students, Years 7-12.

- Corpus Collective (Friday Mornings during Terms 2, 3 & 4): 26 students Years 7-12
- Ballet Repertoire Classes (Tuesday afternoons during Terms 2, 3 & 4): 11 students Years 7-12

## PARTICIPATION IN WORKSHOPS AND CLASSES WITH SPECIALIST DANCE TEACHERS

Students had the opportunity to learn from industry professionals during various workshops and classes throughout the year:

- Dance Day 2016, Year 12 students – Ella-Rose Trew and Zoe Wozniak
- Original Solo Workshops, Year 12 students – Mo-Adel Berrached
- Corpus Collective, students from Year 7-12 – Nikki Tarling and Mo-Adel Berrached
- Ballet Repertoire, students from Year 7-12 – Nikki Tarling and Mo-Adel Berrached

## WAAPA ENROLMENT

The College also congratulates Niña Brown, Year 12, for her acceptance into the Western Australian Academy for Performing Arts. Nina commenced Dance at Corpus in Year 10 and made significant strides to achieve admission to WAAPA's coveted Dance program.



## DRAMA

Students are given opportunities to watch, create and study a wide variety of roles associated with theatre working practice. With the opening of the James Nestor Centre, students have excellent facilities in which to practice and enrich their learning experience.

In 2017, there were many opportunities for students to showcase their talents, including:

### YEAR 12 PERFORMANCE OF 'ANTIGONE'

In Term 1, Year 12 students performed a piece using specific drama techniques from the theatre company Zen Zen Zo to create an original interpretation of the Sophocles play 'Antigone'.

### YEAR 12 ORIGINAL SOLO PERFORMANCE (OSP) EVENING PERSPECTIVES

In Term 4, Year 12 ATAR students performed their OSP as part of their ATAR production task. This was an excellent opportunity for students to practice their practical examination pieces before their formal exam.

### YEAR 11 PERFORMANCE

As part of their performance task, all Year 11 ATAR Drama students performed scenes from Brecht's masterpiece 'The Caucasian Chalk Circle' in front of an invited audience. Students received much praise for the excellent standard of their performance.

### YEAR 10 PERFORMANCE 'METAMORPHOSIS'

Students performed scenes from the Kafka story, 'Metamorphosis'. This was an assessed performance of students' work. Students were asked to develop and perform their own interpretations of the text using a set of prescribed drama styles. This was very well received by parents.

### YEAR 9 COMPANY PERFORMANCE

As part of their assessments in Drama, Year 9 students directed, produced and performed two short plays in front of an invited audience.

### YEAR 7 AND 8 COMPANY DRAMA PERFORMANCES

The Year 7 and 8 Drama companies performed New Lights. After two sessions of auditions, 20 students were selected to take part in this small production.

### THEATRE SPORTS

A new initiative, developed by our Arts Captains and Head of The Arts, involved students across all year levels battling out for House Cup points through an improvisation and Drama game. These were very well attended events, performed at lunchtimes over a week-long period.

### DRAMA EXCURSIONS

In Term 2, students in Years 10-12 attended performances at the Perth International Arts Festival as part of their curriculum development and understanding of styles of theatre.

### DRAMA INCURSIONS

In Term 4, Year 9 Drama Guest Stage Combat Director, Andy Fraser, taught combat skills to Year 9 students to help develop their understanding of theatre language in Shakespeare's 'Romeo and Juliet'.

### 'HAIRSPRAY'

In Term 1, the production of 'Hairspray' was a great success. This production involved approximately 120 students from all year groups, including students who supported the performers back stage.

### DRAMA DAY

Students in Years 11-12 participated in a range of Drama classes throughout the day with guest artists and performers to help support their performance pieces.

### WORKSHOPS FOR CO-CURRICULUM

Additional workshops offered for ATAR students were very popular. These sessions supported students in their preparation for their Drama WACE examinations.









# THE ARTS

## VISUAL ARTS

Visual Arts continues to follow dynamic contemporary trends and involves media and materials that engage all of the senses, encouraging viewers to become actively involved in making meaning from their work. The focus in Visual Art this year has been on innovation and creativity.

### DEVELOPMENTS IN VISUAL ARTS

Extension programs have continued in 2017, with the third year of a Gifted and Talented Programme. This program involved twenty students exploring their artistic talents under the instruction of Visual Arts Technician and Western Australian artist, Trevor Bly. The results have been excellent and students have thoroughly enjoyed using their newly acquired skills.

Over a five week period, these students participated in a variety of guided workshops from Trevor Bly. Using the theme of identity and portraiture, students combined traditional print-making techniques of riso printing with the street art medium of aerosol cans.

With most students first time users of spray paint, basic “can control” was explored through stencil work playing with fading practices and abstract shapes. Juxtaposing materials and approaches was a key objective in the workshop and the challenges of a new material were overcome quickly with peer support and practice.

The end result of the five lessons produced a lively and energetic self-portrait demonstrating new confidence and abilities within the attending students.

### ART CLUB

Art Club has run throughout the year and is open to students from Years 7 -10. Art Club not only fosters a passion for art, but also upskills students through complex art workshops.

Art Club is a series of four-week programs, run for two hours after school. This year, students participated in workshops related to Japanese Art and Culture, emulating the Kaleidoscope theme for the Collage annual exhibition.

**Term One:** students investigated Japanese Daruma Dolls, using porcelain clay to create hollow figures and developing them into individual characters.

**Term Two:** students investigated Japanese Shibori, creating natural dye baths using the technique of resist dying. This workshop expanded into a cross curriculum experience.

**Term Three:** students explored the process of silk screening, looking at Japanese Samurai images.

**Term Four:** students explored glass collaging techniques to create a portrait.

### EXCURSIONS

Senior students participated in ‘Sculpture By the Sea’ in February, engaging with and analysing the sculptural forms. Some students had the opportunity to get to know the artist and ask questions about their work. They were later asked to write an in-class analysis on the artwork covering the WACE content. The acquisition of subject specific language has aided students understanding of 3D form and allowed them to successfully apply these terms to their assignments and exams throughout the year.

#### ART GALLERY OF WESTERN AUSTRALIA VISIT

Students visited the Art Gallery of WA, meeting one of the guides who briefed the students on several artworks. Students were then required to address the WACE criteria and complete a short answer response on each of the artworks.

#### YEAR 10'S ATTENDED THE FREMANTLE PRINT AWARD

As part of their theory component of the Art course, students observed and discussed how WA artists communicate messages through the use of material techniques and processes.

#### YEAR 12 ZOO EXCURSION

The excursion encouraged students to embrace the natural environment and create drawings suitable for the 2017 WACE folios.

### EXTERNAL EXHIBITIONS PARTICIPATION:

#### ATWELL YOUTH AWARDS

An opportunity for WA Artists of high school age to exhibit their work in the Atwell Gallery and compete for the Gillian K. Peebles Award of Excellence and many other prizes.

- Tyler Sandon: Winner Year 11
- Lloniq Lai: Year 11 participant
- Rachel Raphael: Year 12 participant
- Amy Riordan: Winner Year 10
- Mark Parker: Year 7 Highly Commended
- Collaborative Pop Art installation: Year 7 participant

#### ST GEORGE'S CATHEDRAL 2017. YOUTH AWARDS

St George's Art provides an outstanding opportunity for schools to present work by pupils in Years 10, 11 and 12, in the unique setting of Perth's St George's Cathedral. The Gothic revival building is transformed into a unique and beautiful art gallery.

Participants:

- Rachel Raphael, Year 12
- Tyler Sandon, Year 11
- Lloniq Lai, Year 11

#### ANGELICO EXHIBITION FOR CATHOLIC STUDENTS

The Angelico is named after the Blessed Fra Angelico, Patron before God of Artists, the exhibition features the top Visual Arts works from Years 7-12 across Western Australia.

Participants and Award winners:

- Tyler Sandon, Year 11, won the prestigious Fra Angelico Award 2017. Tyler's coloured pencil drawing 'Identities' was selected as the artwork which most embraced and upheld Catholic beliefs and values.
- Lloniq Lai, Year 11, was runner-up in the Fra Angelico category for her coloured pencil drawing titled 'Proverbs 22:9'. Lloniq's work was also nominated for the Caritas Award 2017, which this year was themed 'Love Your Neighbour'.
- Presley O'Brien, Year 10, won the Exhibition's junior category with his 2D acrylic painting 'Reflections'. In a competitive category which encompassed Years 7-10, Presley's stellar achievement should not be underestimated.
- Rachel Raphael, Year 12 and Amy Riordan, Year 10, also participated.

#### METAMORPHOSIS EXHIBITION RUN BY CENTRAL TAFE:

Inspirational high school art and design exhibition showing the best of Year 11 and 12 students undertaking art and design studies. The works present the ideas and experiences of today's youth from their perspective and provide a window into the rapidly changing world of these exceptional young people.

- Caitlin Dougall, Year 11 participant



### YEAR 12 PERSPECTIVE NOMINEES (ART GALLERY OF WA)

Year 12 Perspectives showcases work by some of the best, brightest and most talented graduating high school artists in WA, and is a barometer of what our youth are thinking. The following students have been nominated by the College:

- Ethan Pisconeri : Submission
- Yan Ni Sng: Submission
- Rachel Raphael: Submission
- Xian Fernandes: Submission

### YEAR 12 SOUTHERN PERSPECTIVE HEATHCOTE GALLERY

Year 12 Southern Perspectives showcases work by some of the best, brightest and most talented graduating high school artists in the Southern district of the Perth Metropolitan area.

- Ethan Pisconeri
- James Mckenna
- Xian Fernandes

### YEAR 10 BLACK SWAN PORTRAIT NOMINEES (SELECTED BY A PANEL OF JUDGES AT ARTRINSIC)

The 2017 Black Swan Prize for Portraiture provides young artists with an opportunity to showcase their creative talents and to challenge them from an artistic perspective through the field of portraiture.

Nominees:

- Abbey Janssen
- Presley O'Brien
- Georgia Menezes

### CORPUS CHRISTI COLLEGE KALEIDOSCOPE 2017

In partnership with the Technology and Enterprise Learning Area, this annual showcase involved students from all year groups and ability levels. With nearly 400 works exhibited, this significant event was a wonderful opportunity for the broader College community to share in the creativity displayed by the Visual Arts students.



# THE ARTS

## MUSIC

2017 has been a hugely productive year for Music at Corpus Christi College. The hard work by all in the last few years has started to bear fruit. In almost every musical endeavour, Corpus students have experienced success.

**Curriculum Music** has shown great progress, with the first Year 12 ATAR class successfully completing the year. Five Music students secured places at the Western Australian Academy of Performing Arts for 2018:

- Sam Forster
- Talia Scarfo
- Kirsten Da Cruz
- Isabelle Jeffries
- Angelo Ravina

There has also been pleasing growth in the number of students electing to study Music in Senior School. There has also been a renewed focus on music theory and literacy, with many students taking formal exams with the Australian Music Examination Board. The College has developed in this area as music assistant, Miss Lydia Gardiner, has championed the teaching of music theory at all levels.

**Instrumental and vocal music tuition** has also significantly increased in numbers, and the resulting performances from our soloists have been outstanding. Full details of representative performances and awards are shown below.

2017 has also seen strategic development in Music. A College-funded band program will be introduced from 2018, and many of our Year 7, 2018 students have already been enrolled in the program. By 2021, the College will have three concert bands, a string orchestra and a big band. By 2022, Corpus Christi College will boast a full symphony orchestra.

Other notable highlights of the year have included the College Celtic band winning the shield for contemporary bands at the Catholic Performing Arts Festival for Schools and Colleges. Many top awards were also gained for College ensembles at both this festival and the Fremantle Eisteddfod, further details are listed below. The College production of the musical "Hairspray" performed to great acclaim at the Newman College theatre, with the musical component of the production receiving top marks from adjudicators. Following a wonderful music camp at the New Norcia Monastery in July, the College choir was given the honour of singing at the opening Mass for the Catholic Performing Arts Festival; a task they completed to exceptionally well.



## COLLEGE RESULTS AT THE CATHOLIC SCHOOLS PERFORMING ARTS FESTIVAL

### OUTSTANDING PERFORMANCE

#### Ensembles

- The Minor Details
- Corpus Christi College Choir
- Corpus Christi Strings Ensemble
- Corpus Christi Woodwind Ensemble
- Corpus Christi Viva 1 Guitar Ensemble
- Corpus Christi Viva 1 Guitar Ensemble
- Corpus Christi Viva21 Guitar Ensemble
- Corpus Christi Celtic Band

#### Soloists

- Alessia Scarfo & Siarne Scarfo – Duet
- Talia Scarfo
- Kiralee Cottier
- Siarne Scarfo
- Audrey Ho
- Megan Schutte
- Holly Forster

### EXCELLENT PERFORMANCE

#### Ensembles

- Corpus Christi Chalumeau Ensemble
- Saxophone Ensemble
- Corpus Christi Junior Instrumental Ensemble

#### Soloists

- Caitlin Dougall & Kiralee Cottier – Duet
- Matthew Rossi & Joshua Wong - Duet
- Talia Scarfo & Alessia Scarfo - Duet
- Kathryn Tan
- Kirsten D'Cruz
- Alexandria Ryan
- Alessia Scarfo
- Samuel Budihardjo
- Jessica Steele
- Anton Van Mierlo

- Annaliese Iliffe-Turner
- Charlotte Zollner
- Anna Thomson
- Georgia Lill
- Corran O'Brien
- Andrea Fernandez
- Gianni Petta

### MERITORIOUS PERFORMANCE

#### Ensembles

- Corpus Dynamites
- Red Legs Jazz Combo
- Corpus Christi Senior Instrumental Ensemble
- Corpus Christi Senior Flute Ensemble
- Corpus Christi Flute Trio

#### Soloists

- Tamika Tembo & Lavinski Purba
- Talia Scarfo & Siarne Scarfo
- Maya Surjan & Alira Malan
- Olivia Ialacci & Sofia Scaturro
- Tyler Savy
- Dominic Davies
- Joshua Wong
- Alira Malan
- Caitlin Dougall
- Olivia Ialacci
- Corran O'Brien
- Niña Brown

## COLLEGE ENSEMBLE PERFORMANCE RESULTS AT THE FREMANTLE EISTEDDFOD

### FIRST PLACE

#### Ensembles

- Major Leagues – Choir Recital 16+ Voices U15
- Minor Details – Choir Recital 16+ Voices U13
- Boy's Choir – Vocal Ensemble Recitals 5-15 Voices U18
- Senior Flute Ensemble – Instrumental Ensemble U18





## Soloists

- Caitlin Dougall – Vocal Solo Modern/Theatre U18
- Alessia Scarfo - Vocal Solo Modern/Theatre U15
- Megan Schutte – Instrumental Solo Recital U15
- Megan Schutte – Instrumental Solo 5th Grade
- Alessia Scarfo & Tiara Hadinato - Vocal Duet U18
- Alessia Scarfo & Siarne Scarfo – Vocal Duet U15

## SECOND PLACE

### Ensembles

- College Choir – Choir Recital 16+ Voices Open
- Senior Saxophone Ensemble – Instrumental Ensemble U18
- Junior Sax Ensemble – Instrumental Ensemble U15
- Celtic Band – Instrumental Ensemble Open

### Soloists

- Peter Ho – Vocal Solo Modern/Theatre U18
- Siarne Scarfo – Vocal Solo Modern/Theatre U13
- Olivia Ialacci & Sofia Scaturro – Vocal Duet U18

## THIRD PLACE

### Ensembles

- Junior Flute Ensemble – Instrumental Ensemble U13
- Woodwind Ensemble – Instrumental Ensemble U18

### Soloists

- Sofia Scaturro – Vocal Solo Modern/Theatre U18

# TECHNOLOGY AND ENTERPRISE

The goal of the Technology and Enterprise Learning Area in 2017, informed by the College Strategic Plan related to pedagogy, specifically that *"Learning is what we do; we are committed to learning at every level."*

To inform personal learning, the Learning Area utilised data to improve student learning outcomes and develop teaching. The focus is on providing engaging, challenging learning experiences for all students.

Within the Technology and Enterprise Learning Area, students of all skill levels and from all year levels have participated in a range of innovative and creative courses. In Middle School, the following courses are offered in Year 7 and 8:

- Computer Coding and Programming
- Digital Thinking
- Robotics
- Food Technology
- Wood Technology

In Year 9, students are able to select courses which are of personal interest to them, including:

- Creative Media
- Clever Hands
- Creating with Textiles
- Caring for Children
- Food Technology
- Wood Technology
- Jewellery
- Metal Technology and Plastics
- Design Graphics
- Business Beginnings

In Senior School, Year 10 courses include:

- Applied Information Technology
- Accounting and Finance
- Materials Technology (Food),
- Materials Technology (Wood)
- Materials Technology (Metal)
- Design Graphics

In Year 11 and Year 12 the courses of study include:

- ATAR
- Accounting and Finance
- Applied Information Technology

General

- Materials Design & Technology (Textiles)
- Materials Design & Technology (Wood)
- Materials Design & Technology (Metal)
- Design Graphics
- Food Science and Technology
- Children, Family and the Community

Vocational Education and Training (VET) Courses offered:

- Certificate II Business
- Certificate II Information, Digital Media & Technology
- Certificate III Business

## NEW IN DIGITAL TECHNOLOGIES IN 2017

### MIDDLE SCHOOL

#### Year 7 Digital Thinking

The College continues to embrace an innovation agenda aimed at helping students develop the future skills they need to advance in a contemporary world. Students are encouraged to explore their creativity and develop their problem solving and computational skills. In the Year 7 Digital Thinking course, students learn to program a Sphero, a small robotic ball. From investigating the geometry of simple shapes, designing algorithms to represent that geometry and then converting it into a suitable programming language, students work through all stages of the Technology Development Process.

Capturing the process on video enables students to review the Sphero in action, upload details to their digital portfolios and, most importantly, share the experience with family and friends. From a teaching and learning perspective, these projects exemplify that students learn best when learning is 'hands-on', interactive and engaging.

#### Coding Camps

On the weekend of 18-20 August, six Corpus Christi College Year 8

students joined students from St Hilda's Anglican Girls School and Christ Church Grammar School for the inaugural Year 8 Informatics Coding Camp. This camp was developed to extend students who have been introduced to Coding through the new Year 7 and 8 Digital Thinking classes. The students worked through a series of programming challenges in order to prepare for the Australian Informatics Olympiad on Thursday 31 August. They also met with students interested in developing the Python programming language. The goals of the camp were to enthuse students about coding, teach them the skills necessary for success in the Informatics Olympiad and establish a network of collaborative coders between the three schools. Students were supported by the Heads of Mathematics from both St Hilda's Anglican Girls School and Christ Church Grammar School, as well as Technology and Enterprise Learning Area staff from Corpus Christi College.

#### ROBOTICS specialist project

2017 saw the commencement of an exciting era for Robotics at Corpus Christi College with new and innovative courses introduced for Years 7 and 8. These courses have proven to be a resounding success, with students having opportunities to use new technology and learn how to code using the programming language C++. In Year 8 the students were introduced to sensors and further developed their driving robot to upgrade it into an autonomous pathfinding robot. The knowledge and skills gained in these courses provides a valuable foundation for entry into many competitions such as The National Young ICT Explorers competition, where two of the College's most talented Robotics students Max Coten and Sophie Silvester presented their project 'Low Cost and Open Source prosthetic – A Robotic Hand' and achieved second place in the Year 7 and 8 division. In 2018 the College will introduce a new Robotics course for Year 9 students.

#### STEM - Science, Technology, Engineering, Mathematics

STEM education is an approach to learning that brings subjects together as they would operate concurrently in the real world. What separates STEM from traditional Science, Technology, Engineering and Mathematics education is an integrated learning environment in which students take the lead. Project-based learning is fundamental to STEM, along with showing how the technology brief, scientific method and engineering design process can be applied to everyday life. Students gain critical understanding of solving problems based on real world connections. STEM projects completed in 2017 include: The Mousetrap Vehicle Project (Year 8 students in Term 2); The Tower Project (Year 7 students in Term 3); and The Kites Project (with Year 8 students in Term 3). Year 8 students were also treated to inspiring presentations and practical activities by groups of Engineering staff visiting from Woodside during Week 2 of Term 4. These engineers presented students with a compelling message that STEM subjects can lead to a wide range



of creative and fascinating careers for all young people. During the presentations, students were able to use a Virtual Reality Headset with 360 degree virtual reality footage that allowed them to imagine what it would be like to be an engineer on Australia's largest offshore gas processing facility.

### Apex Australia Teenage Fashion Awards

In August, three students attended the Apex Australia Teenage Fashion Awards at Joondalup Lakeside Baptist College. Olivia Notaro entered the evening dress she had created for her Year 9 Personal Project. Ella Waddy entered an edgy outfit in the Day Wear section. Georgia Waddy represented the College in the Wearable Art section of the competition with a dress made from individual origami pieces. Georgia was selected to participate in the State Finals at the Mandurah Performing Arts Centre on 16 September.

### Makerspace

Makerspace is a very popular activity involving students and teachers meeting after school throughout the year to learn, design and create. Student groups have worked on projects involving Robotics, Coding and Programming, as well as Wood and Metal Technology manufacture, and Fashion and Jewellery design. All projects have included the use of new and developing technology, e.g. 3D Printers, 3D laser cutting and etching machinery, Google Goggles and Virtual Tours with 360 Photospheres.

## SENIOR SCHOOL

### Accounting & Finance

The 2016 ATAR cohort achieved in the top 10 schools for Accounting and Finance with a combined school scaled average of 72.5%. Six students from this cohort are now studying undergraduate courses in Commerce with the intention of majoring in Accounting. The subject has experienced encouraging growth, enhanced by initiatives such as the ASX Schools Sharemarket Game. Students formed teams and were given a virtual amount of \$50,000 to invest in companies of their choice. The game ran for 10 weeks in a very challenging market. Students enjoyed the teamwork and group decision-making and, whilst the winning syndicate only made a modest profit, important lessons were learnt about investing.

### Children Family & Community

Year 12 students chose to support and donate goods to the students from the remote community of Mulan, producing large pencil cases which were then filled with goods that they had purchased. Their efforts were very much appreciated by the Mulan community, and girls received some very positive feedback for their efforts.

The cohort were also required to complete a task on advocacy in action. They had to identify a need in the community and then plan and

implement a fundraising strategy to help support the need. The students decided to raise money for victims of domestic violence. They planned their fundraising strategy, which included running several food stalls, made reusable fabric bags and then used the money to shop for personal care items to go in the bags, which were then donated to a local shelter.

### Kaleidoscope Exhibition

The 2017 Visual Arts and the Technology & Enterprise Learning Area's celebration of colour and light was an outstanding success and an excellent example of the benefits of working as a team to create a framework in which every student can shine. The theme of the exhibition was 'Kaleidoscope' and showcased from 13-15 September in the James Nestor Performing Arts Centre at the College. The award recipients for the practical pieces in the Technology category were:

- Christopher Fitzsimons, Most Outstanding Contribution to Design Technology (Year 12)
- Eligh Blechynden (Year 12), Samuel Larcher (Year 11) and Ethan Tupuhi (Year 10), Outstanding Contributions to Design Technology
- Ella Waddy, Most Outstanding Textiles Garment (Year 8)
- Kiralee Cottier, Outstanding Textiles Garment (Year 11)
- Chloe Bellottie and Isabella Thexeira (team) for the Best Year 11 Drip Cake Presentation (Year 11)



# VOCATIONAL EDUCATION AND TRAINING (VET) AND TRANSITION SERVICES

The Vocational Education and Training (VET) and Transition Services department offers students a range of career development experiences to complement their academic studies. The College supports students' transition from schooling into further study, training or employment and enables them to acquire skills while fostering the concept of lifelong learning. A range of pathways are offered that meet the diverse needs and aspirations of students. Our aim is to support students by providing information and resources that increase their opportunities and assist in developing career plans.

Students have the chance to explore and develop their personal career plans by seeking guidance from experienced and qualified staff. They are provided with links to agencies and institutions in order to access apprenticeships, traineeships, university scholarships and further training in tertiary studies. Guest speakers from vocational institutes and universities conduct information sessions. They showcase the range of further education pathways available to secondary students, as they transition into further education as graduates from the College.

## VOCATIONAL EDUCATION AND TRAINING (VET)

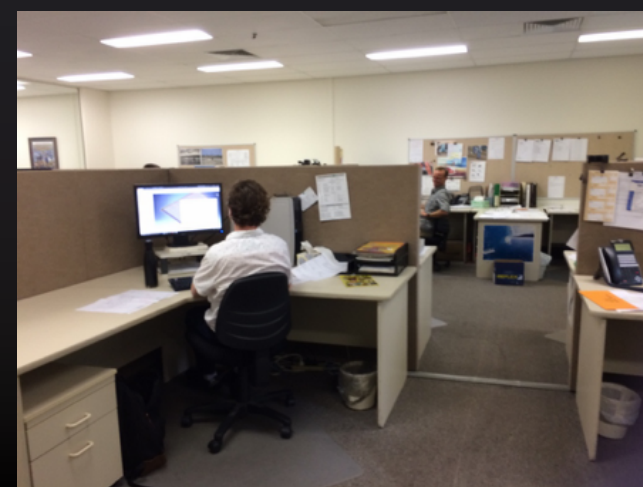
VET offers students the chance to undertake nationally accredited training at Certificate II to IV levels in a range of vocational areas, including but not limited to: Automotive, Beauty, Building and Construction, Business, Early Childhood Education and Care, Education Support, Electrotechnology, Hospitality, Information Digital Media and Technology, Nursing, Outdoor Recreation, Retail Operations and Services, Sport and Recreation, Sport Coaching and Visual Arts. VET also offers students the opportunity to Try a Trade by attending introductory courses at South Metropolitan TAFE or SkillHire.

In addition to the accredited VET courses conducted in the College, students have achieved VET qualifications from Fremantle Education Centre, Skillhire and South Metropolitan TAFE. School Based Traineeships incorporating nationally accredited certificates and industry based training have been successfully attained in Electrotechnology, Hospitality, Retail Services and Operations.

Keynote addresses to students from apprentices who represented Australia at International WorldSkills Competitions showcased the capacity for students enrolled in a General pathway to achieve success. The Australian Apprenticeships Ambassadors Program, funded by the Australian Government, enabled the award winners to outline their career pathway in accounting, electrotechnology, jewellery and hospitality.

## VOCATIONAL EDUCATION AND TRAINING ENROLMENTS

| Qualification   | Enrolments |
|---|------------|
| Certificate II in Automotive Vocational Preparation         | 1          |
| Certificate II in Applied Fashion Design and Technology     | 1          |
| Certificate II in Building and Construction                 | 1          |
| Certificate III in Beauty Services                          | 1          |
| Certificate II in Business                                  | 30         |
| Certificate IV in Business                                  | 13         |
| Certificate III in Early Childhood Education and Care       | 2          |
| Certificate III in Education Support                        | 5          |
| Certificate IV in Education Support                         | 5          |
| Certificate III in Electrotechnology                        | 1          |
| Certificate II in Hospitality                               | 2          |
| Certificate III in Hospitality                              | 1          |
| Certificate II in Information, Digital Media and Technology | 20         |
| Certificate II in Outdoor Recreation                        | 14         |
| Certificate IV in Preparation for Nursing Education         | 3          |
| Certificate III in Retail Operations                        | 2          |
| Certificate II in Retail Services                           | 2          |
| Certificate III in Sport and Recreation                     | 23         |
| Certificate II in Sport Coaching                            | 20         |
| Certificate II in Visual Arts                               | 10         |
| Automotive - Try a Trade                                    | 3          |
| Building and Construction - Try a Trade                     | 10         |
| <b>Total student enrolments</b>                             | <b>171</b> |





## CAREERS

Career Development education offers a range of activities to all students from Year 7 to Year 12. These activities involve a range of approaches including: one-one-one consultations; whole school collaboration; addressing transition needs of a particular year group; engaging external education and training providers; offering WACE courses.

During 2017, these activities included:

- Careers Week (all Year 7-12 students)
- My Future Pathways Careers Afternoon (Year 10-12 students)
- 10 week My Brilliant Career and Courses Program (all Year 10 students)
- Pastoral Sessions on a range of Career Development topics (all Year 8-12 students)
- Introduction of Year 11 General Career and Enterprise
- Individual Subject Selection meetings (Year 10 students)
- Individual Year 12 Exit Plan meetings (Year 12 students)
- One-on-one career counselling appointments (available to all students on request)
- Fortnightly careers, courses and workshops newsletter (Year 9-12 students)

The following organisations attended the College in 2017 to speak to students in Years 10 -12 about career planning and course choices:

- University of Western Australia
- Curtin University
- Murdoch University
- Western Australia Performing Arts Academy
- University of Notre Dame, Australia
- South Metropolitan TAFE
- Australian Defence Force
- Engineers Australia
- Barking Gecko Theatre
- Western Australia Institute of Sport

- Co3 Dance Company
- Construction Careers
- Australian Apprenticeship Ambassadors
- Tertiary Institutions Service Centre (TISC)

Scholarships, Awards and Early Entry applications completed for Year 12 students were as follows:

- Curtin University (6 students)
- University of Western Australia (1 student)
- University of Notre Dame, Australia (15 students)
- Edith Cowan University (2 students)

Career Development resources are available to all students through specific year level iTunes U courses and iBooks. Students in Years 9 and 10 students accessed the online My Future resource, which assists them to create their own career and course plan, develop a profile that identifies personal strengths, interests and values, discover occupations, explore industries and explore career pathways associated with their preferred learning area, in addition to browsing company profiles and educational institutions.

## WORKPLACE LEARNING

Authority Developed Workplace Learning (ADWPL) is an integral part of some students' education whilst at the College. This endorsed programme allows students following a General pathway the opportunity to experience a variety of workplace environments and develop the following skills and understanding:

- knowledge of the requirements of a specific industry
- basic skills related to a specific industry
- an understanding of expectations in the workplace
- information to assist with making choices for future education, training and employment

In 2017, 21 Year 11 and 12 students completed a minimum of 110 hours in the workplace, spending one

day per week for 14 weeks at an external workplace learning the skills and attributes required by specific industries. Eight of these students completed two placements, some in two different industries, others in two different companies in the same industry, and some completing both placements with the same employer.

The Year 10 programme was extended to all students following a General pathway, allowing 37 students to experience work placements of 55 hours. Of these 37 students, 10 completed two placements, again either experiencing two different industries or committing to the same employer. All students were also required to complete their skills journal, showing an understanding of the skills and personal attributes required for their workplace.

A range of opportunities have been secured by WPL students, such as:

- 8 students have been given either part-time or casual employment by their employer
- 2 students have started apprenticeships with their employer
- 10 students have applied for TAFE courses relevant to their WPL to study during Years 11 and/or 12
- Year 12 students have applied for TAFE courses relevant to their WPL and are able to use the ADWPL reference to support their application

For this programme to be successful, the College is reliant upon a large number of local industries and businesses to support our students. This year, we are very grateful to the 54 businesses listed below that have played their part in developing and shaping the future careers of our students:

NJP Electrical Services, Jandakot  
DVG Jeep, Melville  
LM Poole Electrical, Myaree  
DVG VW, Melville  
Redgewell Electrical, Canning Vale  
DVG Hyundai  
Zambezi Electrical, Willetton  
Autobahn Melville  
West State Electrical, Bibra Lake

Major Motors

Queen of Sparks Electrical, Forrestfield  
Austal Shipbuilders, Henderson  
Fremantle Plumbing, O'Connor  
Becks Landscapers  
Altona Plumbing, Canning Vale  
St John of God, Murdoch  
Choice Plumbing, Myaree  
The Mount, Perth  
Mel Maria Catholic Primary School  
Goodstart Childcare Centre, Huntingdale  
Orana Catholic Primary School  
Great Beginnings, Canning Vale  
Yidarra Catholic Primary School  
Goodstart Early Learning, Canning Vale  
Our Lady of Fatima Catholic Primary School  
Community Kids, South Lakes  
St Emilies Catholic Primary School  
Warooga Childcare Centre, Riverton  
Queen of Apostles Catholic Primary School  
Carrington Childcare Centre,  
Applecross Primary School  
CDM Computers, Mt Hawthorn  
Bateman Primary School  
DV Computers, Myaree  
Mt Pleasant Primary School  
Perth Cadcentre, Bentley  
Banksia Primary School  
Leeming Veterinary  
Alan Bourke Real Estate, Como  
Auspet Boarding Kennels, S River  
IMNG Surveying, Jandakot  
Native Arc Animal Rescue, Bibra Lake  
Jim Kidd Sports, Success  
Esplanade Rydges Hotel, Fremantle  
Boffins Books, Perth  
Coffee Club, Bullcreek  
Cannington Police Station

Feedback from employers regarding the effort and attitude of our students is always very positive. We look forward to continuing these WPL relationships with the broader community.

# EDUCATION SUPPORT

In 2017, the Education Support Centre (ESC) supported 29 students in their studies at Corpus Christi College. Each student was case managed by an Education Support teacher who is responsible for coordinating the student's Individual Education Plan (IEP), Individual Transition Plan (ITP) or Teaching and Learning Adjustment (TALA), as well as supporting their well-being and pastoral needs. The aim of all the programs and experiences in the centre is to prepare students for transition for life after College.

Student numbers in the ESC 2017:

| YEAR         | NUMBER    |
|--------------|-----------|
| Year 7       | 8         |
| Year 8       | 6         |
| Year 9       | 2         |
| Year 10      | 5         |
| Year 11      | 3         |
| Year 12      | 6         |
| <b>Total</b> | <b>29</b> |

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

- 25 students were enrolled in and attended classes with their mainstream peers, which included Homeroom, subjects in the Technology and Enterprise, Arts, Health and Physical Education and Religious Education learning areas. Students spent approximately 50% of their day in mainstream and were supported by teacher assistants when required.
- Four students with diagnosed disabilities are enrolled in full mainstream course and were supported by Education Support Centre staff.
- 15 students in Years 7, 8 and 10 were enrolled in Mathematics, English, Science and Humanities modified programmes. These programmes were delivered by an Education Support Teacher in collaboration with a mainstream teacher and followed the Western Australian Curriculum.
- Two students in Year 9, were enrolled in a targeted Mathematics programme based on their IEP.
- 9 students participated in the Bushranger Cadets program. Topics covered included: conservation of the local environment, identification of small insects/animals and identification of recyclable items and waste.
- The Senior School ESC students studied preliminary units in English, Mathematics, Religion and workskills.
- All students participated in the Associated Catholic Colleges (ACC)

Inclusive Sports Carnivals (ISP) throughout the year, including Indoor Soccer, Ten Pin Bowling, Swimming and Athletics. Three students received ACC All Stars status and received medals to acknowledge this excellent achievement. Students also participated in a ten-week Adaptive and Inclusive unit in Physical Education and peer coaching at the University of Notre Dame Australia, Fremantle campus.

- 19 students attended a three-day camp at Ern Halliday, Hillarys. Students worked in age and ability groups to participate in a range of activities including: the big swing, bike riding, caving, art, reflection, team games and a liturgy.
- Students attended the official opening of a new sensory playground at Piney Lakes, viewing art work they produced, as well as planting seedlings in the new garden beds.
- All 11 Senior School students participated in major College events including the residential Year retreat, the River Cruise, the Year 11 Dinner Dance and the Year 12 Ball.
- Eight Senior School students participated in weekly work experience activities at the following supported employment and retail locations: Workpower, Westcare, Good Samaritans, HR Products, Proudly Productive, Retravision, Big W, Woolworths, Reject Shop, Coffee Club and Jim Kids Sports.
- One Senior school student attended an Alternative to Employment music program at Rocky Bay.
- One Senior School student completed the Advanced Computing Course at Central Institute of TAFE and gained an interview for a placement in 2018. Another gained a place for further study at TAFE in 2018.
- One senior student completed the hospitality course at Challenger TAFE.
- Year 12 students met with their Disability Services Commission Local Coordinator to develop a future plan, which included transition programmes to nominated agencies including Edge employment, Nulsen and Rocky Bay.
- Two students received the \$1,000 Good Samaritans Scholarship to assist with the cost of future studies.
- Fifteen staff completed 6-hour Team Teach training. Team Teach is specific training to support our commitment to reduce and eliminate restrictive practices for students with special education needs. The emphasis within the Team Teach framework is that at least 95% of responses should be non-physical. Prediction, prevention, de-escalation, the importance of non-verbal and verbal communication and structured debriefing and repair are a strong focus of training.
- Five students attended regular therapy sessions with their allocated specialist.

The importance of communication between the ESC team and the wider community continues to be crucial in the overall development of each student. Regular meetings between all stakeholders provide an opportunity to discuss long term and short term goals for 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.







# LEARNING SUPPORT

In 2017, the Learning Support Centre supported 140 students across the College, including those diagnosed with learning difficulties and disorders such as Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia and ADHD and those identified with literacy and numeracy challenges, who require teaching and learning adjustments to enable them to access the curriculum.

During the enrolment process, students who have been identified with areas of challenge are invited to attend a transition interview. The transition interview is an important step for students with learning disorders and difficulties as they begin their journey into the secondary school environment. During this time, staff, parents and students work collaboratively to ascertain strengths, areas for development and appropriate teaching and learning adjustments for individual students. Staff use this information to develop a Learning Support Profile, which is then shared with all teaching staff.

The Learning Support team work to improve the confidence, access and participation skills of students with learning difficulties by providing the following support:

- Special arrangements for assessments and examinations including extra time, scribe and reader support as appropriate
- Planning for differentiation in day-to-day class activities
- Modification and scaffolding to cater for all learners in assessments and in class activities
- Support for students with anxiety
- Vocabulary and study sheets and the development of appropriate study techniques

The learning support staff work closely with all staff to ensure that students have the appropriate assistance and support for learning in a variety of ways including;

- Creating Learning Support profiles for all students with specific learning difficulties and disorders
- Introduction of audio books, which have been used successfully this year to support students in their English novel studies.
- Creating targeted spelling programmes for individual students
- In class support
- Creation of iTunes U courses with information about specific learning disorders and difficulties
- Differentiated grammar programmes

Students in Years 7 – 9 are invited to join the iLAN programme (Intensive Literacy and Numeracy classes) run by the Learning Support centre. In 2017, the focus has been on targeted intervention in literacy and numeracy as well as building resilience and independent thinking, important skills to develop, so that students may progress across all subjects in the curriculum. The program has proved to be successful for the consolidation of skills, research and collaborative learning practices.

| YEAR GROUP   | NUMBER OF STUDENTS ENROLLED IN ILAN |
|--------------|-------------------------------------|
| Year 7       | 23                                  |
| Year 8       | 33                                  |
| Year 9       | 27                                  |
| <b>Total</b> | <b>83</b>                           |





# SPORT

The College Sporting motto this year was, 'Join Our Team in 2017!'

Students were challenged by College Sport Captains, Emma Zanoli and Jack Maguire, to share their God given talents in the interest of realizing the sporting potential of the College community.

Number of sports participated in: 20

Number of extra - curricular sporting teams / clubs: 60

## KEY PRIORITIES ADDRESSED IN SPORT 2017

- **Fitness:** Increased Running Club numbers to 'best ever' levels and provide fitness club opportunities for senior students and staff, utilising the new fitness/weights room
- **Advocacy:** Consulted stakeholders on future direction of Corpus Sport; 5th Annual Burgundy, White and Blue Celebration of Sport Evening; Improved the publishing of sports news and results in the media

- **Social Development:** Improved focus on mentoring of sports leaders and provided forums for sharing ideas and best practice
- **Inclusion/Diversity:** Increased numbers of Education Support Centre students involved in Inter-House Carnivals and ACC Sport
- **Service:** Increased numbers of Senior School students involved with coaching and officiating of junior teams.

## PERFORMANCE GOALS ACHIEVED IN 2017

- Maintained standing as a 'Top Three' ACC Cross Country and Athletics school
- Maintained 'A Division' Status in ACC Swimming
- Improved results across all year levels in AFL and Netball Competitions

| CHAMPIONS                                   | FINALISTS                    |
|---|------------------------------|
| ACC Cross Country: Girls Overall Shield     | Open Girls Netball           |
| Year 7 Girls AFL: South Metro - Dockers Cup | Year 8 Netball               |
| Senior Girls Super 8's Cricket              | AFL First XVIII Senior Boys  |
| Peter Verco Shield                          | AFL Senior Girls Dockers Cup |
| Year 7 SASJ Netball                         | Senior Girls Soccer          |
| Year 8/9 SASJ Netball                       | Junior Boys AFL              |
|   | Senior Boys Basketball       |
|   | Senior Girls Basketball      |
|   | Junior Boys Basketball       |
|   | Junior Girls Basketball      |

## ACC MAJOR DIVISIONAL CARNIVAL RESULTS

| A DIVISION SWIMMING | CROSS COUNTRY | A DIVISION ATHLETICS |
|---------------------|---------------|----------------------|
| 5th                 | 2nd           | 3rd                  |







# HEALTH AND PHYSICAL EDUCATION

## HEALTH & PHYSICAL EDUCATION

This year saw the implementation of the full Western Australian curriculum within Health and Physical Education. This curriculum allows a greater focus on both individual and game skills within Physical Education and a broad development of students understanding of personal and community health.

## SPECIALIST SUBJECTS

In Years 9 and 10, students have the opportunity to further develop the strategies and tactics of specific sports through the study of elective units. These subjects prepare students for the type of learning they will experience in Senior School ATAR courses within Physical Education Studies and Outdoor Education. In 2017, the following subjects were offered:

### Year 9 student numbers:

- Footy Smarts: 23
- Netball Smarts: 39
- Ball Games: 79
- Sport and Fitness: 55
- Outdoor Education: 114

### Year 10 student numbers:

- Sport Education: 40
- Outdoor Education: 97
- Sport Science: 48

## SENIOR SECONDARY COURSES

Year 11 and 12 courses continue to attract many 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: 14
- Year 11 ATAR Physical Education Studies: 28
- Year 12 General Physical Education Studies: 23
- Year 12 ATAR Physical Education Studies: 12

### Student numbers in Outdoor Education courses:

- Year 11 ATAR Outdoor Education: 19
- Year 12 General Outdoor Education: 20
- Year 12 ATAR Outdoor Education: 18

## VOCATIONAL EDUCATION AND TRAINING (VET)

The Physical Education Learning Area continues to offer a selection of courses to a diverse range of students. VET courses form an integral part of the General pathway, which offers a popular alternative to the ATAR pathway for many students.

### Student numbers in VET courses:

- Certificate II Sport Coaching: 20
- Certificate II Outdoor Recreation: 14
- Certificate III Sport and Recreation: 23



# ACADEMIC EXCELLENCE PROGRAMME (AEP)

## ACADEMIC EXCELLENCE PROGRAMME (AEP)

The Academic Excellence Programme (AEP) aims to:

- identify students with high aptitude;
- foster student learning both inside and beyond the classroom; and
- monitor student well-being and academic results.

This year, 151 students took part in the program.

### Number of students in AEP by Year Group

Year 7: 23

Year 8: 35

Year 9: 35

Year 10: 27

Year 11: 31

## EXCELSIS CLUB

Students in Years 11 and 12 are eligible for membership of the Excelsis Club. Potential membership is identified from semester reports.

The aim of the Excelsis Club is to promote and reward academic excellence and provide a mentored, supportive approach. One of the key goals of the Excelsis Club is to encourage students to strive for excellence in everything they do, while also equipping them with the skills and knowledge they will use beyond school.

### Numbers of students in the Excelsis Club

Year 11: 19

Year 12: 11

## ACADEMIC EXCELLENCE MENTORING PROGRAMME

All members of the AEP met with the Head of Academic Excellence to review their progress and set specific, measurable, authentic, realistic and time-bound (SMART) goals. A meeting was formally scheduled once each semester and several times informally throughout the year. AEP students are offered the opportunity to be allocated a student mentor to support them and guide them in a number of areas including organisational skills, study skills and prioritisation. A number of students have chosen to take up this opportunity.

## ACADEMIC EXCELLENCE EXTENSION PROGRAMME (AEEP)

2017 was another successful year for all participants of the AEEP, with students working on their individual projects over a 15 week period during Terms 2 and 3. The College was again fortunate to continue its partnership with Murdoch University, enabling the College to offer Year 9 and 10 students the opportunity to be mentored by six Murdoch University students.

### Number of students in AEEP

Year 7- 10: 51

## AEEP RESULTS

### Learner Profile Award

Brett Nigli.

### People's Choice Award

Joseph Damiano, Joshua Kang, Mia Chan.

### The Arts

#### EXCELLENCE

Abbey Janssen.

#### MERIT

Kathryn Tan, Victoria Ann Chong, Kalea Gowland.

### Science

#### EXCELLENCE

Ella Waddy

#### MERIT

Shannon Rees, Sophia Connolly, Joseph Damiano, Mia Chan, Joshua Kang

### Technology

#### EXCELLENCE

Max Coten

#### MERIT

Brett Nigli, Leah Nigli, Adriana Romeo

## COMPETITION RESULTS

### DA VINCI DECATHLON

A total of 32 students participated this year. All teams placed in the top three of at least one or more individual categories. These include:

#### Year 7:

3rd - Art and Poetry

3rd - English

3rd - Ideation

#### Year 9:

1st - General knowledge

3rd - Art and Poetry

3rd - Mathematics

#### Year 8:

1st - General knowledge

2nd - Engineering

2nd - Ideation

#### Year 10:

2nd - Ideation

3rd - Art and Poetry

A special congratulations goes to the Year 8 team, who achieved an outstanding third place out of 17 schools, earning themselves medallions.

### AURECON BRIDGE BUILDING

Several Year 8 and 9 students took part in the preliminary testing for the Bridge Building competition. However, only two teams comprising a maximum of three students are selected for this competition.

Congratulations to Thomas Berkovic, Edison Foo and Thomas Nicholls for coming fourth in their group of 20 schools. Their bridge supported a load of 35.0kg.

The College also congratulates Konrad Rucki, Yannick Machado and Brandon Lim for coming eleventh in their group of 20 schools. Their bridge supported a load of 7.2kg. In addition, the judges commented on the innovative design of this bridge.



## EXCURSIONS AND INCURSIONS

- Scitech Brainstorm Challenge Day – 32 Year 8 students
- Academy Conferences for Gifted and Talented students – 12 Year 11 and 12 Excelsis Club students
- Magis Carnival – Involved connecting philosophical ideas to religious values
- Art and Philosophy Day – 10 Year 7 students take part in the Art and Philosophy Day at the WA Art Museum
- Elevate, Exam skills – All Year 11 and 12 Excelsis Club students
- Greg Mitchell Motivational Talk – All Year 11 and 12 Excelsis Club students
- Greg Mitchell Motivational and Goal setting talk – All Year 7-10 AEP students
- Games Guy – Played games with Year 7, 8 and 9 AEP students. Each of the games were strongly values-based and include the Australian Curriculum, Assessment and Reporting Authority (ACARA) general capabilities of ethical understanding, critical and creative thinking, and personal/ social capabilities. The games involve collaborative strategic thinking within groups.
- Biotechnology and Ethics Workshop – 30 Year 9 students (10 from Corpus Christi College, 10 from Prendiville Catholic College and 10 from Emmanuel Catholic College), attended a two day workshop discussing engaging biotechnology in the world today and the ethics behind it all as well as having hands on experience in a science laboratory at Harry Perkins Institute.

## EXTERNAL EXAMS

Two Year 10 students took on the challenge to sit one of the Science Olympiad External exams. These students had to teach themselves the Year 11 courses in order to sit the exam. Congratulations to Brett Nigli and Sam Vincent for sitting the Physics and the Chemistry exams, respectively.



# INFORMATION AND COMMUNICATION TECHNOLOGY

Corpus Christi College is educating students for success in the contemporary workplace, opening up opportunities for learning beyond what was once possible. As the College aims to transform learning through engaging and content-rich programs that focus on student needs, the ICT Department must remain flexible, supportive and immersed in the classroom to ensure they keep up with trends, technologies and contemporary perspectives of learning.

Under the leadership of a new Director of Learning Technologies, Daniel Budd, 2017 has seen further consolidation of the Library and ICT Teams to ensure a service orientated approach which spans both technical and academic realms. College systems have been consolidated and the processes by which student and staff devices are managed have been developed to ensure teachers and students can focus on teaching and learning.

2017 also marks the final year of laptops being used by any of our students, as in 2018 all students will be using the iPad as their digital learning device. Teachers are continuing to publish award winning multi-touch books and courses designed for the iPad, which are being used world-wide. Our culture of collaboration and sharing continues to be supported by staff led Professional Learning.

In late September, educators from all over Perth were invited to visit classrooms and see how technology is being used to enhance teaching and learning. This experience gave us a chance to reflect on our own practices, while also celebrating how far we have come as a learning community.

Staff now have digital confidence in the use of technology with ICT is embedded in the culture of the College, and the years ahead will be exciting as we move towards even greater transformative use of technology.

The College is recognised as an Apple Distinguished School. The aspects of the award involve visionary leadership, innovative learning and teaching, ongoing professional learning, compelling evidence of success and flexible learning environments. In each case, the College has a proven track record of excellence and this award acknowledges that fact.

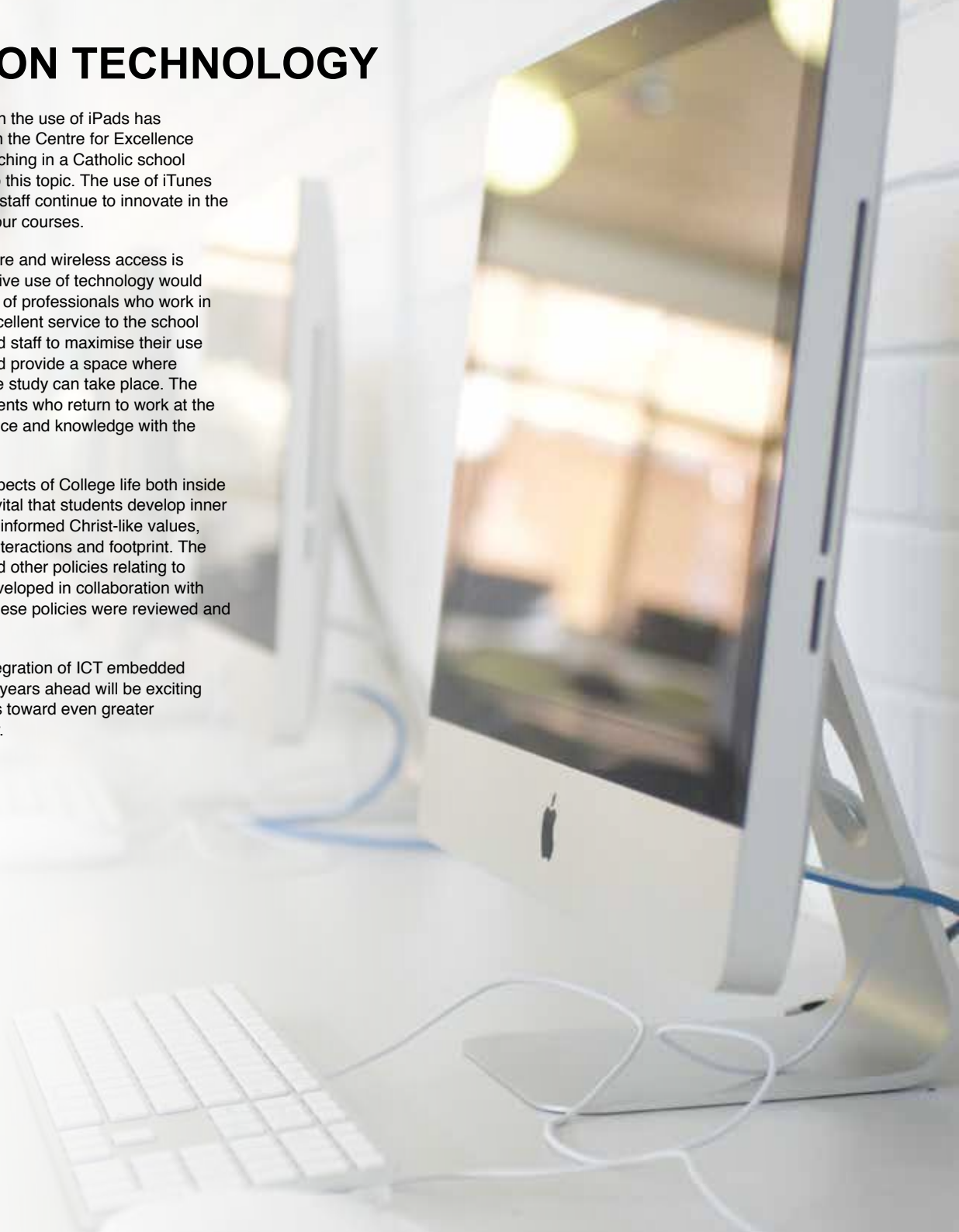
The College is proud to have the work of excellent teachers recognised by having their work on Year 7 Science published as multi-touch books on the Apple iBooks store. As teachers further develop their practice in using the iPad as a tool for learning, classes become less about the device and more about how technology supports great teaching and learning.

Teachers' professional learning in the use of iPads has increased, with many sessions in the Centre for Excellence in Leadership, Learning and Teaching in a Catholic school (CELTIC) programme devoted to this topic. The use of iTunes U and SEQTA has expanded as staff continue to innovate in the use of these services to deliver our courses.

The College network infrastructure and wireless access is second-to-none, and the innovative use of technology would not be possible without the team of professionals who work in this area. This team provides excellent service to the school community to assist students and staff to maximise their use of print and digital resources, and provide a space where collaborative learning and private study can take place. The team includes many former students who return to work at the College and share their experience and knowledge with the school community.

The use of ICT permeates all aspects of College life both inside and outside the classroom. It is vital that students develop inner processes guided by judgement-informed Christ-like values, on how to manage their online interactions and footprint. The College social media policies and other policies relating to use of technology have been developed in collaboration with student leaders and, this year, these policies were reviewed and updated.

With the already outstanding integration of ICT embedded in the culture of the College, the years ahead will be exciting as Corpus Christi College moves toward even greater transformative use of technology.





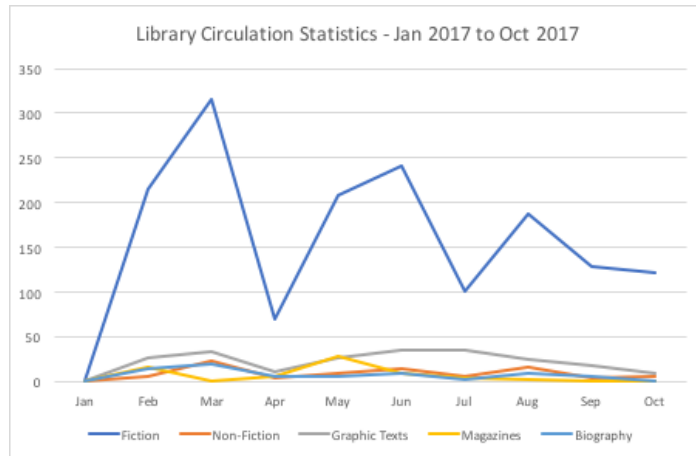
# LIBRARY

The Robert Mc Cormack Library houses ICT and Library Services with a Help Desk to deal with a myriad of related staff and student needs. The Help Desk is a constant hive of activity!

The Library is well patronised by students before school, at recess, lunchtime and after school. Study Club is busy and successful. It is staffed by former students and subject teachers two days a week. English Reading classes take place in the Library, with students from Years 7 to 9 having one reading class per fortnight. Other learning areas bring classes to the Library as needed for specific research.

In 2017 new shelving and furniture was installed in the Library. The Non-Fiction Collection was rationalised and moved into wall shelving with the Fiction Collection rehoused on mobile shelving. The Library space accommodates three teaching classes with a separate seminar space dedicated to Year 12 study. Makerspace moved from the Library to Technology and Enterprise. There are currently two computer labs in use at the south end of the Library.

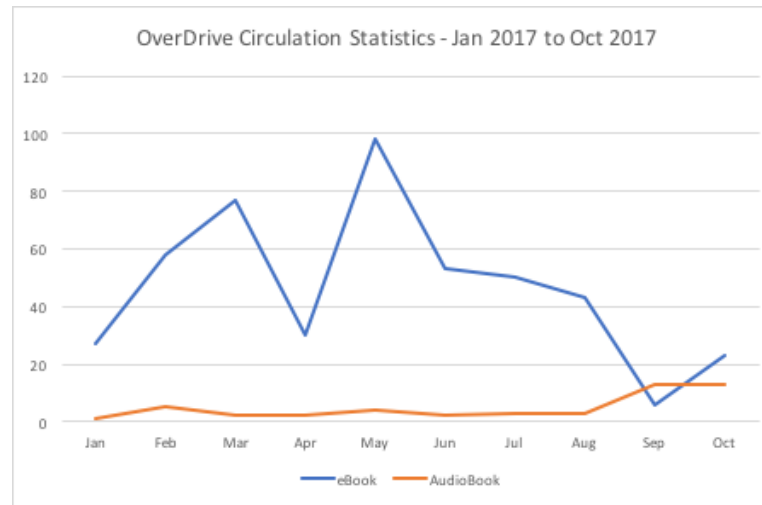
## CIRCULATION - PRINT COLLECTION (FICTION AND NON-FICTION TITLES)



## LIBGUIDES

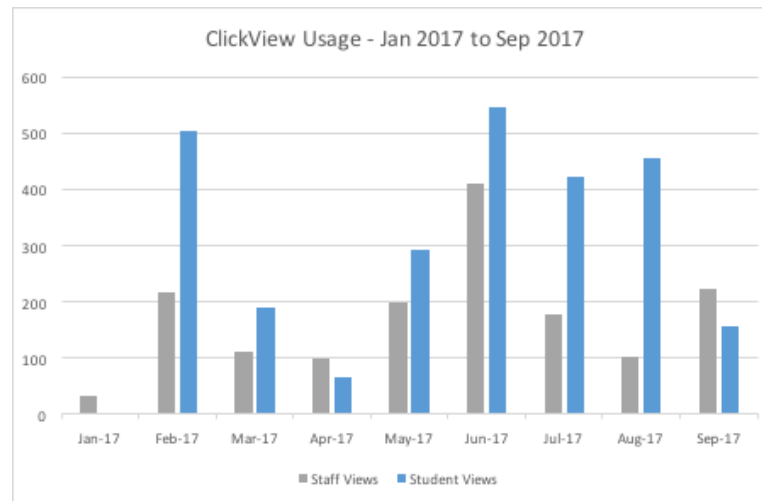
LibGuides, continue to be an important resource. They allow the Library to highlight curated resources for a given subject topic, including print texts, video on demand (ClickView, YouTube), web links and database resources. Non-fiction to support LibGuides for ATAR courses is a priority purchase for 2018.

## NON-PRINT COLLECTION (FICTION AND NON-FICTION TITLES)



## CLICKVIEW

ClickView is a video on demand platform allowing students and staff to view videos on any device. Its biggest advantage is being able to source new titles with ease.



# YEARS 7-11 AWARDS

## ARTS

|                                    |                     |
|------------------------------------|---------------------|
| Year 7 Dance                       | Erin Peters         |
| Year 7 Drama                       | Dayna Carrara       |
| Year 7 Music                       | Elke Ruane          |
| Year 7 Visual Art                  | Diamora Purba       |
| Year 8 Dance                       | Layla Kenny         |
| Year 8 Drama                       | Megan Schutte       |
| Year 8 Music                       | Megan Schutte       |
| Year 8 Visual Art                  | Emmanuella Depiazzi |
| Year 9 Craft                       | Holly Foster        |
| Year 9 Dance                       | Eliza Pereira       |
| Year 9 Design Basics               | Sara Poi            |
| Year 9 Digital Imagery             | Claire Cantwell     |
| Year 9 Drama                       | Sophie Steele       |
| Year 9 General                     | Quylam Hua          |
| Year 9 Music Extension             | Yanira O'Brien      |
| Year 9 Visual Art                  | Danielle Diaz       |
| Year 10 Dance                      | Anya Leen           |
| Year 10 Design Fundamental         | Hayden Tarzia       |
| Year 10 Media Arts                 | Rearne Hughes       |
| Year 10 Live Music                 | Rhiannan Biouwhuis  |
| Year 10 Visual Art                 | Amy Riordan         |
| Year 11 Dance ATAR Units 1/2       | Breanna Furfaro     |
| Year 11 Drama ATAR Units 1/2       | Sarah Forsyth       |
| Year 11 Music ATAR Units 1/2       | Corran O'Brien      |
| Year 11 Visual Arts ATAR Units 1/2 | Amelia Swan         |

## ENGLISH

|                                   |                    |
|-----------------------------------|--------------------|
| Year 7 English                    | Hudson Craig-Power |
| Year 8 English                    | Megan Schutte      |
| Year 9 English                    | Jordan King        |
| Year 9 English Extension          | Andrea Fernandez   |
| Year 10 English General           | Vanessa Vitanza    |
| Year 10 English                   | Presley O'Brien    |
| Year 10 English Extension         | Julyan Tan         |
| Year 11 English General Units 1/2 | Kiralee Cottier    |
| Year 11 English ATAR Units 1/2    | Alana Bocarro      |
| Year 11 Literature ATAR Units 1/2 | Adsina Kevin       |

## HEALTH AND PHYSICAL EDUCATION

|                                   |                  |
|-----------------------------------|------------------|
| Year 7 Health Education           | Audrey Ho        |
| Year 7 Physical Education (Girls) | Isabella Cross   |
| Year 7 Physical Education (Boys)  | Luke Cardy       |
| Year 8 Health Education           | Megan Schutte    |
| Year 8 Physical Education (Girls) | Georgia Ettridge |
| Year 8 Physical Education (Boys)  | Cade Ravlich     |
| Year 9 Ball Games                 | Matthew Barham   |
| Year 9 Netball Smarts             | Rachel Allenby   |

|  |                 |
|--|-----------------|
| Year 9 Health Education                              | Nikita La Rosa  |
| Year 9 Outdoor Education                             | Matthew Wesley  |
| Year 9 Physical Education (Girls)                    | Holly Forster   |
| Year 9 Physical Education (Boys)                     | Ben Fairclough  |
| Year 9 Sport and Fitness                             | Hannah Harrison |
| Year 10 Health Education                             | Emily Byrne     |
| Year 10 Outdoor Education                            | Anya Leen       |
| Year 10 Physical Education (Girls)                   | Bella Bartlett  |
| Year 10 Physical Education (Boys)                    | Ethan Hill      |
| Year 10 Sport Education in Physical Education        | Connor Vink     |
| Year 10 Sports Science                               | Jay Paton       |
| Year 11 Outdoor Education ATAR Units 1/2             | Benjamin Tanner |
| Year 11 Physical Education Studies ATAR Units 1/2    | Tyson O'Brien   |
| Year 11 Physical Education Studies General Units 1/2 | Nicolina Ierino |

## HUMANITIES

|                                       |                |
|---------------------------------------|----------------|
| Year 7 Humanities                     | Carmen Wong    |
| Year 8 Humanities                     | Megan Schutte  |
| Year 9 Humanities                     | Nikita La Rosa |
| Year 10 Humanities General            | Eloise Kelly   |
| Year 10 Humanities                    | Joseph Damiano |
| Year 10 Economics ATAR Units 1/2      | Brett Nigli    |
| Year 11 Economics ATAR Units 1/2      | Alana Bocarro  |
| Year 11 Geography ATAR Units 1/2      | Marcus Wong    |
| Year 11 Modern History ATAR Units 1/2 | Emily Fursa    |
| Year 12 Economics ATAR Units 3/4      | Rohan Bay      |

## LANGUAGES

|                               |                         |
|-------------------------------|-------------------------|
| Year 7 French                 | Juan Selvan             |
| Year 7 Indonesian             | Brian Loo               |
| Year 7 Indonesian Background  | Timothy Sentosa         |
| Year 7 Italian                | Sophia Covella          |
| Year 8 French                 | Victoria Anna Chong     |
| Year 8 Indonesian             | Christopher Lie         |
| Year 8 Indonesian Background  | Eric Lau                |
| Year 8 Italian                | Adriana Romeo           |
| Year 9 French                 | Nikita La Rosa          |
| Year 9 Indonesian             | Madeleine Toth          |
| Year 9 Indonesian Background  | Nicholas Ng             |
| Year 9 Italian                | Sienna Perruzza         |
| Year 10 French                | Annaliese Iliffe-Turner |
| Year 10 Indonesian            | Jaye Kember             |
| Year 10 Indonesian Background | Tiara Hadinoto Leung    |
| Year 10 Italian               | Stephanie Barbuza       |
|                               | Summerton               |
|                               | Bethany Fimmel          |
| Year 11 French ATAR Units 1/2 |                         |

|                                   |               |
|-----------------------------------|---------------|
| Year 11 Indonesian ATAR Units 1/2 | Adriana Gough |
| Year 11 Italian ATAR Units 1/2    | Emily Fursa   |

## MATHEMATICS

|   |                      |
|---|----------------------|
| Year 7 Mathematics                              | Emily Robertshaw     |
| Year 7 Mathematics Acceleration                 | Carmen Wong          |
| Year 8 Mathematics Consolidated                 | Jacob Hishmeh        |
| Year 8 Mathematics General                      | Maddison Berkovic    |
| Year 8 Mathematics Extension                    | Megan Schutte        |
| Year 8 Mathematics Acceleration                 | Charley Wehr         |
| Year 9 Mathematics Consolidated                 | Chloe Correa         |
| Year 9 Mathematics General                      | Jordan King          |
| Year 9 Mathematics Extension                    | Thomas Nicholls      |
| Year 9 Mathematics Acceleration                 | Thomas Nicholls      |
| Year 10 Mathematics Consolidated                | Jessica Ritchie      |
| Year 10 Mathematics General                     | Blake Kenny          |
| Year 10 Mathematics Extension                   | Brett Nigli          |
| Year 11 Mathematics Essential General Units 1/2 | Shannon O'Leary      |
| Year 11 Mathematics Applications ATAR Units 1/2 | Kaitlyn Munkelt      |
| Year 11 Mathematics Methods ATAR Units 1/2      | Rohan Bay            |
| Year 11 Mathematics Specialist ATAR Units 1/2   | James (Owen) Thamrin |

## SCIENCE

|                                      |                            |
|--------------------------------------|----------------------------|
| Year 7 Science                       | Jennifer Tassone           |
| Year 8 Extension Science             | Megan Schutte              |
| Year 8 Science General               | Leilani Okello             |
| Year 8 Science                       | Zoe Cahill                 |
| Year 9 Extension Science             | Nikita La Rosa             |
| Year 9 Science General               | Chantelle Abonnel          |
| Year 9 Science                       | Molly Collard              |
| Year 10 Science General              | Justin Alvaro              |
| Year 10 Science                      | Brett Nigli                |
| Year 10 Psychology                   | Holly Van der Linden       |
| Year 11 Biology ATAR Units 1/2       | Andrea Lee                 |
| Year 11 Chemistry ATAR Units 1/2     | Rohan Bay                  |
| Year 11 Human Biology ATAR Units 1/2 | Jessica De Freitas Basilio |
| Year 11 Physics ATAR Units 1/2       | Rohan Bay                  |
| Year 11 Psychology ATAR Units 1/2    | Jessica Richards           |

## TECHNOLOGY AND ENTERPRISE

|   |                    |
|---|--------------------|
| Year 7 Design Technology: Robotics          | Hudson Craig Power |
| Year 7 Digital Technology: Programming      | Pierce Munro       |
| Year 7 Digital Technology: Digital Thinking | Llenell Lai        |



|   |                       |
|---|-----------------------|
| Year 7 Materials Technology: Wood           | Sabina Vicoli         |
| Year 7 Technology: Food                     | Elke Ruane            |
| Year 8 Design Technology: Robotics          | Max Coten             |
| Year 8 Digital Technology: Programming      | Llenell Lai           |
| Year 8 Digital Technology: Digital Thinking | Jacinta Symons        |
| Year 8 Materials Technology: Wood           | Olivia Dellaca        |
| Year 8 Technology: Food                     | Adriana Romero        |
| Year 9 Business Technology:                 |                       |
| Business Beginnings                         | Zoe Cukrov            |
| Year 9 Digital Technology: Computing        | Jordan King           |
| Year 9 Materials Technology:                |                       |
| Technical Graphics                          | Dieter Cadzow         |
| Year 9 Materials Technology: Metal          | Andrew McMahon        |
| Year 9 Materials Technology:                |                       |
| Plastics/Jewellery                          | Holly Foster          |
| Year 9 Materials Technology: Wood           | Chantelle Abonnel     |
| Year 9 Materials Technology: Plastics       | Danielle Dias         |
| Year 9 Technology: Clever Hands             | Chantelle Abonnel     |
| Year 9 Technology: Creating with Textiles   | Amy Pinto             |
| Year 9 Technology: Caring For Children      | Brookelynn Canestraro |
| Year 9 Technology: Food                     | Jennifer Radice       |
| Year 10 Accounting                          | Priya(Sonia) Kaur     |
| Year 10 Materials Technology:               |                       |
| Design Graphics                             | Tiana Inman           |
| Year 10 Materials Technology:               |                       |
| Wood/Metal                                  | Zoe Hardingham        |
| Year 10 Technology: Food                    | Krystal Jones         |
| Year 11 Accounting and Finance              |                       |
| ATAR Units 1/2                              | Alana Bocarro         |
| Year 11 Applied Information Technology      |                       |
| ATAR Units 1/2                              | Sean Gorman           |
| Year 11 Design Graphics General Units 1/2   | Rebecca LeGuier       |
| Year 11 Food Science and Technology         |                       |
| General Units 1/2                           | Chloe Cheah           |
| Year 11 Materials Design and Technology:    |                       |
| Metal General Units 1/2                     | Connor Chiarelli      |
| Year 11 Materials Design and Technology:    |                       |
| Wood General Units 1/2                      | Eric Delpup           |
| Year 11 Materials Design and Technology:    |                       |
| Textiles General Units 1/2                  | Elizabeth Vinciguerra |
| Year 11 Children Family and Community:      |                       |
| General Units 1/2                           | Charisse Byrne        |

## VET

|                                   |                  |
|-----------------------------------|------------------|
| Year 10 Workplace Learning        | Elliot Staddon   |
| Year 11 Workplace Learning        | Connor Chiarelli |
| Certificate II Outdoor Recreation | Connor Chiarelli |
| Certificate II Sports Coaching    | Michael Santini  |
| Certificate II Visual Art         | Lindsay Fowles   |

## EDUCATION SUPPORT

|        |            |
|--------|------------|
| Year 7 | Jack Davis |
|--------|------------|

|         |                      |
|---------|----------------------|
| Year 8  | Cameron Hanson       |
| Year 9  | Justin Rae           |
| Year 10 | Ariella-Ilife Rayner |

## LEARNING SUPPORT

|        |                 |
|--------|-----------------|
| Year 7 | Brodie O'Connor |
| Year 8 | Joshua Robinson |
| Year 9 | Hudson Miller   |

## BEST ALL ROUND AT SPORT

|                  |                            |
|------------------|----------------------------|
| Year 7 (male)    | Jake Clutterbuck           |
| Year 7 (female)  | Isabella Cross             |
| Year 8 (male)    | Cade Ravlich               |
| Year 8 (female)  | Carly Pizzuto              |
| Year 9 (male)    | Tom Stephenson             |
| Year 9 (female)  | Sophie Jones               |
| Year 10 (male)   | Harry Cormack              |
| Year 10 (female) | Niamh Pivac                |
| Year 11 (male)   | Levi Burns                 |
| Year 11 (female) | Jessica De Freitas Basilio |

## RELIGIOUS EDUCATION

|   |                            |
|---|----------------------------|
| Year 7 Religious Education                  | Jennifer Tassone           |
| Year 8 Religious Education                  | Megan Schutte              |
| Year 9 Religious Education                  | Kalea Gowland              |
| Year 10 Religious Education General         | Joseph Damiano             |
| Year 10 Religion in Society                 | Julyan Tan                 |
| Year 11 Religion and Life General Units 1/2 | Alana Bocarro              |
| Year 11 Religion and Life ATAR Units 1/2    | Jessica De Freitas Basilio |

## ST MARY OF THE CROSS AWARD NOMINEES

|                   |               |
|-------------------|---------------|
| <b>Year 7</b>     |               |
| Dayna Carrara     | May Hopwood   |
| Brendan Boudville | Sabina Vicoli |
| Zack Cohen        | Siarne Scarfo |

|               |                |
|---------------|----------------|
| <b>Year 8</b> |                |
| Ella Waddy    | Victoria Chong |
| Marius Rodari | Max Coten      |
| Gianni Petta  |                |

|                        |               |
|------------------------|---------------|
| <b>Year 9</b>          |               |
| Isabella Cuocci        | Jenna Riordan |
| Mosaia McDonald        | Quylam Hua    |
| George Norris          | Casey Scott   |
| Lachlan Lanza Cariccio |               |

|                |                |
|----------------|----------------|
| <b>Year 10</b> |                |
| Joseph Damiano | Zoe Hardingham |

|                      |                |
|----------------------|----------------|
| Amy Riordan          | Tiana Inman    |
| Ike Adesanya         | Erin Martin    |
| Rachael Dellaca      | Alessia Scarfo |
| Holly Van der Linden |                |

|                  |                            |
|------------------|----------------------------|
| <b>Year 11</b>   |                            |
| Bridget Correia  | Jessica De Freitas Basilio |
| Carla Drennan    | Alea Go                    |
| Rebecca Le Guier | Emma Shine                 |
| Sammy Taylor     | Corran O'Brien             |
| Liam Rego        |                            |

## COLLEGE AWARDS

|                                    |               |
|------------------------------------|---------------|
| <b>ST MARY OF THE CROSS YEAR 7</b> | Zack Cohen    |
|                                    | Sabina Vicoli |

|                   |                  |
|-------------------|------------------|
| <b>DUX YEAR 7</b> | Jennifer Tassone |
|-------------------|------------------|

|                       |                    |
|-----------------------|--------------------|
| <b>PROXIME YEAR 7</b> | Hudson Craig-Power |
|-----------------------|--------------------|

|                                    |               |
|------------------------------------|---------------|
| <b>ST MARY OF THE CROSS YEAR 8</b> | Marius Rodari |
|                                    | Ella Waddy    |

|                   |               |
|-------------------|---------------|
| <b>DUX YEAR 8</b> | Megan Schutte |
|-------------------|---------------|

|                       |                      |
|-----------------------|----------------------|
| <b>PROXIME YEAR 8</b> | Kayla Van der Linden |
|-----------------------|----------------------|

|                                    |                 |
|------------------------------------|-----------------|
| <b>ST MARY OF THE CROSS YEAR 9</b> | Quylam Hua      |
|                                    | Isabella Cuocci |

|                   |                |
|-------------------|----------------|
| <b>DUX YEAR 9</b> | Nikita La Rosa |
|-------------------|----------------|

|                       |                |
|-----------------------|----------------|
| <b>PROXIME YEAR 9</b> | Deetya Charles |
|-----------------------|----------------|

|                                     |                |
|-------------------------------------|----------------|
| <b>ST MARY OF THE CROSS YEAR 10</b> | Joseph Damiano |
|                                     | Tiana Inman    |

|                    |             |
|--------------------|-------------|
| <b>DUX YEAR 10</b> | Brett Nigli |
|--------------------|-------------|

|                        |            |
|------------------------|------------|
| <b>PROXIME YEAR 10</b> | Julyan Tan |
|------------------------|------------|

|                                     |                 |
|-------------------------------------|-----------------|
| <b>ST MARY OF THE CROSS YEAR 11</b> | Liam Rego       |
|                                     | Bridget Correia |

|                                  |              |
|----------------------------------|--------------|
| <b>EDITH COWAN UNIVERSITY</b>    |              |
| <b>CITIZENSHIP AWARD YEAR 11</b> | Tyler Watson |

|                    |           |
|--------------------|-----------|
| <b>DUX YEAR 11</b> | Rohan Bay |
|--------------------|-----------|

|                                 |               |
|---------------------------------|---------------|
| <b>PROXIME ACCESSIT YEAR 11</b> | Alana Bocarro |
|---------------------------------|---------------|

# 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 Units 3/4

Vivianne Moreno-Sanchez  
 Peter Ho  
 Mitchell Garland  
 Rachel Raphael  
 Niamh O'Meara

## ENGLISH

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

Tayla Morellini  
 Phoebe Holmes  
 Angelo Ravina

## HEALTH AND PHYSICAL EDUCATION

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

Marc Bishop  
 Tahlya Brown  
 Brooke McCoy  
 Tahlya Brown

## HUMANITIES

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

Elish Lau  
 Brendan Alvaro  
 Peter Ho

## LANGUAGES

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

Courtney Galluccio  
 Mitchell Garland  
 Lila Rodari

## 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

Brooke McCoy  
 Christian Joseph  
 Christian Joseph  
 Luke Caifano

## 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

Dane Jameson-Jenzen  
 Phoebe Holmes  
 Brooke McCoy  
 Phoebe Holmes  
 Sarika D'Souza

## TECHNOLOGY AND ENTERPRISE

Accounting and Finance ATAR Units 3/4  
 Applied Information Technology ATAR Units 3/4  
 Design: Design Graphics General Units 3/4  
 Children, Family and Community 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

Johanes Yacob  
 Matthew Teo  
 Breanna Letizia

Nia Jones  
 Nia Jones  
 Cheyenne Davies

Georgia Munro

Georgia Fay

Christopher  
 Fitzsimmons

## VOCATION EDUCATION AND TRAINING AND WORKPLACE LEARNING

Certificate II Information, Digital Media and Technology  
 Certificate II Business  
 Certificate III Sport and Recreation  
 Workplace Learning

Emma Spadaro  
 Rachel Raphael  
 Kirsten D'Cruz  
 Zachary Barham

## EDUCATION SUPPORT

Education Support

Ewan Fowles

## RELIGIOUS EDUCATION

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

Phoebe Holmes  
 Nia Jones

## LEADERSHIP AWARDS

### SEQUERE DOMINUM

Mitchell Garland  
 Ashley Taylor

### CORPUS CHRISTI MEDALS

Nina Brown  
 Olivia Fuderer  
 Peter Ho  
 Elish Lau  
 Ben Robless  
 Ashley Taylor  
 Emma Zanolli

Jack Dellaca  
 Mitchell Garland  
 Phoebe Holmes  
 Kenith Png  
 Lila Rodari  
 Brittany Wassell

### ARTS LEADERSHIP

Peter Ho

### SPORTS LEADERSHIP

Emma Zanolli

### CHRISTIAN SERVICE

Olivia Fuderer

### AUSTRALIAN SUPER EXCELLENCE IN VET

Zachary Barham

### CALTEX ALL ROUNDER

Kenith Png

### COLLEGE DUX AWARD GENERAL COURSE

Tahlya Brown

### COLLEGE DUX

Phoebe Holmes

### PROXIME ACCESSIT

Christian Joseph





# COLLEGE INFORMATION

## NON-ATTENDANCE MANAGEMENT

Parents are notified by an SMS text message if Student Services have not received a phone call or SMS message on the absentee hotline by 10.00am on the day of the absence.

If parents do not respond to the SMS message and a note or communication is not received on the day of the student's return to school, the student's absence is recorded on SEQTA.

## TEACHER QUALIFICATIONS

During the year, the College employed a total of 103 teachers. Of the 103 teaching staff, 54 were female and 49 male. There were no Indigenous employees.

Collectively, the qualifications held by staff were:

|                      |    |
|----------------------|----|
| PhD                  | 2  |
| Masters Degree       | 22 |
| Bachelor Degree      | 86 |
| Diploma in Education | 8  |

## 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: <http://www.myschool.edu.au>

## STUDENT ATTENDANCE

|                 |     |     |     |     |     |     |
|-----------------|-----|-----|-----|-----|-----|-----|
| Year            | 7   | 8   | 9   | 10  | 11  | 12  |
| Attendance Rate | 95% | 95% | 92% | 94% | 94% | 93% |





# ANNUAL SCHOOL IMPROVEMENT PLAN

The 2017 Annual School Improvement Plan (ASIP) contains specific goals, objectives, strategies and targets informed by the College Strategic Plan. The College continues to use world-class systematic and collaborative approaches to effect school improvement. The goals achieved in our Annual School Improvement Plan are indicative of this desire to provide the best Catholic education for our students. Each Annual School Improvement Plan is constructed in consultation with the various stakeholders using data and other evidence related to student achievement and engagement.

There were seven focus areas targeted for the **Annual School Improvement Plan in 2017**:

## 1. **Strategies used by teachers when managing student behaviour were re-evaluated through the lens of using a growth mindset.**

The College has always had a strong reputation in its pastoral care of students. In order to ensure this continues, various aspects of pastoral care need to be reviewed from time to time. In 2017, we reviewed the management of student behaviour.

Heads of Year have now implemented a logical and structured process for managing behaviour incidents, which has been communicated to teachers and students. The key has been to maintain consistent practice and messaging to students on behaviour expectations. In this aspect of pastoral care, we aim to move away from simply recording poor behaviour but taking steps to target specific behaviours which need to be modified. The College Counsellors have also investigated the philosophy of Positive Education in a Catholic context, and will work towards commencing implementation from 2018.

## 2. **All Year 7-12 students now develop their own, personalised Learning Goals which have been supported by Homeroom teachers under the leadership of Heads of Year.**

The Heads of Year now use standardised test data and College Learning Area assessment data to monitor the progress of underachieving students. After scheduled interviews and goal setting, students are encouraged to improve academic performance in selected subjects. The individualised goal setting has improved in refinement and specificity as the process continues. Specifically, the Heads of Year have:

- Facilitated iSMART goal setting in Homeroom time.
- Continued to work with underachieving students by identifying those students who are struggling academically or socially, or who are not achieving to their potential. Personalised goal setting has been a part of this strategy.

The suitability of the programs offered in the College Pastoral Sessions over the year have been reviewed. The focus on cyberbullying and appropriate use of technology as well as study skills were well received by students. In 2017, the support for students in Career planning has been bolstered by a number of presentations by our Careers and Vocational staff.

## 3. **Develop our Learning Philosophy which will assist the College to describe how and what classroom practice should look like at Corpus Christi for all learners.**

The work being undertaken on preparing for the development of our Learning Philosophy has provided guidance and support for alternative lesson structures made available to staff in a number of forums. This has occurred within the presentation of a number of CELTIC sessions and the highly popular 15 Minute Forums on Wednesday mornings run by College teachers on a range of topics. With up to 30 teachers attending, this has proven to be a highly successful teacher led initiative for the benefit of all students.

Other areas being investigated include moving towards Formative Assessment and adopting Project Based Learning practices. In 2017 the most formally recognised application would be the 2017 STEM (Science, Technology, Engineering and Mathematics) integration activities for Year 7 and 8 students. The Heads of the Technology and Enterprise, Science and Mathematics Learning Areas have taken the promotion of STEM to a new level in Year 7 to 9, with recognition at forums held by Catholic Education WA (CEWA).

Cross-Curricular promotion continues to be a deliberate and recognisable goal at the College. Formalised opportunities for teachers to collaborate between Learning Areas have focused on assessment and consistency of action in 2017. In Term Four, a series of cross Learning Area meetings were held to establish and develop cross curricular opportunities.

Teachers now develop iSMART goals which are linked to specific Australian Institute of Teaching and School Leadership (AITSL) standards and are relevant to College strategic goals. These goals were informed by self-reflection and feedback received from Heads of Learning Area, students and peers.

The Innovative Designs for Enhancing Achievements in Schools (IDEAS) project commenced. It will be undertaken over two years to lead significant further development to create a Vision for Learning and a School Wide Pedagogy. Its purpose is to enhance teaching and learning at the College, leading to continual improvement in student engagement in learning and therefore, academic achievement.

## 4. **All teachers adopt a culture of world class, effective teaching and learning practices through engaging with a trained coach.**

Teachers continue to set goals which are discussed and framed with their Line Manager who is also a trained coach, as indicated in the Teacher Performance and Development Framework. These goals are aligned to the AITSL standards and reflect the College strategic goals. Line Managers observe teaching and give feedback in relation to individual goals. Teachers now visit each other's lessons, give targeted feedback and share good practice. Student feedback is also sought by teachers to inform practice.

## 5. **Create more engaging faith formation activities for students.**

A range of activities were planned by the student Ministry leaders with the support of the Liturgies and Retreats Coordinator, and included:

- The contemporary dramatic enactment for the Holy Week ceremony involved Year 10 students, and led to full engagement by the entire school community.
- Rosary was led by students for one month in the College Chapel.
- 2018 Year of Youth student engagement is a focus for the Ministry team at Corpus.
- All student Retreat programs have been reviewed and modified to reflect a year level theme.
- The Year 11 Retreat Program offered several different options for students to select, such as a mini Camino and a more demanding Camino to New Norcia.





A Youth Minister role was created and an appointment made in Term Four. One purpose is to connect young people to parishes, and Parish Priests to the College community.

A large Liturgical Choir has been trained by David Harries, Head of Music at Corpus Christi College. It is now seen as one of the system leaders, having sung at New Norcia Sunday Mass, the opening mass of the Catholic Performing Arts Festival, and at our own Graduation Mass. Students involved are fully engaged.

Head of Christian Service Learning, Katrina Thomas, investigated how other schools implement Christian Service Learning with a view to revitalising the College's approach in 2018.

## 6. Develop and implement a Risk Management Policy and associated procedures.

A thorough review of Occupational Safety and Health practices has been undertaken using experts in the field which ensures we are compliant with the Occupational Safety and Health Act 1984 (WA) (OSH Act). Policies and procedures were reviewed, key staff interviewed, with the purpose of enhancing current procedures and updating policies and procedures to ensure they comply with the current legislation. These policies and procedures will be fully implemented in 2018.

All current College policies have now been collated, reorganised and included in the digital Staff Handbook. There is a process for review and sharing of new/reviewed policies with staff, which is managed by the Vice Principal.

In 2017, the Code of Conduct was developed and workshops were conducted with all staff, students and parent representatives at the beginning of the year. This has been a significant development in addressing the issue of child safety and keeping children safe.

All staff have completed the professional learning associated with the Catholic Education Commission of Western Australia (CECWA) endorsed Keeping Safe Child Behaviors Curriculum. The curriculum has been mapped across each of the Year levels from 7-12 and was reviewed by Heads of Year and the Health and Physical Education Department to ensure all topics are covered in 2018.

All staff have completed the professional learning associated with the CECWA endorsed Keeping Safe Child Behaviors Curriculum. The curriculum has been mapped across each of the Year levels from 7-12 and was reviewed by Heads of Year and the Health and Physical Education Department to ensure all topics are covered in 2018.

All events (incursions, excursions, camps, tours) at the College are planned completely through the three-step process online (MCB Schools package). This three-step process includes a proposal, planning and consent phase.

A Risk Management Framework will be further developed once the CECWA approve a systemic model in 2018.

## 7. Development of the next Strategic Plan and associated goals.

The College Leadership Team has been working with the University of Southern Queensland, using the IDEAS process.

The Principal and Leadership Team invited staff to form an IDEAS team comprising of 16 members of staff from all areas of the College. The aim of the team is to comprehensively review and develop clear goals around the teaching and learning programs offered in the College.

The Diagnostic Inventory of School Alignment (DISA) survey was completed in Semester One, with very high participation rates across students, parents and staff. The survey provided valuable data for the creation of a Corpus Christi College Report Card on teaching and learning.

The IDEAS team has used this data to work with teaching staff to finalise the College Vision for Learning, before going on to develop a School Wide Pedagogy (SWP). The Vision for Learning will be introduced to the entire community in 2018, with further work on developing the SWP occurring during the year.

Student leaders have also been involved in the envisioning work.



# FUTURE FOCUS: STRATEGIC PLAN 2014-2017



The Corpus Christi College Strategic Plan concluded in December 2017. We are proud of the commitment shown by leaders, teachers and support staff to achieving these goals over the past four years. This collaborative effort is one of the reasons Corpus Christi College continues to be a high performing Catholic school in the Perth Archdiocese. Our ability to respond to and embrace change for the benefit of our students is in our DNA, something we are proud of. There is an optimism which is palpable in the school community of students, staff and parents. It is this consistency of purpose that we are known for and which will continue our success for many years into the future.

## FOCUS AREA: DISCIPLESHIP (CATHOLIC IDENTITY)

### Goals achieved:

1. Enhanced opportunities for faith formation by adopting a contemporary prayer culture both individually and communally amongst staff and students and through immersion in the life of the eight College House Patrons.

2. Enhanced the range of opportunities available for staff faith formation.
3. Continued to plan, implement and promote social action and justice opportunities which are linked to the College Christian Service Learning Policy and Programs and through broadening Immersion Programs.
4. Introduced a regular, weekly Mass in the College Chapel
5. Reviewed Catholic symbols, images and emblems in and around the College with a focus on being contemporary and welcoming, creating powerful images of Jesus and his love for all.
6. Finalised the refurbishment of the College Chapel.
7. Reviewed and implemented a new Evangelisation Plan, taking into account the recommendations of the Leuven survey.
8. Circulated all Reports and Plans to the Community according to regulatory requirements and College strategic intent.

### Goal still to be finalised:

- Review the College mission statement (purpose) and vision.

## FOCUS AREA: LEARNING (EDUCATION)

Learning is what we do – we are committed to learning at every level.

### Goals achieved:

1. The Heads of Year have focused on facilitating and supporting an individual child's educational program, their results and their learning goals.
2. A role description for an exemplar Homeroom Teacher was developed by the Pastoral Council to support the ongoing high-quality pastoral care of individual students.
3. Strongly performing, academic students were identified and nurtured in a supportive culture of learning excellence where the individual's talents are recognised and enhanced.
4. Developed a culture of learning through implementing the Corpus Christi College Professional Learning Community (PLC) model which reflects the importance of each individual leader and teacher's ongoing development, their knowledge and relationship with their students in all learning environments. By using a broad range of pedagogical practices, developing professional relationships with colleagues, enhancing their own subject knowledge and understanding, staff are able to grow and develop in their professional practice.

There are four pillars of a Professional Learning Community which have now been adopted by the College:

- Collaborative Teamwork
- Teacher Capacity
- Leadership Capacity
- Professional Learning.

These four pillars are reflected in the iSMART goals teachers set each year.

5. In consultation with the Academic Council, a College model was adopted to support the ongoing professional growth of teachers, now known as the Teacher Performance and Development model. Middle Leaders, the Leadership Team and nominated coaches have received professional development in coaching techniques. Each of the Heads of Learning Area now mentor all members of their Learning Area and facilitate the development of iSMART goals.
6. In order to develop teachers, leaders and staff, an in-house professional development program was implemented. The Centre for Excellence in Leadership, Learning and Teaching in a Catholic school (CELTIC) program is the individualised professional learning program offered internally to all teachers at the College. It takes place outside of school hours in the form of 90 minute workshops. The CELTIC program is now a critical element for the delivery of high quality professional development to all staff.
7. Teachers now utilise many forms of data to improve student learning outcomes.
8. Personalised learning programs were adopted for students recognised by Heads of Year as under-performing, with a focus on providing more engaging and challenging learning experiences for all students.
9. A College Learning Philosophy was developed after the creation of the College Learner Profile, the profile of a Corpus Christi College graduate. Common teaching and learning practices (pedagogical framework), standards and expectations for students from Years 7 to 12 have been identified, evaluated and will be embedded into all courses and programs as part of the next Strategic Plan.
10. The College provides a world-class digital learning environment for students and staff as an example of an outstanding 21st century learning institution. Corpus Christi College has been recognised as an Apple Distinguished School since 2013. This has been made possible by visionary leadership and the College focus on teachers utilising a broad range of teaching strategies in recognition that students learn in different ways.



11. 11. An integrated program has been developed which enables each child to create a positive digital footprint so that they are able to make good legal and moral choices when using ICT. The leaders and teachers at the College will continue to develop and implement strategies that promote good digital citizenship, and a positive e-Smart culture amongst all community members. The College is a recognised e-Smart school.
12. Courses in the Senior School were evaluated and strategies adopted to maximise academic success, including beginning Year 12 studies in Term 4 of Year 11.
13. The Western Australian Curriculum as determined by the School Curriculum and Standards Authority (SCSA) was implemented.
14. Calendarised events have been rationalised and a new process for the inclusion of calendar events has been implemented and evaluated.
15. The Handbook for Parents of Students with Disabilities has been updated and circulated.

## FOCUS AREA: ENGAGEMENT (COMMUNITY)

### Goals achieved:

1. Communication between parents and teachers has been maximised through the adoption of SEQTA Engage.
2. The Principal and the Parents and Friends (P&F) have focused on strategies to enhance the sense of community amongst new and current families. The P&F have implemented four parent committees to cover various areas of College life, called 'Corpus Cares', 'Friends of Academia', 'Friends of the Arts', and 'Friends of Sport'. The P&F Executive now include community building and social events in the College calendar each year.
3. The Principal established a Staff Wellbeing Committee, after the development of a discussion paper with goals identified and implemented.
4. A clear process for planning all College events has been implemented, which includes meeting with all stakeholders, creating consistent protocols and strategies for promotion, and a formalised review after the event.
5. With the assistance of the Principal and Deputy Principal Ministry, the College has developed an Aboriginal Reconciliation Strategy, which will be implemented in the next strategic planning period.

### Goals still to be finalised:

- Implement the strategies defined by the formal review of the College Enrolment Process, including running monthly Enrolment Committee meetings with the College Registrar, the College Leadership Team and the Communications Team.
- The Principal and Deputy Principal Ministry to review existing links with surrounding Parish communities.

## FOCUS AREA: ACCOUNTABILITY (STEWARDSHIP)

### Goals achieved:

1. A positive, resilient culture amongst students has been developed through the Pastoral Care Program, with a focus on being mentally healthy. This has included a review of all College pastoral policies e.g. Pastoral Care; Bullying; Drugs; Attendance, etc., which reflect the College's vision, mission and values.



2. With the newly created five-year financial model, the Capital Development Plan has been adopted with the building of the Mater Christi Centre, the Corpus Christi College Community Centre (housing the David Heath Gymnasium and 11 classrooms), the creation of the James Nestor Centre (housing the Performing Arts), the College Theatre and associated landscaping works.
3. The ongoing maintenance and refurbishment priorities for the College have been identified, costed, prioritised and a timeline for completion produced.
4. The College has focused on its responsibility to maintain its financial viability to provide a quality education for all families who choose to enrol their child. In consideration of the principles outlined in the Catholic Education Commission of Western Australia (CECWA) policy on the Collection of School Fees, with discretion and in confidence, the College has developed and implemented procedures which take into account the individual financial circumstances of families, including those who find themselves in difficult circumstances or are experiencing genuine financial hardship, and in justice to families who pay their school fees regularly and on time.
5. The Marketing and Communications Team in consultation with the College Board have reviewed and updated communication strategies, publications and advertising.
6. External ICT service providers and contractors have assisted the College in the implementation of a high-speed large band-width internet service, the maturity of the 1:1 digital device programme, a new printing strategy and improved wireless across the College.
7. A Risk Management Policy and Procedures has been created, assisted by the College Board and the Leadership Team.
8. College documentation has been updated. The Staff Handbook is available online and can be accessed by all staff which assists the College to run more smoothly.
9. Human Resource processes, procedures and policies have been reviewed, and an HR Officer appointed.
10. Surveys of staff, students and parents have been undertaken to review various aspects of school culture, student learning, engagement and achievement initiatives, satisfaction levels and to evaluate changes made.
11. 21st century learning environments have been developed across the school, including changes to classroom furniture and the refurbishment of a number of specialist rooms.

# FUTURE FOCUS: STRATEGIC PLAN 2014-2017

## Goals still to be finalised:

- The College Board and Leadership Team to commence a Sustainability and Carbon Neutral policy with regards to future building and landscaping projects with a view to active participation of student leaders and teachers.
- Investigate paper-less processes in administration and teaching for possible documentation and trial, and if effective after evaluation, adopt practices with the approval of the Principal.

## CONCLUSION

Corpus Christi College is one body made up of many parts. In 'Following the Lord', as our motto challenges us, we support parents in guiding students to live life in the Catholic tradition, working towards developing a culture of excellence through a quality teaching and learning culture within a supportive, inclusive and pastoral environment for the young men and women in our community. In continuing to develop all teachers at the College, we aim to provide educational programs that ensure the highest achievement for all our students.

**Mrs Caroline Payne**  
Principal







**IN 'FOLLOWING THE LORD' AS OUR MOTTO CHALLENGES US, WE SUPPORT PARENTS IN GUIDING STUDENTS TO LIVE LIFE IN THE CATHOLIC TRADITION, WORKING TOWARDS DEVELOPING A CULTURE OF EXCELLENCE THROUGH A QUALITY TEACHING AND LEARNING CULTURE WITHIN A SUPPORTIVE, INCLUSIVE AND PASTORAL ENVIRONMENT FOR THE YOUNG MEN AND WOMEN IN OUR COMMUNITY.**



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