



**CORPUS CHRISTI
COLLEGE**

SEQUERE DOMINUM



CORPUS CHRISTI COLLEGE
Annual Report 2018



CONTENTS

PURPOSE, BELIEFS AND VALUES	04
THE PRINCIPAL'S INTRODUCTION	05
CHAIR OF THE BOARD REPORT	06
MIDDLE SCHOOL REPORT	08
SENIOR SCHOOL REPORT	09
MINISTRY AND CHRISTIAN SERVICE	10
LITURGIES AND RETREATS	11
LEARNING AREA REPORTS	12
LEARNING SUPPORT	25
YEARS 7-11 AWARDS	29
YEAR 12 AWARDS	32
COLLEGE INFORMATION	33
SCHOOL IMPROVEMENT PLAN	35
FUTURE FOCUS	
STRATEGIC PLAN 2018-2020	40

PURPOSE, BELIEFS AND VALUES



CORPUS CHRISTI COLLEGE
SEQUERE DOMINUM

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

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

For 35 years, the College has developed an excellent reputation with regards to academic results, sporting accolades, and achievements in a broad range of cultural, artistic and Christian Service pursuits. Extensive extra-curricular activities are available in these fields, supporting students as they nurture their talents and interests. The College operates within a technology-rich environment that enhances the learning experiences in the classroom. The focus is on innovation and creativity, with a one-to-one iPad program in Years 7 to 12.

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

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

- Connection
- Curiosity
- Challenge
- Creativity

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

Students experience a variety of age-appropriate faith development and service opportunities, social activities and a comprehensive Pastoral Care program, which enables them to grow in their faith and mature as young adults. The Pastoral Care program focuses on building self-belief and self-esteem, providing opportunities for students to develop key life skills. Fully immersed in the smaller community of their pastoral House group from Year 7, students feel a strong sense of belonging from the moment they transition from primary school, commencing in a purpose-built facility, before embarking on learning experiences facilitated by a range of specialist teachers as they move through the College. This is achieved by a team of highly qualified and committed teachers who are focused on ongoing professional learning to improve their practice, supporting students to engage and excel.



Our Mission

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

Our Motto

Sequere Dominum – Follow the Lord.

Our Values

Guided by our Christian beliefs, our values focus on:

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

Our Beliefs

Our fundamental Christian beliefs are:

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



THE PRINCIPAL'S INTRODUCTION



The technical purpose of an Annual Report is to report on how Corpus Christi complies with various requirements of the Australian Government, WA Government and Catholic Education WA. These come under various headings – teacher standards and qualifications, workforce composition, student attendance, annual NAPLAN assessments, Senior Secondary outcomes and Annual School Improvements, just to name a few. However, we know 'outcomes' for

our students come from the academic and pastoral programs which cater for their intellectual, spiritual and cultural needs. The Annual Report recounts the range of educational and extracurricular activities and experiences, so we know that data can only tell part of the story.

In 2018, Corpus has focused on the development of our Vision for Learning which will be launched next year. We are founded on the guiding principle of Sequere Dominum or Follow the Lord, a principle which underpins our educational philosophy of developing the whole person. At Corpus, we are child-focused and Christ-centred. Our purpose is infused with gospel values. The holistic education we afford our students is different to a secular one, more challenging because it continues to be counter-cultural. In recognising that teaching is a vocation, a 'calling' from God, our teachers generously give many hours of their time outside the school day to coach, manage and lead a broad range of activities for our students, many of which are listed in this report. Children are 'invited' to connect, to belong to one of the 'families' within our College community: Young Vinnies, musicians, sporting groups, Dance groups, Visual Art club, public speaking, coding or robotics, chess....the list would be a very a long one if I were to do it justice! This report is just one glimpse into our culture, but it doesn't tell the full story of our students 'having a go', connecting with other students with similar passions, relating to their teachers in a different context, where they feel a strong sense of belonging to our community. Now, there's the 'true story' our families know and understand.

Pope Francis, in an audience with teachers in 2015, shared this encouragement that I refer to:

'Teaching is a beautiful job, as it allows you to see the growth day-by-day of people entrusted to your care... A commitment of this type may inculcate apprehension, but remember that no teacher is ever alone, his or her work is shared with other colleagues and with all the education community to which they belong.'

The Annual Report is about the work of our teachers engaging with our students. It is my hope that as part of our Corpus Christi community, every teacher, every educator, feels respected, supported and empowered in their work to provide an outstanding Catholic education for our students.

Best wishes and God bless

Caroline Payne
Principal



CHAIR OF THE BOARD REPORT

I thank the College Principal, Mrs Caroline Payne, and past and current College Board members for the opportunity to serve the College community over my full term and in recent years as Chair. It is my pleasure to be able to provide this report, for and on behalf of the Corpus Christi College Board, in my final year in the capacity as Chair. The Board has diligently continued its work with the Principal 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 2018 year, members of the Board had the opportunity to work with, and effectively support, the Leadership Team on their continuous implementation of its Strategic Plan. At the end of the 2018 school year, we have had two Board members step down after making in aggregate a significant number of years' contribution. The Board and Principal are also interested in meeting with candidates interested in serving the College Community and thanks them in advance for their commitment.

Every year sees Corpus Christi College achieve new significant 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. For 2019, the College Board and its committees are in place under the leadership of the newly appointed College Board Chair, Mr Darren Cutri. I wish Darren and the incumbent Board members all the very best and am very confident the Board working with our Principal 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 needs of the College.

Thank you to all the College Board members, past and present, for their contributions and commitment of time and effort. This should never be taken for granted. Being a Board member is very rewarding and provides some great opportunities for personal growth, developing strong relationships 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 continue to work tirelessly for Corpus students and the 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 College investment in new infrastructure is significant, warranted and will support the sustainability of the College in the future years.

The current Capital Development Plan (commenced in 2013) has provided much needed significant infrastructure upgrades for the College. In 2018, we saw the construction of the new Theatre which will be commissioned in 2019 and you can look forward to the commencement of the long-awaited build of the Aquatic Centre in 2019, with an opening in 2020 – further major milestones of the Capital Development Plan. Thank you to the Building Committee (chaired by Mr Dominic Santini) and the Finance Committee (chaired by Mr Darren Cutri) for all your input to these projects. The renewal of College infrastructure and facilities continues for the benefit of current and future students.

The fee and levy model effected in 2013 continues to support the College's operations and capital development funding. The College Board and Leadership Team continue to strive to keep tuition fee increases within the guidelines of the Catholic Education Office. Federal and State Government funding has not kept up with cost increases within the sector. 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 2019.

Mr Greg LeGuier
Board Chair 2018



MINISTRY AND CHRISTIAN SERVICE LEARNING

In the words of St Francis: *'Preach the Gospel at all times. And if necessary, use words.'*

Therefore, it is less about what we say, but rather what we do as Christians which determines our connection to our faith.

The College Christian Service Learning (CSL) program supports the focus areas of discipleship and Catholic identity, engagement in community, and stewardship. CSL benefits from the added value of technology which has pioneered new and innovative ways to conduct Christian Service activities across all year levels.

The overall theme for the CSL program is taken from St Teresa of Avila's prayer entitled 'Christ has no body'. This theme is significant for Corpus Christi College as the College motto of 'Sequere Dominium' or the 'Follow the Lord', which means that in everything that we do, we should embody Jesus in mind, heart and spirit. So, by being Jesus' hands and feet we are walking as Christ, following His example in addressing the needs of the society in which we live.

DISCIPLESHIP AND CATHOLIC IDENTITY

The focus of the CSL Program supports the idea of prayer becoming a part of contemporary culture.

The Senior School CSL program has successfully expanded its existing relationships with external providers and community organisations, thereby providing further opportunities for students to realise the importance of their Catholic identity in a changing world. The relationship between the College and St Patrick's Community Centre, Regents Garden in Bateman, City to Surf and Relay for Life continues to develop and strengthen.

Students participated in a variety of new service experiences which allowed them to make connections between the concept of being Christ's body here on earth and its tangible presence in their day-to-day lives.

- The St Vincent de Paul Bed Building Challenge – senior school students constructed flat-pack beds for the homeless
- The Variety Toy Warehouse – assisting a children's charity with the preparation and distribution of toys to kids in need
- Perth Running Festival – arranging the allocation of participant event packs
- Local Primary Schools – students helped with playground creation
- 1000 Hearts Project – students sewed felt hearts and gave to someone in need
- Rosary Bracelets – students created rosary bracelets and gave them to a community in need

For the first time this year, the Senior School students have completed their reflections and received all their CSL information via OneNote.

ENGAGEMENT IN COMMUNITY

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

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

- Prepare a meal for the family
- Read to an elderly relative
- Donate a denim clothing item to the College Cambodia Immersion
- Help clean up after the College Athletics Carnival
- Help at a local Parish (e.g. altar server, reader, offertory, usher)

The Year 7s started off the year with the Quest Retreat where they were buddied with Senior School students who helped orientate them into life at Corpus. As part of the retreat, they collected cans from their local neighborhood for Foodbank. They did a tremendous job, collecting over three tonnes in donations.

The Corpus Prayer Bears initiative was a collaboration between the Religious Education learning area, Ministry Team, ICT, and the Heads of Year to deliver a meaningful and relevant connection to prayer among the wider community. The program complements the Year 7 Religious Education curriculum for Term Three, which focuses on charity and sharing with others selflessly.

The Year 9s completed two activities: one supported by technology, involving an online activity focused on collecting grains of rice which were then donated to the World Food Program; and the second was the 1000 Hearts Project.



LITURGIES AND RETREATS



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

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

At the heart of College Retreats is an emphasis on embracing the presence of God in the life of the world. Each year level has a unique theme for their retreat that is designed to provide for the needs of that particular age group.

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

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

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

Year 10 students are involved in social justice based activities through their retreat experience, Corpus Compass. This experience runs over two days, which guided students into developing sound leadership and cooperation skills through a program run by '4theteam'. Students also participate in activities that raise awareness of social injustices in the world, creating items that are then donated to local charitable organisations.

Year 11 students participate in a variety of experiences during their Corpus Catalyst Retreat.

Ranging from a mini Camino Salvado experience, to bush walking and wellness based activities, students discover a sense of spirituality in God's creation of self and the world around.

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



RELIGIOUS EDUCATION

Religious Education is the learning area at the College in which the primary aim is to develop students as Christians. The focus of the curriculum in Years 7-12 is on shaping a strong sense of spiritual self and well-being, as well as equipping students to become ethical, agile thinkers who strive to make a positive contribution to the world in which they live.

The school is committed to engaging with the mission and expression of the Church through the delivery of a curriculum which encompasses the life of Jesus Christ, who is at the heart of our Catholic identity. Through the study of Religious Education, students have the opportunity to broaden their knowledge and develop their faith, enabling them to have a personal encounter with Jesus and empowering them in their Christian witness and discipleship. The Religious Education curriculum actively contributes to the evangelising mission of the Church and seeks to draw people into active participation in the life, mission and work of the Catholic faith community.

2018 WACE RESULTS

In 2018, 77 students studied Religion and Life ATAR in Year 12, with the following results:

- Identified by School Curriculum and Standards Authority as a school performing in the top 15% of schools in the state, based upon the overall mean score

BISHOPS' RELIGIOUS LITERACY ASSESSMENT (BRLA)

The BRLA is a curriculum based assessment that focuses on students' ability to recall knowledge and demonstrate understanding of the Catholic religion and Religious Education more broadly. The BRLA assesses understanding of Jesus, the Bible, the Church, Sacraments and Prayer.

The purpose of this assessment is to provide individual schools with a snapshot of student performance in Religious Education. Once again, our Year 9 students performed above the Catholic Education WA (CEWA) Mean in this assessment. Staff use data from the BRLA to analyse trends in student performance, which then informs future teaching of particular elements of the curriculum.

ENGLISH

- Literature 2018 ATAR results above the state average
- Holocaust survivor Hetty Verolme was invited as a guest speaker, addressing the Year 8 classes to support their understanding of their course text, Hanna's Suitcase
- Talented Young Writers' Program, Years 8-11 – participants attended writing workshops at the Literature Centre in Fremantle, enjoyed writing presentations and entered a variety of writing competitions
- Year 7 Radical Readers Book Club provided an opportunity for like-minded students to enjoy their love of reading and share stories
- Year 10 Accelerated ATAR English – this exciting new pathway offered accelerated learning opportunities designed to deepen the rigour and breadth of study for Year 10 students as they study ATAR English, and then ATAR Literature in Year 11, before finally choosing their preferred study option (English or Literature) in Year 12
- Year 10 English and Extension English poetry performance – Words of War by Poetry in Action explored the life and work of WWI war poet Wilfred Owen, complementing course work covered in class
- Public Speaking College Competition – over 80 students from all year groups participated in an evening of public speaking hosted at the College, delivering individually prepared speaking presentations as well as an impromptu section
- Rotary 4 Way Test Public Speaking Competition – Zone finalist
- Rostrum Voice of Youth Public Speaking Competition – State finalists
- Plain English Speaking Competition – Year 11 participants
- Year 12 attendance at the English/Literature Conference at Curtin University



HUMANITIES

- Students competed in a range of events coordinated by United Nations Youth WA, including:
 - The Evatt Model United Nations Competition
 - The United Nations Youth Voice Competition
 - The United Nations WA Young Leaders Summit
- Year 9 students presented to an audience of teachers and students at the inaugural Humanities and Social Science Week conference
- Year 7-10 students participated in the Australian History Competition:
 - Four students achieved a High Distinction (top 4%)
 - Eleven students achieved a Distinction (top 10%)
- Year 7-10 students participated in the Australian Geography Competition:
 - Three students achieved a High Distinction (top 1%)
 - Twelve students achieved a Distinction (top 10%).



MATHEMATICS

- Year 10 Acceleration students commenced ATAR Methods
- Maths Club with Murdoch Uni Mathematics students
- Women Inspiring Successful Entrepreneurs (WISE) Showcase excursion for Years 9 and 10 students
- Australasian Problem-Solving Mathematical Olympiads (APSMO):
 - One student in the top 10%
 - Five students in the top 25%
 - 15 students in the top 50%
 - Australian Mathematics Competition (AMC):
 - Three certificates of High Distinction
 - 23 certificates of Distinction
- Silver Maths Active Schools Accreditation, Mathematics Association of WA (MAWA)
- Have Sum Fun Competition
- Western Australian Junior Mathematics Olympiad (WAJO)
- CHOOSEMATHS 'Our World Needs Maths' Competition



SCIENCE

- Mindz Psychology incursion – only using student brain power as a tool to control a computer
- Science Time incursion – demonstrating and discussing air pressure with Year 8 Science
- Year 11 Biology Camp
- Science Café excursion at UWA – eight Year 10 students met scientists to discuss their research and careers
- ICAS competition (Australian Schools Science Competition) for Years 7 and 9. Nine students achieved certificates of Distinction (top 15% of the state)
- Big Science competition – 56 Year 8 and 10 students participated, with 10 students achieved a high distinction (top 5% of the state)
- Australian National Chemistry Quiz – all Year 11 and 12 Chemistry students participated, with seven students achieved a High Distinction (top 10% of the state)
- In Semester 2, the Science Club was established at the College – open to Year 7 and 8 students and meeting after school on Tuesday afternoon to complete a number of experiments, culminating in the adoption of a STEM approach to design rockets



STEM

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

- 'The Beacon of Strength' (Year 7)
- 'Will It Fly' project (Year 8)
- 'Stop Motion Animation' on the World's Big Questions (Year 9)

Students from Years 7-9 attended the STEM Learning Conference at Crown Perth, where students presented their STEM projects to other schools and to members of the public.

The conference focused on supporting teachers and school leaders to share ideas about how to implement and develop STEM in their schools. It also stimulated thinking and discussion about the importance of STEM to our future.



LANGUAGES

- Year 12 Western Australian Association of Teachers of Italian (WAATI) Italian examinations:
 - One student in the top 10
 - Three High Distinctions
- Year 11 WAATI Italian Examinations:
 - Two students in the top 10
 - Two High Distinctions
 - Two Distinctions
- Year 10 WAATI Italian examinations:
 - One High Distinction
 - Eight Distinctions
- Year 10 Indonesian Assessment of Language Competence Certificates:
 - One High Distinction in Listening
 - One Distinction in Listening
- Year 11 Indonesian Assessment of Language Competence Certificates:
 - One Distinction in Listening and Reading
 - One Distinction in Reading
- Year 9 Alliance Francaise Examination:
 - 1st place winner
 - Ten High Distinctions
 - Eight Distinctions
- Year 10 Alliance Francaise Examination:
 - One High Distinction
 - Five Distinctions

- Year 11 Alliance Francaise Examination:
 - One Distinction
- Year 12 Alliance Francaise Examination:
 - One High Distinction
- 14 French students and two staff visited our sister school Maison Blanche on Reunion Island
- Eight students and two staff visited our partner school in Italy, Istituto Superiore Statale 'A Panzini' (Senigallia Le Marche)
- Eight students and two staff visited our Indonesian sister school in East Java, Kolese Santo Yusup
- Hosted a group of 12 students from the Indonesian sister school Kolese Santo Yusup in East Java



TECHNOLOGY AND ENTERPRISE

The Technology and Enterprise Learning Area continues to embrace an agenda of innovation. The aim is for all students to participate in learning activities designed to equip them with real-life knowledge and transferrable skills.

Accounting & Finance (Senior School)

The subject continues to grow in popularity, with two Year 12 and two Year 11 classes running in 2019.

The College appreciates the continued support of the Institute of Chartered Accountants, Australia & New Zealand. The Institute is a great promoter of Accounting and Finance education amongst our students, providing online resource support, teaching videos, real life case studies and guest speakers. A valuable initiative offered by the Institute is the Most Outstanding Accounting Student Award which is given to the top student in Accounting & Finance ATAR at the College.

Students studying ATAR Accounting & Finance compete in the ASX Schools Sharemarket Game, which allows students to learn about the meaning of profits and losses through their participation. Students formed teams of three or four and were given \$50,000 to invest in companies of their choice, with the game running over a ten-week period in a very challenging 'bearish' 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.

The Visual Arts and Technology and Enterprise Exhibition

The highly successful exhibition *'Where The Wild Things Are'* showcased production pieces by students in Years 8 to 12 from the Visual Art and the Technology and Enterprise Learning Areas. The College celebrates the work of all students, and this well-presented exhibition served as a wonderful testament to their depth of talent and creativity.

Food Science & Technology and Children Family & Community

Students across all years participated in a range of innovative and creative activities, including:

- Cooking for a homeless mens' centre
- Creating simple summer dresses for 2-4-year-old girls. The dresses were then donated to the "Dress a Girl Around the World" organisation, which supplies dresses to underprivileged children throughout Africa, Asia and South America.
- Collecting personal care items for mums and babies
- Donating to the Women's and Infant Research Foundation for care packages to be made for disadvantaged families at King Edward Memorial Hospital



- Two students advanced to the State finals of the Apex Fashion Awards at the Mandurah Performing Arts Centre, culminating in a fashion parade during the evening
- Creating cakes to display at 'Where The Wild Things Are'
- Welcoming Orana Primary School 'Skills for Life' students to a cooking class run by Year 12 students, working together to create chocolate truffles
- Allowing Indonesian Exchange students to experience Australian cuisine through making Anzac biscuits and sausage rolls

Design Technology

This is a practical course where students can choose to work in the areas of design, wood or metal. Students were challenged to research, design and develop innovative and creative solutions to a range of scenarios. Students develop a range of skills, including planning and implementing a process, and manipulating tools and machines to produce high-quality products.

Autodesk Fusion 360 was introduced across all subjects in Design Technologies to enable students to incorporate Computer Assisted Design (CAD) into their project designs. Students also used 3D printers and laser cutters.

A range of practical courses are offered within Design, Metalwork and Woodwork implementing industry-standard practices. Students investigate methods of shaping and joining material to create design pieces.



Students participate in courses that prepare them for the workforce or further study at TAFE in areas such as:

- Design
- Metalwork
- Woodwork

Coding and Robotics

Coding Camps

Students participated in Coding Camps with students from St Hilda's Anglican School for Girls and Christ Church Grammar School. They worked through a series of programming challenges in order to prepare for the Australian Informatics Olympiad. They also met with other students who were interested in progressing with the Python programming language. The goals of the camps were to enthuse students about coding, teach them the skills necessary for success in the Informatics Olympiad, and establish an inter-school network of collaborative coders.

Students also participated in Two Nation Coding Competitions: GrokLearning and ProgComp. They also took part in the Robotics Club on Thursday afternoons where they explored the use of various robots, including Spheros, mBOTS, Arduino BOTS and their own robot designs.

In the Informatics Club, held on Wednesdays at lunch time, students investigated programming languages such as Swift Playgrounds and Arduino C. They also explored:

- Programming Spheros and mBOTS to escape their own maze designs
- Making a Landstrider robot with 3D printed parts
- Programming Spheros and mBOTS to detect objects and collisions using sensors



THE ARTS

DANCE

Students had another successful year in 2018. Some significant activities and events include:

'Raison d'être' Dance Open Evening

The showcase allowed the College community to experience the important role that dance plays in our community. The night opened with a liturgical dance, a prayer in physical form, before giving the audience an opportunity to participate in a number of social dances. The evening culminated in a performance of 10 original dance works, exploring a variety of dance genres, including contemporary, jazz, hip hop and ballet. (80 students)

Extra-curricular Groups in 2018

- Boys Dance Crew – 17 students, Years 7-10
- Corpus Dance Company – 77 students, Years 7-12
- Corpus Collective – 25 students, Years 7-12
- Ballet Repertoire Classes – 10 students, Years 7-12

Corpus Dance Company, Corpus Collective and Boyz Dance Crew in the Catholic Performing Arts Festival

Students from the extra-curricular dance groups – Corpus Dance Company, Corpus Collective, Boyz Dance Crew – performed three original dance works for a large audience at the Perth Convention & Exhibition Centre. All groups were awarded Certificates of Merit for their performances and received positive feedback from the judges for all the dance works.

'Corpus Perspectives 2018': Original Solos

The Year 12 Curriculum Dance and Drama classes came together to present the second annual 'Corpus Perspectives'. Timed to coincide with the Visual Art and Technology Exhibition, the aim of 'Perspectives' was to showcase the wide range of artistic talent at the College. Students performed their Original Solo Compositions/Performances that are part of their ATAR Practical Exams. Students performed to great acclaim, enjoying a very positive reaction from the audience. (17 students)

College Liturgical Dance Performances

- Community Mass
- Ash Wednesday Liturgy
- Easter Liturgy
- Corpus Christi Day

(61 students)

Curriculum Dance students from Years 9-12, along with students from the Education Support Dance class, performed at a variety of College Masses and Liturgies this year. This has been a wonderful opportunity for students to express their faith through dance, and to share this experience with the College community.

Unit 3/4 ATAR Dance Day

The Year 12 Curriculum Dance students participated in a range of dance workshops throughout the day. Students worked with a guest dance artist from professional dance company CO3 to help support the development of creative and technical skills necessary for success in the ATAR Dance course of study. (13 students from Year 12)

Dance Excursions

The Year 11 and 12 Curriculum Dance students had the opportunity to attend a performance of 'The Attractor' by Gideon Obazanek, Lucy Guerin and Dance North, as part of the Perth International Arts Festival. Year 12 students analysed this dance work as part of major written assessment tasks.

The extra-curricular dance groups had the opportunity to develop relevant skills and be exposed to professional dance works, attending excursions and performances such as 'Dracula' performed by the Western Australian Ballet.

DRAMA

Drama continues to thrive at the College with innovative practice, and exciting excursions and incursions embedded in the curriculum to maximise learning and performance skills. In 2018, there were many opportunities for students to showcase their talents, including:

Year 8 Drama Performances

The Year 8 Drama company performance of "And So They Did" was extremely well received by parents and students.

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. (12 students)

Drama Excursions

Students in Years 10-12 attended performances at the Perth International Arts Festival as part of their Curriculum programs to develop an understanding of styles of theatre. (7 students)



Drama Incursions

Drama Stage Combat Club was introduced with director Andy Fraser. (27 students)

Throughout the year we had much success with our Theatrical Make-up and Special Effects Club. (111 students)

Animal Farm

The production of 'Animal Farm' was an exceptional success for the College. This production involved students from all year groups, including those who provided support backstage. (45 students)

Drama Day

Students in Years 11-12 participated in a range of Drama classes throughout the day with guest artists and performers to support performance pieces. (14 students)

VISUAL ARTS

Technology & Enterprise and Visual Arts exhibition 'Where the Wild Things Are'

In partnership with the Technology and Enterprise (T&E) 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 and T&E students.

Excursions and Incursions

Visual Arts Tour: Melbourne (17 students)

THE ARTS continued

Senior students visited 'Sculptures by The Sea' engaging with and analysing sculptural forms. Students then completed a comparative analysis, developing specific visual language associated with 2D artworks. (51 students)

Year 10 students attended the Fremantle Print Awards and wrote an analysis on selected works. (32 students)

Artist Mark Green presented his Art on the Move incursion to Senior Students, which included him sharing information on his art practices. (96 students)

Specialised Programs and workshops

- Gifted and Talented Program: Year 9 and 10 students. (35 Students)
- Art Club: (30 students)
- Art History workshop: Supporting senior art students on an ATAR pathway to respond to artwork/ art history using a hands-on approach. (15 Students)
- Art Workshops: Extending students understanding of ATAR requirements related to the Production component of the course. (15 Students)
- Cambodia Immersion Art Workshop. (15 Parents and 15 Students)
- Art workshop with Orana primary school. (7 Students)

External Exhibitions

Atwell Youth Awards (presented by Atwell Gallery, Applecross).



The focus of this exhibition is to encourage youth in the wider community to showcase their talents.

- Year 12: 1st prize winner and one student Highly Commended
- Year 11: One student Highly Commended

St George's Cathedral

- Year 12: 1st prize winner and one participant

Fra Angelico Catholic Arts

- Year 11 and 12: 1st, 2nd and 3rd prize
- Middle School: 1st Prize
- Collaborative Pop Art: Six Year 7 students Highly Commended
- Tenants Choice Award: One Year 11 student and one Year 12 student tied for first place

META: Central TAFE Annual Exhibition

- One Year 12 student exhibitor

Year 12 Perspective (Art Gallery of WA)

- Five nominated submissions

United Nation Association of Australia (UNAA)

The UNAA presented an exhibition for young artists promoting 'The Art of Social Change' (Global citizenship) encouraging artists to create artworks that bring sustainable development goals to life, through drawing, photography, sculpture and more.

- Year 12: one finalist

MUSIC

The Music Department offers many ensembles including:

- Swing Band
- Celtic Band
- Junior/Senior Concert Band
- Senior Contemporary Band
- Beginner Brass Band
- Senior Saxophone Ensemble
- Guitar Ensembles
- String Ensemble
- Piano Society

- Junior/Senior Flute Group
- Woodwind quartet
- Year 7 Minor details Choir
- College Choir
- Boys' Choir
- Girls' Choir
- Clarinet Choir
- Rock school

(165 Students)

Students participated in the following events:

- Mother's Day Breakfast
- The Parents' and Friends' Sundown
- Year 7 Evening
- Year 9 Personal Project Evening
- Academic Excellence Program (AEP) Evening
- Father's Day Breakfast
- Burgundy, White and Blue (BWB) Sports Dinner
- College Tour Days
- College assemblies

(150 students)

Community Mass

Junior and Senior singers join to lead the whole school community in a liturgy to begin the year. (100 students)



Fremantle Eisteddfod

The students achieved some results. In particular the following performers achieved first place:

- Year 7 Minor Details Choir
- Viva Guitar Ensemble
- Celtic Band
- String Ensemble

(154 students)

College Masses and Liturgies

The Junior and Senior choirs led the singing at the following celebrations:

- Quest Mass
- Ash Wednesday Liturgy
- Easter Liturgy
- Corpus Christi Day Mass
- Assumption Day Mass
- Grandparents Day Mass
- Year 12 Graduation Mass

(100 students)

Music Night

This was an evening of beautiful music with the best of the College's prize-winning bands and choirs performing. (145 students)

New Zealand Rhapsody Rotorua Tour

The Tour Choir travelled to New Zealand to participate in the Rhapsody Rotorua Music festival. This was a fantastic musical and cultural experience for all involved and the students achieved fantastic results, receiving two Gold Awards and a Silver Award. (18 students)

Tutor Recitals

Throughout the year, each instrumental and vocal tutor presents a recital of their students' work. This is an excellent and opportunity for students to present what they have learnt throughout the year. (160 students)

Catholic Performing Arts Eisteddfod

This is an opportunity for all music students to perform a solo, a duet or an ensemble and receive important feedback from adjudicators about their strengths and areas for improvement. This year was a great success with multiple students receiving awards.



Outstanding Performance:

- Corpus Christi College Choir
- Senior Flute Ensemble
- Woodwind Quartet
- Viva Guitar Ensemble
- Strings Ensemble

(56 students)

Excellent Performance:

- Junior Flute Ensemble
- Saxophone Ensemble
- Guitar Quartet
- Celtic Band

(51 students)

Meritorious Performance:

- Junior Band
- Minor Details Choir (Year 7)
- Girls' Choir
- Boys Choir
- Senior Contemporary Band

(15 students)

Angelico Exhibition

Corpus Christi College hosted this year's Angelico Exhibition. The Senior Flute ensemble entertained the many staff, students and other guests present at the exhibition. (7 students)

Summer Serenade

The Music Auditorium is transformed into a rock stage for this showcase of the Rock School Program, Senior Contemporary Band, Blues Band and Celtic Band. (35 students)

Carols Evening

An annual community event performed under the stars on the College oval, which includes multiple choirs and ensembles. This year the College joined with St Thomas More Parish Mens' Choir and the Yidarra Primary School choir to lead the celebrations of the birth of Jesus. (100 students)

Band Bursary Program

This year saw the launch of the Band Bursary Program providing students with the opportunity to learn a particular instrument to help build a solid foundation of Band/String instrumentalists at the College. Instruments include: Trumpet, Trombone, Bass guitar, Cello, Violin, Viola and Double Bass. The students are all part of an ensemble as part of the program. (35 students)

HEALTH AND PHYSICAL EDUCATION

The Years 7-10 curriculum focuses on the development of both individual and game skills through the Physical Education curriculum, while increasing students' understanding of personal and community health through the Health curriculum.

Specialist Subjects

In Years 9 and 10, students have the opportunity to further develop the strategies and tactics of specific sports through elective units. These units support students to develop the skills they need to study Senior School courses in Physical Education and Outdoor Education.

The following electives were offered in 2018:

Year 9 student numbers:

- Footy Smarts: 22
- Netball Smarts: 26
- Ball Games: 40
- Sport and Fitness: 75
- Outdoor Education: 113

Year 10 student numbers:

- Sport Education: 51
- Outdoor Education: 80
- Sport Science: 74



SPORT

The College Sporting motto this year was: **'United We Play, United We Win.'**

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

Number of sports participated in: 20

Number of extra-curricular sporting teams/clubs: 58

Key Priorities addressed in Sport 2018

- **Fitness:** Increased Running Club, Fitness Club and Climbing Club numbers to improve utilisation of the new gymnasium and training facilities
- **Advocacy:** Improved circulation of news and results via e-boards and social media, and hosted the 6th Annual Burgundy, White and Blue (BWB) Celebration of Sport Evening
- **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 junior teams

Performance Goals achieved in 2018

- Maintained standing as a 'Top Three' ACC Athletics school
- Improved results across all year levels in AFL and Netball Competitions



Champions	Finalists
Eagles Cup Junior Boys AFL	Open Girls Netball
ACC Cross Country U15 Girls	Year 8 Girls Netball
ACC Cross Country U15 Overall	Year 10 Girls Netball
SASJ Combined Summer & Winter Overall Champions	AFL First XVIII Senior Boys
SASJ Overall Year 7 Champions	AFL Senior Girls Dockers Cup
SASJ Year 7 Girls Netball	Year 7 Boys AFL
SASJ Year 8/9 Boys Touch Football	Senior Girls Soccer
SASJ Year 7 Boys Basketball	Senior Boys Soccer
SASJ Year 10 Boys Basketball	Senior Boys Basketball
SASJ Year 10 Girls Netball	Junior Boys Basketball
	Junior Girls Basketball

Acc Major Divisional Carnival Results	
A Division Athletics	3rd
Cross Country	4th
A Division Swimming	7th



VOCATIONAL EDUCATION AND TRAINING (VET) AND TRANSITION SERVICES

Vocational Education and Training (VET) and Transition Services at the College provides guidance and support to students on both General and ATAR pathways. The goal is to enhance students' successful transition from the College to higher education, further training for apprenticeships, or employment. The range of experiences offered ensures that the individual student is provided with a personalised program to suit their interests and abilities.

Career development education included a range of activities for students from Years 7 to 12. These involved a range of approaches, including personalised consultation, whole school collaboration, addressing the transition needs of a specific year group, engaging external education and training providers, and formal education aligned with the Western Australian Curriculum.

In 2018 the activities included:

- Careers Week (Years 7-12)
- My Future Pathways Careers Day (Years 10-12)
- My Brilliant Career and Courses Program (Year 10)
- Pastoral sessions on a range of Career Development topics (Years 8-12)
- Mock interviews assessment task for English General classes (Year 11)
- Personalised subject selection consultation (Year 10)
- Personalised Year 12 transition planning (Year 12)
- Personalised career counselling appointments

2018 Scholarships and Awards

Institution	Award	Recipients
Curtin Excellence Scholarships	\$5,000 per annum for 3 years	4 students
Curtin University Principal Recommendation	\$1,000	2 students
UWA Excellence Award	\$500	1 student
Edith Cowan University Citizenship Award	\$500	1 student
Western Australia Academy of Performing Arts	Offers	6 students

Vocational Education and Training

In 2018, 37% of students in Years 11 and 12 enrolled in nationally accredited qualifications ranging from Certificate II to Certificate IV courses in the following industry areas:

Animal Studies, Applied Fashion Design and Technology, Automotive, Business, Education Support, Electronics, Electrotechnology, Engineering Technical, Information Digital Media and Technology, Outdoor Recreation, Preparation for Nursing Education, Plumbing, Retail Cosmetics, Salon Assistant, Screen and Media, Sport Coaching, Sport and Recreation, Tourism, Visual Art.

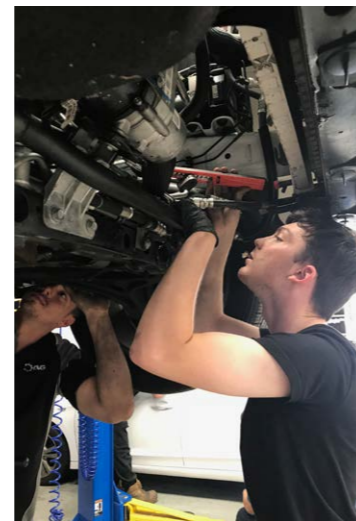
Students enrolled in both General and ATAR pathways were provided with the opportunity to attain industry qualifications as outlined below:

Qualification	Enrolled
Certificate II in Animal Studies	2
Certificate II in Automotive Vocational Preparation	2
Certificate II in Building and Construction (Trades)	1
Certificate II in Business	46
Certificate III in Business Administration (Medical)	1
Certificate IV in Business	11
Certificate III in Early Childhood Education & Care	1
Certificate III in Education Support	17
Certificate II in Electrotechnology	1
Certificate II in Hospitality	2
Certificate III in Hospitality	1
Certificate II in Information, Digital Media & Technology	26
Certificate III in Information, Digital Media & Technology	1
Certificate II in Outdoor Recreation	12
Certificate IV in Preparation for Nursing Education	1
Certificate II in Retail Services	2
Certificate II in Salon Assistant	3
Certificate III in Screen & Media	1
Certificate II in Sport Coaching	24
Certificate III in Sport & Recreation	1
Certificate II in Tourism	1
Certificate II in Visual Arts	18
Total student enrolments	175

Community Partnerships

Industry Community Partnerships that provide a range of training experiences have included:

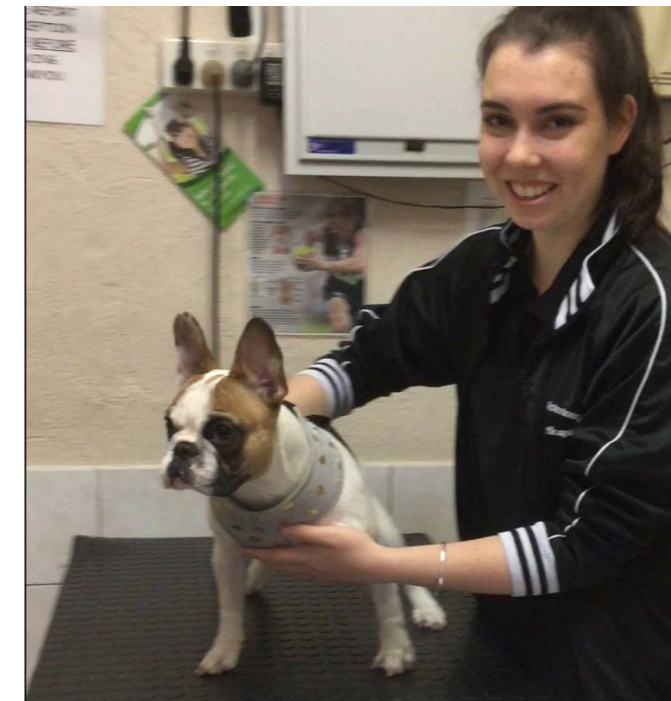
- Activ Foundation
- ACTS 2 College of Mission and Evangelisation Inc
- Adventure World
- Applied Vocational Training
- Catholic Missions
- College of Electrical Training
- DNA Kingston Training
- Ertech Construction Academy
- Fremantle Education Centre
- Hospitality Group Training
- Hungry Jacks Training
- McDonalds Training Australia
- Master Plumbers' and Painters' Association
- Med Train
- Mount Pleasant College
- Motor Trade Association
- SkillHire
- Vocational Training Services
- WA Academy of Beauty



Authority Developed Workplace Learning (ADWL)

Students in Years 10 to 12 enrolled in a range of Authority Developed Workplace Learning opportunities, including the following industry placements:

Industry Placement	Enrolments
Animal Care	2
Automotive	7
Beauty Services	2
Community Services	3
Construction	11
Creative Industries	1
Education	16
Health	4
Hospitality	2
Information Communication Technology	2
	50



The College recognises the ongoing support of industry partners who host our students. Our community partners include the following organisations:

Animal Care

- Armadale Reptile Centre
- Hanly Veterinary Clinic and Hospital, Maddington
- Native Arc, Bibra Lake
- Perth Horseriding Centre, Armadale
- Riseley Veterinary Clinic, Myaree

Automotive

- ANG Automotives, Kardinya
- Autobahn Melville, Myaree
- Fremantle Trailers, O'Connor
- Hyundai DVG Melville, Myaree
- Melville Mazda, Palmyra
- Melville Toyota, Myaree
- Osborne Park Volkswagen
- Southside Autos, Myaree

Beauty Services

- Peter Edwards Hair Salon, Kardinya
- The Shearing Shed, Fremantle

Carpentry

- Harley Cabinets, Canning Vale

Creative Industries

- RTWorks, Perth

Education

- Applecross Primary School
- Bateman Primary School
- Kardinya Primary School
- Mel Maria Catholic Primary School
- Mount Pleasant Primary School
- Our Lady of Carmel Catholic Primary School

- Palmyra Primary School
- Queen of Apostles Catholic Primary School
- St Benedict's Catholic Primary School
- St Emilee's Catholic Primary School
- West Leeming Primary School
- Yidarra Catholic Primary School

Electrical

- Janisens Electrical, Cannington
- NJP Electrics, Jandakot
- Redgewell Electrical
- SJ Electrical, Osborne Park
- Westate Electrical, Cockburn Central

Health and Community Services

- Jelly Beans Childcare Centre, Palmyra
- Opal Aged Care, Murdoch
- St John of God Hospital, Murdoch
- WA Police

Hospitality

- The Dome, Cockburn Central
- The Esplanade Hotel, Fremantle

Information Communication and Technology

- Perth CAD Centre, Bentley
- DV Computers, Myaree

Plumbing

- Banksia Plumbing Services
- BMAC Plumbing Services, Huntingdale
- Fremantle Plumbing, O'Connor
- Mundy's Plumbing, Byford

Surveying

- MNG Surveying



EDUCATION SUPPORT & LEARNING SUPPORT

Education Support

The Education Support Centre (ESC) supported 32 students in 2018 (see table below). Each student is assigned a Case Manager who is responsible for coordinating the student's Individual Education Plan (IEP) or Individual Transition Plan (ITP), as well as supporting their overall well-being and pastoral needs. The aim of the programs and experiences in the Centre is to prepare students for life after College, whilst supporting their individual needs.

Student numbers ESC 2018:

Year Group	Number of students
Year 7	8
Year 8	8
Year 9	5
Year 10	3
Year 11	7
Year 12	1
Total	32

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

- 32 students were enrolled in and attended classes with their mainstream peers, supported by teacher assistants as required, including: homeroom, Technology and Enterprise, The Arts, Health and Physical Education, and Religious Education
- Four students with diagnosed disabilities were enrolled in the full mainstream course, supported by Education Support Centre staff
- 21 students participated in the Bushranger Cadets program, covering topics such as the conservation of the local environment, identification of small insects/animals, and identification of recyclable items and waste
- The Senior School students studied Preliminary units in English, Mathematics and Religion and Life
- All students participated in the Associated Catholic Colleges (ACC) Inclusive Sports Carnivals (ISP) throughout the year, including Indoor Soccer, Ten Pin Bowling, Beach Carnival and Athletics, with the College receiving the Sue Biggalow Spirit shield for Athletics
- Students participated in a ten-week Adaptive and Inclusive unit in Physical Education and peer coaching at Notre Dame University, Fremantle

- 20 students attended a three-day camp at Rottnest Island, where they worked in age and ability groups to participate in a range of activities, such as bike riding, beach clean-up, star gazing and a history walk of the island
- All Senior School students participated in major College events, including residential retreats, the Year 10 River Cruise, the Year 11 Dinner Dance and the Year 12 Ball
- Ten Senior School students completed weekly work experience at the following supported employment and retail locations: Westcare, Good Samaritans, HR Products, Proudly Productive, Retravision, Big W, Woolworths, Reject Shop, Coffee Club and Jim Kids Sports
- One Senior School student gained a part-time job at Westcare
- One student gained a place for further study at TAFE in 2019
- Through South Metropolitan TAFE, two Senior School Students completed the Hospitality skill set course, two completed the Construction skill set course, and one completed the Automotive skill set course

Learning Support

The Learning Support team worked with approximately 230 students across the College, including those diagnosed with learning difficulties and learning disorders (e.g. Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, ADHD) and those identified as experiencing literacy and numeracy challenges, who required teaching and learning adjustments to enable them to access the curriculum.

Year Group	Number of students enrolled in iLAN
Year 7	31
Year 8	23
Year 9	33
Total	87

During the enrolment process students who have been identified with areas of weakness 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. Staff use this information to develop a learning support profile, which is then shared with all teaching staff.

The Learning Support team – consisting of the Director of Learning Support, numeracy support teacher, literacy support teacher and three learning assistants – 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 or scribe and reader support
- Planning for differentiation in learning activities
- Modification and scaffolding in assessments and class activities to cater for all learners
- Appropriate study techniques

Learning Support staff work closely with teachers to ensure that all students have the appropriate assistance and support to learn in a variety of ways, including:

- Creating Learning Support profiles for all students with specific learning difficulties and disorders
- Using audio books to support students with their study of English novels
- Creating targeted spelling programs for individual students
- Creating iTunesU course for staff with information about specific learning disorders and difficulties
- Using a differentiated grammar program

The Learning Centre runs the iLAN program (Intensive Literacy and Numeracy classes), which this year focused on targeted intervention in literacy and numeracy, as well as on building resilience and independent thinking, so that students can make progress in all areas of the curriculum. The program has proved to be successful for the consolidation of skills, research and collaborative learning practices.





LIBRARY

The Robert McCormack Library houses ICT and Library Services, with a dedicated help desk to deal with staff and student needs.

The Library is very busy, full of students before school, at recess, lunchtime and after school. Homework Club is also popular, where students complete work with the support of ex-students and subject teachers two afternoons a week. Students in the Chess Club play at recess and lunchtime, and meet on Thursday afternoon after school to compete. Virtual Reality (VR) experiences are also available for students, with a range of academically appropriate apps. The University of Notre Dame's inaugural mooted competition was also run through the Library this year.

Early in the year we ran a workshop for students attending Space Camp USA. Hollis Wilson, chaplain at Methodist Ladies' College and previously an employee at NASA, spoke to the Space Camp students about the Space Program. Students were also able to participate in a VR experience of space.

The Library also ran a photography and essay competition for students. Photographs were exhibited in the Library and prizes awarded for the best entries in each category. In November, we also held a Philosophy day for gifted Year 8 students.

During Term Three a specialist Literacy Workshop was held for Year 11 students. The program was designed to assist Senior Students improve their comprehension and essay writing skills. The Library also provided ongoing support for Year 11 and 12 students preparing for examinations. Similarly, in Term Four a literacy program for underachieving Year 9 students was introduced. Reading, writing and comprehension skills were targeted in a series of workshops after school.

Over the year a wide range of LibGuides (resources to support in depth study) were developed to support students studying Year 11 and 12 ATAR subjects. Library staff also worked with the Science Learning Area to develop LibGuides for their entire Year 7 course.

This year we introduced LIBIT (Library and ICT) monitors. Students were taught basic library skills such as shelving and how to receive returned books and issue books for student borrowing. The Library also worked with the Communications Prefects to produce eBoard content relating to all aspects of College life. During Book Week the eBoards became an important element of book promotion.

The Library had a dynamic, innovative year, was actively involved in the implementation of sustainability initiatives, and looks forward to continuing to support our students.

INFORMATION AND COMMUNICATION TECHNOLOGY

In 2018, Corpus Christi College continued to educate students for future 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 we keep up with trends, technologies and contemporary perspectives of learning.

The rigorous process that was undertaken to be recognised as an Apple Distinguished School for 2018-2020 involved the submission of evidence on how ICT supported the school's vision for a contemporary pedagogy. Corpus is one of only four high schools in Western Australia to be selected as a part of this program and we feel that being a part of this community supports our strategic vision for learning.

The College has implemented parity in digital device allocation, with both Middle School and Senior School students now enjoying the use of the iPad. This has allowed our staff to become more digitally confident in designing exceptional learning experiences which are supported by staff-led Professional Learning.

As a leader in cutting-edge teaching and learning, the College's culture of collaboration has been celebrated worldwide through news of our ideas and innovations.

With confidence in the use of technology firmly embedded in the culture of the College, the years ahead will be exciting as we move towards even greater transformative use of ICT.



ACADEMIC EXCELLENCE PROGRAM (AEP)

The Academic Excellence Program (AEP) involves:

- Identification of high achieving students
- Fostering student learning in and out of the classroom
- Placing students in the appropriate subject level i.e. Year level acceleration from Year 7
- Monitoring and tracking student academic results with the use of our newly developed Data Analytics: College Learning Cards
- Mentoring of students
- Personalised Learning Plans for underachieving students

Year Group	Number of students in AEP
Year 7	21
Year 8	28
Year 9	36
Year 10	38
Year 11	30
Year 12	31
Total	184

Academic Excellence Mentoring

All members of the AEP meet with the Head of Academic Excellence to review their progress and set SMART – specific, measurable, achievable, results driven and timely – goals. AEP students are offered the opportunity to have a student mentor to support and guide them in a number of areas, including organisational skills, study skills and prioritisation.

Measuring Success

The success of the Academic Excellence Program is apparent when analysing the Year 9 results, when students are in their third year in the AEP. It is noticeable that AEP students achieved even higher results than last year's Year 9 AEP cohort in all four learning areas (see Figure 1). When comparing the AEP students to the rest of the Year 9 cohort it is also apparent that the AEP students are achieving results at the high level expected for the AEP, in addition to achieving at a higher level than the overall Year 9 cohort in all four learning areas (Figure 2).

Figure 1: Average Year 9 AEP results for 2017 and 2018

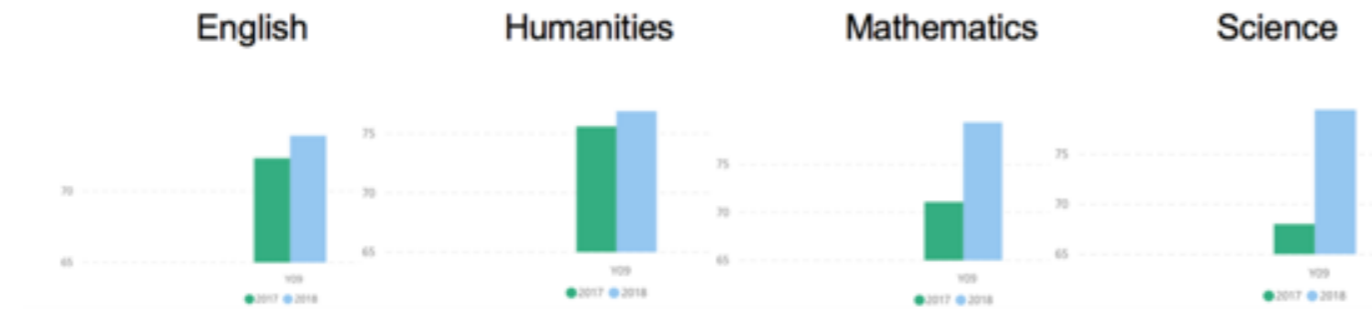
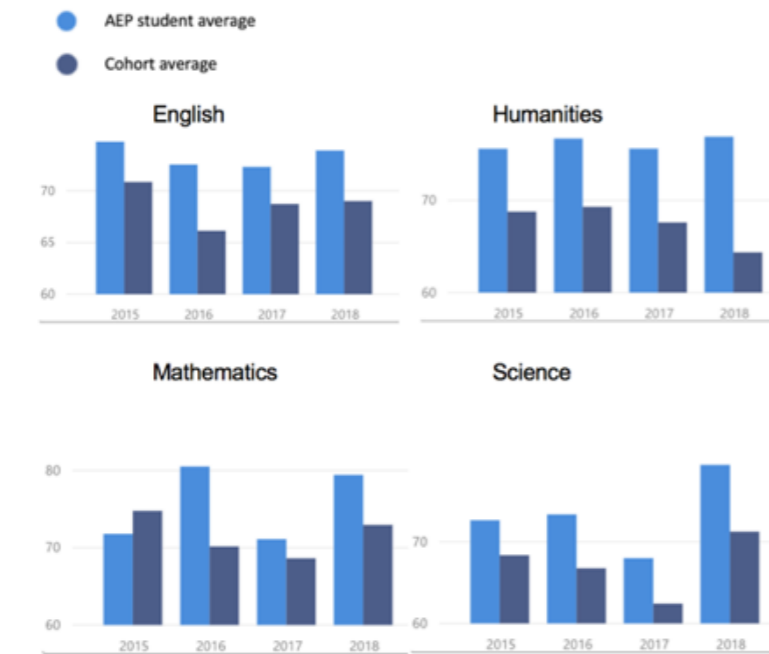


Figure 2: Comparison between Year 9 AEP results and all Year 9 cohort average



YEARS 7-11 AWARDS

ARTS

Year 7 Dance
Year 7 Drama
Year 7 Music
Year 7 Visual Art
Year 8 Dance
Year 8 Drama
Year 8 Music
Year 8 Visual Art
Year 9 Functional Form
Year 9 Dance
Year 9 Media Art
Year 9 Drama
Year 9 General
Year 9 Extension Music
Year 9 Visual Art

Elia Woods
Indyana Leech
Mitra Faroughi
Taylor Kew
Sabina Vicoli
Hudson Craig-Power
Elke Ruane
Madison King
Josee Van der Linden
Layla Kenny
Ethan Rowland
Adriana Romeo
Megan Schutte
Jennifer Rose
Kathryn Tan
Christabelle
Kusnowirjono
Jennifer Radice

Year 10 Dance
Year 10 Design Fundamental
Year 10 Media Arts
Year 10 Music
Year 10 Visual Art
Year 11 Dance General Units 1/2
Year 11 Drama ATAR Units 1/2
Year 11 Music ATAR Units 1/2
Year 11 Visual Arts ATAR Units 1/2

Ingrid Schaub
Quylam Hua
Holly Forster
Ava Werch
Meghann Templeton
Any Leen
Annabel Biscotto
Rhiannon Bouwhuis
Joseph Damiano



ENGLISH

Year 7 English
Year 8 English
Year 9 English

Michela De Boni
May Hopwood
Viviana Rondon
Munoz
Megan Schutte
Erin Di Do
Marina Piper
Liam Moylan
Kalea Stanger
Bianca Noteboom
Tiana Inman
Julyan Tan

Year 9 English Extension
Year 10 English General
Year 10 English
Year 10 English Extension
Year 10 English ATAR Units 1/2
Year 11 English General Units 1/2
Year 11 English ATAR Units 1/2
Year 11 Literature ATAR Units 1/2

HEALTH AND PHYSICAL EDUCATION

Year 7 Health Education
Year 7 Physical Education (Girls)
Year 7 Physical Education (Boys)
Year 8 Health Education
Year 8 Physical Education (Girls)
Year 8 Physical Education (Boys)
Year 9 Ball Games
Year 9 Health Education
Year 9 Outdoor Education
Year 9 Physical Education (Girls)
Year 9 Physical Education (Boys)
Year 9 Sport and Fitness
Year 10 Health Education
Year 10 Outdoor Education
Year 10 Physical Education (Girls)
Year 10 Physical Education (Boys)
Year 10 Sport Education in Physical Education
Year 10 Sports Science
Year 11 Outdoor Education ATAR Units 1/2
Year 11 Outdoor Education General Units 1/2
Year 11 Physical Education Studies ATAR Units 1/2
Year 11 Physical Education Studies General Units 1/2

Isabella Zammit
Tessa Paton
Lachlan Bell
Jennifer Tassone
Jade Jerome
Jack Johnston
Kale Paton
Ella Waddy
Nayan Brown
Jennifer Rose
Cade Ravlich
Olivia Dellaca
Mosaia McDonald
Anna-Marie Hodgson
Sophie Jones
Joshua Browne
Thomas Roberts
Daniel Santini
Any Leen
Melissa Peck

HUMANITIES

Year 7 Humanities
Year 8 Humanities
Year 9 Humanities
Year 10 Humanities General
Year 10 Humanities

Michela De Boni
Jennifer Tassone
Megan Schutte
Erin Di Dio
Nikita La Rosa

Year 10 Economics ATAR Units 1/2
Year 11 Economics ATAR Units 1/2
Year 11 Geography ATAR Units 1/2
Year 11 History ATAR Units 1/2
Year 11 Economics ATAR Units 3/4

Liam Moylan
Daniel Knubley
Hannah Antulov
Annabel Biscotto
Stephanie Barbuzza
-Summerton

LANGUAGES

Year 7 French
Year 7 Indonesian
Year 7 Indonesian Background
Year 7 Italian
Year 8 French
Year 8 Indonesian
Year 8 Indonesian Background
Year 8 Italian
Year 9 French
Year 9 Indonesian
Year 9 Indonesian Background
Year 9 Italian
Year 10 French
Year 10 Indonesian
Year 10 Italian

Matilda Wehr
Ruari Want
Jayden Indradjaja
Luka Gvozdin
Grace Harben
Brian Loo
Timothy Sentosa
Jennifer Tassone
Victoria Ann Chong
Ella Waddy
Christopher Lie
Kayla Van der Linden
Nikita La Rosa
Madeleine Toth
Deetya Charles and
Sienna Peruzza
Anna Rabino
Tiana Inman
Tiara Hadinoto Leung
Annabel Biscotto

Year 11 French ATAR Units 1/2
Year 11 Indonesian ATAR Units 1/2
Year 11 Indonesian Background ATAR Units 1/2
Year 11 Italian ATAR Units 1/2



YEARS 7-11 AWARDS continued

MATHEMATICS

Year 7 Mathematics Stephanie De Luca
 Year 7 Mathematics Acceleration Angelyne Varen
 Year 8 Mathematics Consolidated Joshua Wallington
 Year 8 Mathematics General Mark Parker
 Year 8 Mathematics Extension Mao Wen (Emmanuel Simon) Foo

Year 8 Mathematics Acceleration Jennifer Tassone
 Year 9 Mathematics Consolidated Cameron Hanson
 Year 9 Mathematics General Charlotte (Lottie) Zollner

Year 9 Mathematics Extension Megan Schutte
 Year 9 Mathematics Acceleration Leah Nigli
 Year 10 Mathematics Consolidated Ella McFerran
 Year 10 Mathematics General Zoe Cukrov
 Year 10 Mathematics Extension Hsien Jie (Nicholas) Ng

Year 10 Mathematics Methods ATAR Unit 1/2 Thomas Nicholls
 Year 11 Mathematics Essential General Units 1/2 Bianca Noteboom
 Year 11 Mathematics Applications ATAR Units 1/2 Ethan Hill
 Year 11 Mathematics Methods ATAR Units 1/2 Brett Nigli
 Year 11 Mathematics Specialist ATAR Units 1/2 Brett Nigli

SCIENCE

Year 7 Science Matthew Radanovic
 Year 8 Extension Science Jennifer Tassone
 Year 8 Science Harry Dunleavy
 Year 9 Extension Science Megan Schutte
 Year 9 Science Ethan Cifuentes
 Year 9 Science Consolidated Cohen Tarzia
 Year 10 Science General Sam Ryan
 Year 10 Science Deetya Charles and Siobhan Stevens

Year 10 Psychology Mary Alamiyo
 Year 11 Biology ATAR Units 1/2 Harry Regan
 Year 11 Chemistry ATAR Units 1/2 Brett Nigli
 Year 11 Physics ATAR Units 1/2 Brett Nigli
 Year 11 Human Biology ATAR Units 1/2 Sonia Kaur
 Year 11 Psychology ATAR Units 1/2 Daniel Knublely

TECHNOLOGY AND ENTERPRISE

Year 7 Design Technology: Robotics Ben Templeton
 Year 7 Digital Technology: Coding Jack O'Leary
 Year 7 Digital Technology: Digital Thinking Darian Chipchase
 Year 7 Materials Technology: Wood Talah Carr
 Year 7 Technology: Food Florance Chapman
 Year 8 Design Technology: Robotics Daniel Ristic
 Year 8 Digital Technology: Coding Chloe Adam
 Year 8 Digital Technology: Digital Thinking Emmanuel Simon

Year 8 Materials Technology: Wood Sabina Vicoli
 Year 8 Technology: Food Siarne Scarfo
 Year 9 Business Technology: Business Beginnings Leah Nigli
 Year 9 Digital Technology: Engineering Studies Jacinta Symons
 Year 9 Digital Technology: Mobile Games Development Jacob D' Aurizio
 Year 9 Materials Technology: Technical Graphics Ella Waddy
 Year 9 Materials Technology: Metal Blake Conley
 Year 9 Materials Technology: Wood Christabelle Kusnowirjono

Year 9 Technology: Clever Hands Amy Fimmel
 Year 9 Technology: Creating with Textiles Kayla Van der Linden
 Year 9 Technology: Caring For Children Melissa Piotrowski
 Year 9 Technology: Food Josee Van der Linden
 Year 10 Accounting Thomas Nicholls
 Year 10 Applied Information Technology Eddison Foo
 Year 10 Materials Technology: Wood/Metal Andrew McMahon
 Year 10 Technology: Food Ava Werch
 Year 10 Materials Technology: Technical Graphics Edison Foo
 Year 10 Technology: Creating with Textiles Sienna Peruzza
 Year 11 Accounting and Finance ATAR Units 1/2 Ethan Hill

Year 11 Applied Information Technology ATAR Units 3/4 Tiana Inman
 Year 11 Design Graphics General Units 1/2 Raymond Viti
 Year 11 Food Science and Technology General Units 1/2 Tommy Kearns
 Year 11 Materials Design and Technology: Metal General Units 1/2 Isaac Postma
 Year 11 Materials Design and Technology: Wood General Units 1/2 Craig Sanctis
 Year 11 Children Family and Community: General Units 1/2 Bronte Montague

VOCATION EDUCATION AND TRAINING AND WORKPLACE LEARNING

Year 10 Workplace Learning Thomas Berkovic
 Year 11 Workplace Learning Christian Damos
 Year 11 Careers & Enterprise Georgia Menezes

BEST ALL ROUND AT SPORT

Best Sport All Rounder Year 7 Male Camden Dargie / Patrick Shaw
 Best Sport All Rounder Year 7 Female Florence Chapman
 Best Sport All Rounder Year 8 Male Christophe Yao
 Best Sport All Rounder Year 8 Female Isabella Cross
 Best Sport All Rounder Year 9 Male Cade Ravlich
 Best Sport All Rounder Year 9 Female Carly Pizzuto
 Best Sport All Rounder Year 10 Male Thomas Stephenson
 Best Sport All Rounder Year 10 Female Sophie Jones
 Best Sport All Rounder Year 11 Male Ethan Tupuhi
 Best Sport All Rounder Year 11 Female Gabriella Radojkovich



RELIGIOUS EDUCATION

Year 7 Religious Education Nicholas Cutri
 Year 8 Religious Education Elke Ruane
 Year 9 Religious Education Adriana Romeo
 Year 10 Religious Education General Molly Collard
 Year 10 Religious Education Nikita La Rosa
 Year 11 Religion and Life General Units 1/2 Joseph Damiano
 Year 11 Religion and Life ATAR Units 1/2 Brett Nigli

EDUCATION SUPPORT

ESC Year 7 Maths Brayden Duffy
 ESC Year 9 Humanities Daniel Garcia
 ESC Year 8 English Jack Davis
 ESC Year 8 Science Jack Davis
 ESC Year 7 English Juliette Wilson
 ESC Year 8 Humanities Michael Rukavina
 ESC Year 8 Maths Michael Rukavina
 ESC Year 9 English Sebastian Dobkowski
 ESC Year 9 Maths Sebastian Dobkowski
 ESC Year 9 Science Sebastian Dobkowski
 ESC Year 7 Humanities Timothy Clarke
 ESC Year 7 Science Timothy Clarke
 ESC Year 10 Maths Sean Arumugam
 ESC Year 10 Science Sean Arumugam
 ESC Health Juliette Wilson
 ESC Health Tia Monument
 ESC Cooking Bailey Wassell
 Middle School Bushrangers Brayden Duffy
 Senior School Bushrangers Ariella Iliffe-Rayner
 Year 11 Preliminary Mathematics Unit 1/2 Christopher Johnstone
 Year 11 Preliminary English Unit 1/2 Luke Rukavina
 Year 11 Preliminary Religion and Life Unit 1/2 Damian Tan
 Year 11 Workskills Ariella Iliffe-Rayner

ST MARY OF THE CROSS AWARD NOMINEES

YEAR 7

Keerthana Binu Nick Cutri
 Michela DeBoni Jenna Harvey
 Josh Laboudeuse Indy Leech
 Isaac Pavy Alicia Savy

YEAR 8

Declan Cooper Hudson Craig-Power
 Joshua Duckworth Emmanuel Foo
 Emma Garland Oliver George
 May Hopwood Erika Machado
 Sinead Rego

YEAR 9

Max Coten Olivia Dellaca
 Chelsea Fuderer Gianni Petta
 Megan Schutte David Smith
 Ella Waddy Madison Whitney

YEAR 10

Matthew Barham Isabella Cuocci
 Erin DiDio Quylam Hua
 Mosaia McDonald Konrad Rucki
 Connor West Madison Wilde

YEAR 11

Ike Adesanya Annabel Biscotto
 Rhiannon Bouwhuis Rachael Dellaca
 Noah Gilmore Erin Martin
 Colby Petterson Julyan Tan

COLLEGE AWARDS

YEAR 7

ST MARY OF THE CROSS Nick Cutri
 DUX Michela De Boni
 PROXIME ACCESSIT Matilda Wehr
 Angelyne Varen

YEAR 8

ST MARY OF THE CROSS Declan Cooper
 DUX Erika Machado
 PROXIME ACCESSIT Jennifer Tassone
 Sinead Rego

YEAR 9

ST MARY OF THE CROSS Max Coten
 DUX Chelsea Fuderer
 PROXIME ACCESSIT Megan Schutte
 Kayla Van der Linden

YEAR 10

ST MARY OF THE CROSS Isabella Cuocci
 DUX Connor West
 PROXIME ACCESSIT Deetya Charles
 Nicholas Ng

YEAR 11

ST MARY OF THE CROSS Annabel Biscotto
 DUX Colby Petterson
 PROXIME ACCESSIT Brett Nigli
 Joseph Damiano

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

Evangeline Meldrum
Caitlin Dougall
Corran O'Brien
Lloniq Lai

ENGLISH

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

April Ooi
Evangeline Meldrum
Eric Del Pup

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

Benjamin Tanner
Zachary Knight
Ethan Pereira
Joshua Lees

HUMANITIES

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

Chelsea Benson
Marcus Wong
Sofia Scaturro

LANGUAGES

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

Bethany Fimmel
Adriana Gough
Emily Fursa

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

Kaitlyn Munkelt
Rohan Bay
Rohan Bay
Brandon King

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

Andrea Lee
Rohan Bay
Rebecca LeGuier
Rohan Bay
Evangeline Meldrum

TECHNOLOGY AND ENTERPRISE

Accounting and Finance ATAR Units 3/4
Applied Information Technology ATAR 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: Wood General Units 3/4

Thomas Hill
Sean Ferreira
Priscilla Sampson
Lili Whelan
Tyler Sandon
Yogananda
Velayutham

VOCATION EDUCATION AND TRAINING AND WORKPLACE LEARNING

Certificate II Business
Certificate II Information, Digital Media and Technology
Certificate II Outdoor Recreation
Certificate II Sports Coaching
Certificate II Visual Arts

Isabella Thexeira
Michael Santini
Harrison Branley
Alexandra Rowan
Ellessea Martincic

RELIGIOUS EDUCATION

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

Andrea Lee
Rebecca LeGuier

LEADERSHIP AWARDS

SEQUERE DOMINUM

Jessica De Freitas
Basilio

CORPUS CHRISTI MEDALS

Jessica De Freitas
Basilio

Alea Go

Corran O'Brien

Liam Rego

Samantha Taylor

Kayla Weekes

Corran O'Brien

Carla Drennan

April Ooi

Kiralee Cottier

Corran O'Brien

COLLEGE DUX AWARD GENERAL COURSE

Kiralee Cottier

PROXIME ACCESSIT

Andrea Lee

COLLEGE DUX

Rohan Bay

COLLEGE INFORMATION

MANAGEMENT OF NON-ATTENDANCE

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

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

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

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

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

STUDENT ATTENDANCE

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

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>

TEACHER QUALIFICATIONS

	Full-time	Part-time
Teachers in total	88	14
Teachers fully certified by the appropriate authority (e.g. the state registration board)	88	14
Teachers with a Bachelor's degree/ Graduate Diploma	67	10
Teachers with a Master's degree	19	4
Teachers with a Doctorate	2	0





ANNUAL SCHOOL IMPROVEMENT PLAN

The Annual School Improvement Plan (ASIP) draws our specific goals from our current College Strategic Plan 2018-2020, as well as the Catholic Education Commission Strategic Plan and various Federal and State government initiatives. The ASIP seeks to promote all aspects of teaching and learning, including those which form part of our Catholic culture and identity, a point of difference in our community. In reporting to the community, we would like to emphasise the notion that often some of our strategies cannot be completed in a single year and will require a period of time before fully adopted by the College. This process is often 'organic', meaning we respond to the feedback from students, staff and parents, and often shape the strategies, even the goals, as we progress. In addition, there are a number of other initiatives which form part of our continued growth. Those listed in the ASIP have been the main focus areas for 2018.

We acknowledge the staff who have led the initiatives associated with our focus areas and provided opportunities for all members of our community to be involved, as appropriate. The improvement plan outlines the prerequisites for excellence and the multitude of opportunities for growth for the present and the future. The development of the ASIP is based on the best evidence we have for student achievement and progress, with the success of the plan assessed through consultation and with evidence.

At a briefing held in 2018 led by CECWA Executive Director, Dr Debra Sayce, she spoke to the goal of Catholic schools in WA:

What we focus on in Catholic schools, are schools 'of excellence in providing effective, contemporary pedagogy and mission inspired practice and outreach, pastoral communities of well-being and safety for students and staff, providing an affordable and accessible environment with a strong Catholic context, and most importantly helping our schools to be Christ centred and student focussed.'

Our continued journey to be the very best co-educational Catholic secondary school for the benefit of all students at Corpus Christi College is clearly evident in this summarised version of our Annual School Improvement Plan.

FOCUS ONE: DEVELOP AN EFFECTIVE MINISTRY TEAM

Corpus Christi College Strategic Plan Link: Mission and Catholic Identity Goal 4

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

RESPONSIBILITIES AND TIMELINE

Deputy Principal Ministry Jim Elliott, with the assistance of the Ministry Team, coordinated the strategies associated with this goal. The Ministry Report in this Annual Report details more specific information regarding these initiatives.



ACTIONS/STRATEGIES

- Strategies were informed by qualitative and quantitative evidence, namely the recommendations made by Enhancing Catholic School Identity Project: KU Leuven (University of Leuven) Belgium survey at Corpus Christi in 2013/14.
- The Ministry team met regularly during each term, forming strong bonds which have informed a range of faith formation opportunities at the College evident in the strategies.
- Newly appointed Youth Minister Joel Massad became an active part of the Ministry team, which led to a strong connection with many students at the College. Joel's experience in Retreats was invaluable to the Retreat program in all Year levels, running many sessions himself. He was also involved in the College's after school Friday Youth Group. In Term Four, he established a drop-in space initially for Years 9 and 10 students one day a week. He also attended the 'Year 12 Lunches with the Principal', thereby connecting with our graduating class.

- Students across the years participated in events held at the College as part of the Archdiocesan Year of Youth visits led by internationally renowned speakers Steve Angrisano and Jason Evert. These days prompted valuable discussion points for Religious Education classes and for meetings held by Youth Minister Joel Massad with small informal groups of our students.
- The main event for the Year of Youth was the Veritas Catholic Youth Festival, which was hosted by Corpus Christi in the Community Centre during a weekend in July. Interested students from the College joined youth from all over Perth, with Head Girl Jessica De Freitas Basilio and Head Boy Liam Rego acting as MCs during the highly successful event. In addition, Youth Minister Joel Massad's presence at the Veritas Youth Festival was significant for our students, as he was able to mentor and support them over the course of the weekend.
- Retreats have continued to undergo significant change from Years 9 through to 12 with the guidance of the newly formed Ministry Team, adopting measures to engage our young people to connect with Jesus Christ in a variety of ways. One example involved Year 11 students selecting a theme for their Retreat, including offering our own 'Camino' experience, a well-being focused Retreat, or the offer of a more traditional Benedictine Retreat in New Norcia.
- As the 2018 Year of Youth theme was to try to get young people to engage with many of the service groups in our local parishes, this became the focus for the Year 9 and Year 10 Retreats, helping to lead them in following Jesus. Using the concept of Stewardship promoted by CEWA, the Ministry Team used the concept of service as a prime motivation to invite more students to be involved within the College.
- Late in 2018, the Ministry team commenced planning to address stewardship as a future focus area, with initial planning for the College to become a 'Waste-Wise school'.
- The Christian Service Learning (CSL) Coordinator worked closely with the Head of Religious Education to forge stronger links between stated College values (which are aligned strongly with gospel values) and their service learning experiences, which became more integrated with the Religious Education curriculum.
- Through discussions that arose during Ministry meetings, CSL Coordinator Katrina Thomas was able to make a number of changes to the CSL program, including enhancing the opportunity for student reflection on their service. The division of service hours into core hours and other hours has made students focus very much on serving a need, not just filling in hours. Students have also been challenged with questions relating to their House Patron and the service they have undertaken.

ANNUAL SCHOOL IMPROVEMENT PLAN continued

SUCCESS INDICATORS

- Students in Ministry groups informally indicated they felt more connected to their parish communities as a result of strategies surrounding the Year of Youth, with larger numbers of students now engaged in parish youth communities.
- Public opportunities prompted valuable discussion points in meetings held by the Youth Minister with small informal groups of our students.
- Increased numbers of students engaged with parish communities.
- The Ministry Team engaged in regular meetings, thereby developing more of a team-oriented approach to whole school events such as Project Compassion, Rice Day, Holy Week, Vinnies Sleepout and LifeLink Day.
- Surveys of Year 10 and 11 students indicated that they were able to demonstrate and understand the link between Christian Service Learning programs and the College's stated values. Similar responses in Student Christian Service Journals indicate students more clearly understood this connection, too. Therefore, the strategies adopted provided a stronger avenue for student reflection and the majority of students had responded very thoughtfully to their service experiences.
- Many Year 10 students worked voluntarily in the Vinnies Centre, for example, constructing beds during school holidays.
- Arising from the Ministry Team, there was evidence of broadened discussions that included many staff across different Learning Areas. For example, the launch of Waste-Wise schools in the Year 8 Religious Education Program in Term Three led to a rise in environmental awareness.
- The Ministry area became more of a gathering place for students. This led to a review of the Ministry office and a refurbishment of the space and furniture to enable more students to 'drop in' during breaks or out of school hours.

FOCUS TWO: DEVELOP AND ADOPT THE CORPUS CHRISTI COLLEGE VISION FOR LEARNING AND ASSOCIATED SCHOOLWIDE PEDAGOGY

Corpus Christi College Strategic Plan Link: Teaching and Learning Goal 1

From a 2-year review of teaching and learning including an extensive consultation of all stakeholders (IDEAS), the vision for learning will be finalised and a schoolwide pedagogy (SWP) developed and implemented.



RESPONSIBILITIES AND TIMELINE

Principal Caroline Payne, Vice Principal Karen Prendergast, Deputy Principal Middle School Frank Italiano, Deputy Principal Senior School Damian Scali, with the assistance of the IDEAS Team, with completion to be achieved by the conclusion of 2018, and implementation of the newly formed Vision for Learning to take place in 2019.

ACTIONS/STRATEGIES

- Strategies were informed by qualitative and quantitative evidence from, and analysis of the Diagnostic Inventory of School Alignment (DISA) survey completed by staff, students and parents in 2017.
- Strategies were informed by the Innovative Designs for Enhancing

Achievement in Schools (IDEAS) Report Card: written by staff in 2017.

- The IDEAS Team continued to work closely with the team from the University of Southern Queensland (USQ) to develop a College Vision for Learning throughout 2018.
- The IDEAS Team continued to work with teaching staff to develop a College Vision for Learning and a schoolwide pedagogy during 2018, which is strongly connected to our Mission and purpose as a Catholic school.
- Staff personal pedagogies, or teaching and learning strategies, (influenced by the consideration of authoritative pedagogies), were written to inform the development of a schoolwide pedagogy.

- A College Vision for Learning has been developed through extensive consultation with staff, students, the College Board, and parents through Parents and Friends meetings. The final Vision for Learning was shared with the College community in November 2018.
- From Term Four 2018, the updated Vision for Learning has been used to guide decisions broadly relating to teaching and learning at the College, including strategic planning goals, 'CELTIC' Staff Professional Learning sessions, lesson planning, the update of report attributes (Approaches to Learning), and assessment practices.
- After extensive consultation, four pedagogical principles were adopted: connection; challenge; creativity; and curiosity. The schoolwide pedagogy was further developed and now articulates how the Vision for Learning can be used by all teachers as a focus from 2019. The resultant comprehensive document developed for teachers provided further detail regarding the schoolwide pedagogy and was shared with all staff at the end of the 2018 school year. These were used to inform planning for 2019.
- The schoolwide pedagogy will now be embedded in teaching and learning programs from 2019.
- In-house 'CELTIC' Staff Professional Learning sessions and other whole staff or external professional learning opportunities will be devised to support teachers to develop and embed a schoolwide pedagogy into their teaching practice, and to align with digital technologies to enhance these strategies. Coaching opportunities will be offered to support staff to achieve this goal, with additional time provided for three accredited coaches to work with staff to support them to achieve their goals.



SUCCESS INDICATORS

- The College developed and commenced planning for the implementation of the newly created 'Vision for Learning' by December 2018.
- A schoolwide pedagogy has also been developed that articulates the Vision for Learning. There were four pedagogical principles identified and described: connection; challenge; creativity; curiosity. Each of these is connected to our mission as a Catholic school as well as our focus on providing a future focused, personalised educational program for all students.
- Learning Areas began to adopt strategies to embed the schoolwide pedagogy in teaching and learning programs, as planned during the final staff development days of 2018 in preparation for 2019.

FOCUS THREE: INTRODUCE PROTOCOLS FOR COMMUNICATION BETWEEN COMMUNITY MEMBERS

Corpus Christi College Strategic Plan Link: A Catholic Workplace – Goal 4

Clarify all College communication strategies, including introducing clear protocols for parents relating to accessing and communicating with teaching staff particularly relating to emails.

RESPONSIBILITIES AND TIMELINE

Deputy Principal Curriculum and Administration Jean-Paul Papineau and Director of Learning Technologies Daniel Budd oversaw the development of this focus area with the aim of completing the planning for this goal by the conclusion of 2018.

ACTIONS/STRATEGIES

- Reinforcement of protocols and expectations regarding the recording of parent communications in SEQTA to ensure accurate and reliable information.
- The Information and Communication Technology Use (Staff) Policy was reviewed and communicated to staff at the beginning of 2018.
- Expectations with regards to appropriate communication were outlined at each Year level parent information evening in Term One by the College Principal or Vice Principal.
- Encouragement was also provided by the College Leadership Team for staff to provide details of individual instances of communication issues reported by teachers and parents, so as to provide support to the staff member or parent concerned, and to identify general issues which needed to be addressed. This included the Deputy Principals of Middle and Senior School



reiterating their offer of support for any incidents where parents may have communicated inappropriately to Heads of Year, or if teachers avoided responding to issues raised by parents because they found it difficult to respond quickly and efficiently.

- In investigating measures to improve communication between community members, Academic and Pastoral Council Leadership meetings reported an increase in inappropriate forms of parent communications to staff, which has caused workplace stress. It became evident the College needed to investigate measures to support staff to deal with these matters in a different way, including:
 - Reinforcement of the College Code of Conduct, the scope of which applies to staff and parents, and any electronic communications which may be exchanged. The Policy makes mention of both excessive and inappropriate communication – the key areas that required the most change, as evidenced by several instances of such conduct. The Code of Conduct was sent to all parents once updated and is now available through the College website.
 - All staff now sign a registry to acknowledge they have read the policies, including those related to communication.
 - A new electronic sign-in system was introduced requiring visitors and community members to sign the Code of Conduct when they are visiting the College.
 - Through the in-house CELTIC Professional Learning program, staff have had the opportunity to be trained in sending effective emails and responding to difficult questions. Multiple sessions with a qualified psychologist – designed to develop strategies on how to deal with difficult people – were provided for College staff in a format that allowed staff to learn and then put these strategies into practice.
- Provision of staff wellbeing surveys and the adoption of a staff wellbeing conference to ascertain staff needs became unplanned results of addressing this goal.

ANNUAL SCHOOL IMPROVEMENT PLAN continued



- PowerBI Software Reports will provide evidence on the types of communication for individuals and groups of students, which will allow the College to monitor and promote positive and effective communication strategies.
- The popularity of specific CELTIC Staff Professional Learning sessions which focused on effective communication strategies has highlighted a strong need by all staff to improve their skills to deal with issues as they arise and to do so effectively. These types of workshops will be offered in 2019.

FOCUS FOUR: STRENGTHEN FUTURE PUPIL NUMBERS

Corpus Christi College Strategic Plan Link: Stewardship and Sustainability Goal 3

Undertake a review of the Enrolments Strategy using data gleaned by the MMG Education 2017 Enrolments Review Report in order to strengthen future pupil numbers.

RESPONSIBILITIES AND TIMELINE

Business Manager Sharon Carmichael, Deputy Principal Middle School Frank Italiano, Principal Caroline Payne, with the assistance of the Marketing, Communications and Enrolments Team, with completion to be achieved by the conclusion of 2018.

ACTIONS/STRATEGIES

- A review of the Enrolments Strategy using data gleaned by the MMG Education 2017 Enrolments Review Report, which included specific recommendations, was initiated.
- A Marketing, Communications and Enrolments Team was formed, with one of its key functions to review and implement the recommendations from the MMG report, with meetings scheduled fortnightly. The team also determined the need to undertake an overall review of Marketing and Public Relations. Other strategies adopted by the team included:
 - The College website will continue to be a focus for the Team, with updates to improve access to tour information and Open Days for interested parties.
 - In 2018, the College introduced additional dates for College Tours, with details made available on the College website through an online booking form, which included the collection of appropriate data to better support the enrolment process.
 - Contact with local schools – both Catholic and non-Catholic was established and enhanced to promote College Open Days, a strategy that will continue in 2019.

- Further promotion of Open Days was initiated through the City of Melville for upcoming Open Days.

- Visits to Catholic feeder primary schools continue in order to promote the College. Further strategies will to be investigated in 2019, which may include increasing more formalised links to surrounding Catholic primary schools. For instance, the College provided curriculum facilities in the Visual Arts and Food Technology curriculum areas for students at Orana Catholic Primary School.



- The Leadership Team has identified the need to promote the outstanding education Corpus Christi College offers all its students, a high standard made possible by the cutting-edge work undertaken by our teachers. The general community is not generally aware of Corpus Christi College – its purpose, values, and its focus on academic excellence balanced with a broad range of opportunities for all students who are enrolled. Measures to address this issue have been raised as a focus for 2019. Measures already adopted include:
 - Ensuring Community Relations, Marketing, Communications and Enrolments as a frequent meeting agenda item for consideration.
 - Provide a time allowance for an interested and skilled staff member to manage social media forms.
 - Investigate different models for enrolment interviews, which will be trialled in 2019.
 - A formalised Community Relations, Marketing and Enrolments Plan, which will be aligned to the newly implemented College Vision for Learning, will be developed during 2019.



- The College Registrar adopted a number of measures to inform the strategies adopted to meet this goal, including:
 - Enrolment data provided by the Registrar was reviewed to predict future enrolment patterns.
 - The Registrar formalised an enquiry management process, conducting regular enrolment post-interview conversations with families.
 - The creation of a 'Request a Prospectus' button and 'Enquiries Form', and contacting registrations within a day of signing up to the Open Day, to allow for early engagement with applicants in the enrolment process.
 - Application and Confirmation forms were modified and condensed to improve ease of use.
 - Repayment plan initiatives were instigated for those families who were finding it difficult to pay the Confirmation of Enrolment deposit.
 - Mid-year applications have been reviewed and recommended as an option.
 - The College Tour booking process was formalised with both pre and post event follow-up procedures adopted.
- A refocus on strengthening ties with local parish communities has been identified as an important strategy. This includes our traditional parishes: St Thomas More, St Emilie's, St Benedict's, St Peter and Paul's, and Queen of Apostles, as well as those further afield, including Mater Christi, St Columba's, St Joseph Pignatelli, Our Lady of Fatima, Christ the King, Sacred Heart Thornlie. This will be investigated further by the Leadership Team and the Marketing, Communications and Enrolments Team early in 2019.



- Increased promotion of College events and student achievements through Facebook, Instagram, Twitter and the College website. A more integrated approach using popular forms of social media will be adopted in 2019.
- The inaugural Alumni magazine was produced and distributed with a link to the publication on the College website.
- A more formalised process to produce and catalogue stock photos for future College promotions has been instigated, and will be reviewed early in 2019, with modifications made through the ICT Executive team.
- Production and distribution of an Alumni magazine with a link to the publication on the College website has increased alumni engagement.
- Completion of a newsletter for prospective parents currently on our waitlist, providing these parents and families with an insight into 'What's been happening at Corpus'. The first edition was launched in December 2018.

SUCCESS INDICATORS

- Repayment plan initiatives were instigated for those families struggling to pay the Confirmation of Enrolment deposit. This has seen an immediate increase in accepting enrolments.
- Various website changes made to provide easier access to enrolment information has led to increased registrations and enrolment queries.
- Establishment and growth of links to parishes have been effectively supported by many Parish Priests and staff in our local and surrounding parishes.
- Increased promotion of College events and student achievements through social media, such as Facebook, Instagram, Twitter and the College website, which has led to an exponential increase in 'likes' and 'shares'.



FUTURE FOCUS: STRATEGIC PLAN 2018-2020

STRATEGIC PRIORITY ONE: Mission and Catholic Identity

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

Priority One is informed by:

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

GOALS:

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

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

STRATEGIC PRIORITY TWO: Teaching and Learning

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



Strategic Priority Two is informed by:

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

GOALS:

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

STRATEGIC PRIORITY THREE: Wellbeing

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

Strategic Priority Three is informed by:

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

GOALS:

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

Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. We refer to flourishing as a combination of 'feeling good and doing good'. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.
2. **A review of student leadership at the College** - explore new models of the number and roles, as well as the way students lead in each of the year groups.

STRATEGIC PRIORITY FOUR: Community Engagement and Partnerships

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

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

Strategic Priority Four is informed by:

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



GOALS:

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

FUTURE FOCUS: STRATEGIC PLAN 2018-2020 continued

STRATEGIC PRIORITY FIVE: A Catholic Workplace

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

Strategic Priority Five is informed by:

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

GOALS:

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



STRATEGIC PRIORITY SIX: Stewardship and Sustainability

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

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

Strategic Priority Six is informed by:

- Current Capital Development Plan
- CECWA Policies and CEWA procedures
- Ongoing development of partnerships with key stakeholders
- Australian Standards
- MMG Education 2017 Prospective Parents' Review
- Relevant legislation for Risk Management:
- Occupational Safety and Health Act 1984

- Occupational Safety and Health Regulations 1996
- Public Sector Management Act 1994
- School Education Act 1999
- Workers' Compensations and Injury Management Act 1981

GOALS:

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

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.





CORPUS CHRISTI COLLEGE

SEQUERE DOMINUM

CORPUS CHRISTI COLLEGE

Murdoch Drive, Bateman

PO BOX 279, Willetton 6955

Western Australia

Ph: (08) 6332 2500

Fax: (08) 9310 5648

Email: enquiries@corpus.wa.edu.au

Web: www.corpus.wa.edu.au