



**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

**EMMAUS CATHOLIC PRIMARY SCHOOL
SYDENHAM**

2019

REGISTERED SCHOOL NUMBER: 1959



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Contact Details

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E NUMBER	1370

Minimum Standards Attestation

I, Jacqueline Byrne, attest that Emmaus Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

1st June, 2020

Our School Vision

“Like Christ, we believe in nurturing and empowering so all can flourish”.

Inspired by Christ, we live out the mission of Jesus through the celebration of the ‘breaking of the bread’.

As a Catholic community, we work together in unity, on our journey of faith, knowledge and love.

We foster lifelong learning that promotes success and nurtures the talents and abilities of each individual.

“Jesus stay with us”



School Overview

Emmaus Catholic Parish Primary School is situated on Sydenham Road, in Sydenham. It is one of three Catholic Parish Primary Schools in the Sacred Heart Parish of St Albans, together with Sacred Heart, St. Albans and Cana, Hillside. Our schools are united as one federation and our Parish-School philosophy is that we 'pray, work and share' together. Our Parish is led by Father Maurie Cooney.

Emmaus Catholic Parish Primary School was opened on 30th January, 1997 with 118 students. In 2019, 412 students were enrolled at Emmaus. There were 19 class groupings - three Foundation classes, three Year 1 classes, two Year 2 classes, three Year 3 classes, three Year 4 classes, three Year 5 classes and two Year 6 classes.

The school employs 25 full time staff, 10 part time staff, 8 Learning Support Officers and 4 Administration staff and a Grounds Person.

Specialist programs offered at Emmaus are Physical Education, The Arts - Visual Arts and Performing Arts and our Language Other than English is Italian.

Our primary school is located on a large piece of land and shares a double synthetic oval with Catholic Regional College, Sydenham Year 11-12. Our Church is located next door to us which enables us to attend mass each week adding to our strong Catholic Identity.

The Emmaus Community values education and pursues academic excellence. The students at Emmaus are taught by dedicated and driven teachers eager for their students to achieve their best. Emmaus is a rich, culturally diverse environment where all students are valued, nurtured and empowered.

Emmaus prides itself on being a safe and secure environment which contributes to student wellbeing and learning.

Principal's Report

During 2019 many changes took place at Emmaus. The Deputy Principal and Principal retired their services after many years at the helm and a new Deputy Principal and Principal joined the Emmaus team.

It was also during this year that the school was reviewed as part of the Catholic Education Victoria Commission cyclical School Improvement Framework. The review celebrated what had been achieved over the last four years and set future directions for the next four years.

The reviewers noted the sustained partnership with the Emmaus Parish and its federation of Schools and the central role the school plays in the Parish. The strong Catholic cultural identity within its students, its staff and the parent community were celebrated. The explicit teaching of concepts related to our Catholic faith and wellbeing has created a faith filled curriculum used at Emmaus which is lived out by our students.

The commitment and leadership of all staff, facilitates collaboration around planning, teaching and assessment and is driving clearer curriculum intentions and appropriate assessment devices. Resourcing for planning time within teams is providing opportunities for staff collaboration, the joint creation of units and assessment tools, and a forum for the monitoring of student progress. This has resulted in very strong instructional teaching.

Wellbeing is also very important at Emmaus. The collection and analysis of wellbeing data guides and informs the provision of wellbeing programs and services throughout our school. The clear expectations held for student wellbeing and behaviour provide a calm, safe and orderly manner in the classrooms and support students to work, pray and play happily and harmoniously in the school yard.

A wonderful sense of community pervades the school grounds. Both parents and students report that they are truly known and recognised at Emmaus. Both staff and parents work together in partnership at Emmaus to achieve the best possible outcomes for all students.

Education in Faith

Goals & Intended Outcomes

To nurture our school community's faith by deepening its understanding of the Eucharist, our Catholic traditions, rituals and story.

That students develop a greater understanding of what it means to be Catholic in a Contemporary world.

That there will be increased understanding of and involvement in Social Justice, as an expression of our faith in action.

Achievements

Emmaus continues to have very strong links with its Parish of Sacred Heart. Together with the Federation of schools, Sacred Heart, St Albans and Cana, Hillside we continue to pray, work and share together.

We continue to deepen our connection with the Eucharist by celebrating mass each week as a whole school, inviting our parents and local community to join us in this celebration.

We continue to deepen our understanding of our Catholic traditions, rituals and stories and we are beginning to recontextualise them in our contemporary world.

Our staff are beginning to explore the new Religious Education Framework endeavouring to move towards inquiry based units of learning led by dialogue based on student's experiences, current understanding, thoughts and questions.

The Religious Education Leaders of Emmaus, Cana and Sacred Heart meet regularly with Father Maurie, the Parish Priest and Father Justel the Assistant Priest to plan and implement programs.

Staff from the RE unit at the CEM meet regularly with our REL in implementing the new Religious Education Framework.

VALUE ADDED

- Emmaus appointed a new Religious Education Leader (REL) to lead our school in our understanding of what it means to be a Catholic in a contemporary world.
- Our REL undertakes regular CEM professional learning in order to lead us in our own faith formation and the formation of our students.
- Our REL leads facilitated planning with collaborative teaching teams in Religious Education using the new Religion Framework.
- We are exploring the notion of gaining feedback from students weekly to assist in developing these units further.
- We have continued professional development with Father Maurie, our Parish Priest who led our three Parish Schools in our understanding and development of 'Children's Liturgy'
- Each class teacher together with our REL and the students used their deeper understandings of 'Children's liturgy' to plan a mass which we celebrated each week as a whole school.

- We invite the parents, friends and Parish Community to celebrate mass with us in our Church each Thursday.
- Grandparents Day was celebrated with Mass dedicated to St Anne and St Joachim, Jesus' grandparents, and all grandparents were invited, with many attending.
- Reconciliation Sacramental Program - Year 3s
- Eucharist Sacramental Program - Year 4s
- Confirmation Sacramental Program - Year 6s
- Family chats were held in the Parish Office with Father Maurie for Grade 5 students continuing their faith journey as they progress to Secondary School.
- Families continue to 'pray, work and share'
- We encourage classes to display their RE learning to the community.
- Social Justice - Project Compassion



Learning & Teaching

Goals & Intended Outcomes

To provide a learning and teaching environment which allows all students to experience success in their learning.

That the learning growth of all students in literacy and numeracy is increased.
That all students are engaged in their learning.

Achievements

Emmaus is a school where academic excellence is valued by all stakeholders in the community.

Our Naplan data continues to improve in both Years 3 and 5. We have seen growth in writing across both levels. Our results indicate our teachers are very good instructional leaders for their students.

Facilitated planning occurs in collaborative year level teams led by Maths, Literacy, Wellbeing, Student Diversity, ICT and Religious Education Leaders. During these planning sessions, teachers plan using the Victorian curriculum, reflect on their teaching and discuss suitable assessment practices. They also endeavour to develop clear learning intentions and success criteria for their students. Our assessment and reporting leader leads teachers to assess students, and to collate and analyse relevant data to inform teaching.

At Emmaus we are further supported in our teaching by our Allied Health specialists. Our Psychologist, Occupational Therapist and Speech Pathologist support our assessment of students and are involved in the planning of suitable individualised programs to enhance student learning.

Throughout 2019, teachers were professionally developed in their understanding of students on the Autism Spectrum. This was to enhance our understanding of students with this diagnosis and to better suit our teaching to them. We also continued our learning on making and recording student adjustments to enable students to access the curriculum and learn.

We have also continued to upskill Year 5 and 6 students with their Apple MacBooks and using the Hapara platform.



Student Wellbeing

Goals & Intended Outcomes

To build students' resilience

That students' social and emotional learning is strengthened.

Achievements

Emmaus Catholic Primary School is fully committed to developing the wellbeing of students and staff in order for them to participate fully in the community and to flourish.

Emmaus staff value their relationships with students. They have worked hard to get to know their students well and enjoy developing positive relationships with them. We believe it is only by knowing students that we can understand the social and emotional needs of individual children.

The staff have high expectations of their students and do their best to enable the children to be their best.

The Learning Diversity Leader has worked together with the staff from the CEM Learning Diversity Unit to introduce staff to the provision and documentation of adjustments for learning for students with specific needs using the National Consistent Collection of Data (NCCD). This has been a major undertaking for the staff during this year. Staff also worked at developing more relevant and effective Individual Learning Plans that were effective for NCCD purposes as well as parents and children.

Professional Learning has been undertaken to further understand children with Autism, their needs and required adjustments. This learning has been undertaken to improve teacher capacity in this area so we can cater more effectively to the student's needs.

At Emmaus we take cyber safety very seriously. We understand that changes in this area are frequent and rapid and we aim to keep our students safe. We professionally develop staff, provide up to date and relevant information to parents and teach children how to be safe when using technology.

At Emmaus we use the Student Wellbeing Assessment Tool; ACER Student Emotional Wellbeing to gain data and plan strategic activities in order to effectively target the needs of the students.



VALUE ADDED

Providing and recording appropriate adjustments for children's learning
Buddy program - Foundation and Year 6
Year 6 camp
Daniel Morcombe Day for child safety.
National Day Against Bullying
SRC - Foundation - Year 6
Professional Learning - Autism
Cyber Safety Meetings - staff, parents students with Brett Lee
Child Safety Professional Learning
Mandatory Reporting Modules
Completion of the Student wellbeing Assessment Tool.

STUDENT ATTENDANCE

The roll is taken twice daily. At 9am and 2/2.30pm.
Parents are asked to ring the office if their child is to be absent and explain the absenteeism,
If parents do not call the office, an administration officer will call to find out where the child is.
If a child is late to school they need to come to the office to get a late pass.
If a child is required to leave school early the parent must pick their child up from the office and sign them out.
An extended leave form must be signed by the parent or a guardian if it is known that the child will be absent from school for more than a week.
Teachers must report extended absences to leadership.
Where attendance becomes an issue, a meeting is convened with parents and school leadership.

Child Safe Standards

Goals and Intended Outcomes

To ensure that the care, safety and wellbeing of all children is central and a fundamental responsibility of all at Emmaus Catholic Primary School.

To protect, nurture and respect all children in our care.

To provide a safe and nurturing culture for all children and young people at Emmaus.

Achievements

- We always uphold the primacy of the safety and wellbeing of all children and young people.
- Several policies exist within our school and are accessible on the school website in relation to compliances in this area. These include:
 - Privacy Policy
 - Child safety Policy
 - Child Safety Code of Conduct
 - Community Grievances
 - Child Protection: Reporting Obligations
 - Conflict of Interest
- These policies were all reviewed and rewritten as part of our VRQA review in 2019.
- We embed policies and procedures into everyday practice.
- All teachers complete a Mandatory Module in Term 1 of every year
- Established a Child Safety Team
- Implement PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools Strategy.
- We provide children and young people in our school with the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- Provide training of teachers, non-teaching staff and volunteers.
- Provide training for new teachers to Emmaus as part of their induction program.
- We include reminders in our newsletters to highlight Child Safety Standards and Practices.
- We implement rigorous risk management and employment practices.
- We systematically and continuously identify and assess risks to child safety and eliminate where possible or reduce all potential sources of harm.
- We implement staff review processes and practices.
- We stay abreast of current legislation and meet their legislative duties to protect the safety and wellbeing of children and young people in our care, including the Victorian Child Safe Standards.
- Display signage on the building suggesting Child safety is a priority in our school.
- All adults working with children require a working with children check. We have established clear procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards.

Leadership & Management

Goals & Intended Outcomes

To strengthen our professional culture

Achievements

First Half of the Year - Existing leadership

Parish Leadership meet to discuss Parish-School life, vision and community.
 Explored what positions of leadership looked like throughout the school.
 Implement leaders at each grade level throughout the school.
 School Leadership met to discuss goals and the implementation of the actions.
 The collection and analysis of data.
 Implementation of effective learning and teaching strategies.
 Organisation for the review process.
 Respect each other's ideas
 To become more inclusive in the staffroom

Second Half of the Year - New Leadership

A new principal began
 Worked hard to get to know each other
 Defined our purpose as a whole team - 'Like Christ, we believe in nurturing and empowering so all can flourish.'
 Began to set directions from the Review

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING - \$7500

DESCRIPTION OF PL UNDERTAKEN IN 2019

Grammar In Context
 CPR/First Aid
 VIT – Graduate
 7 Steps to Writing
 Creative Arts
 Critical Agenda – Inclusion and Differentiation

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

50

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$150

School Community

Goals & Intended Outcomes

To strengthen our school/parish and community partnerships

That students' learning will be enhanced

That parents have greater opportunities to engage and collaborate with staff to achieve student outcomes.

Achievements

Inviting parents into the school more

Improving parent communication

Presenting learning to parents

Working with parents to improve their children's outcomes

Promote students learning on the Emmaus website/Emmaus App

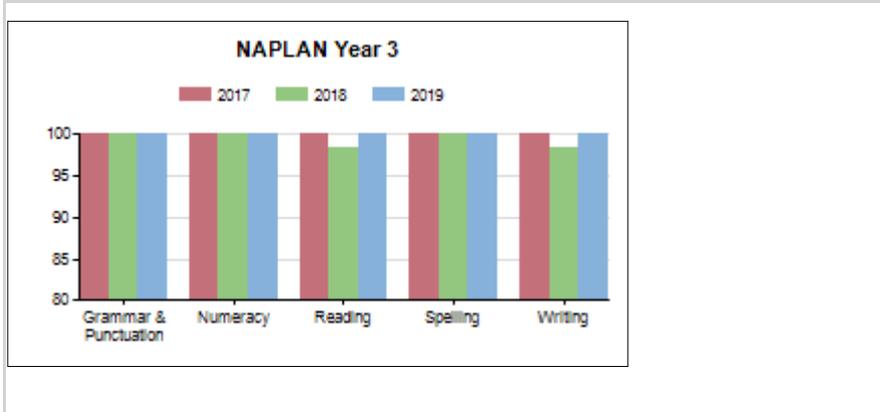
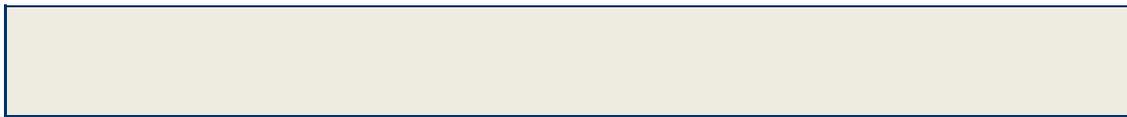
Discuss at planning about how to build strong, positive partnerships with our families



School Performance Data Summary

E1370 Emmaus Catholic Primary School, Sydenham

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	98.3	-1.7	100.0	1.7
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	98.3	-1.7	100.0	1.7
YR 05 Grammar & Punctuation	97.9	94.3	-3.6	98.2	3.9
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	97.9	98.1	0.2	98.3	0.2
YR 05 Spelling	97.9	98.1	0.2	98.2	0.1
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.7
Y02	93.2
Y03	94.3
Y04	94.2
Y05	92.9
Y06	95.4
Overall average attendance	93.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	78.2%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	84.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.1%
Graduate	9.1%
Graduate Certificate	6.1%
Bachelor Degree	72.7%
Advanced Diploma	36.4%
No Qualifications Listed	9.1%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	30.4
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	17.2
Indigenous Teaching Staff (Headcount)	0

NOTE: *The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au*