



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Emmaus Catholic Primary School

370 Sydenham Road, Sydenham 3037
Principal: Vanessa Machado
Web: www.emsydenham.catholic.edu.au
Registration: 1959, E Number: E1370

Principal's Attestation

I, Vanessa Machado, attest that Emmaus Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Apr 2025

About this report

Emmaus Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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"

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

School Overview

Emmaus Catholic Parish Primary School is one of three Catholic Parish Primary Schools in the Sacred Heart Parish of St Albans, alongside Sacred Heart, St. Albans, and Cana, Hillside. Our schools are united as one federation and our Parish-School philosophy is we 'pray, work and share' together. Our Parish was led by Father Maurie Cooney until September, and then we welcomed Father Linh Tran.

Emmaus Catholic Parish Primary School was opened on 30th January, 1997 with 118 students. In 2023, 471 students were enrolled at Emmaus. There were 21 class groupings - three Foundation classes, three Year 1 classes, three Year 2 classes, three Year 3 classes, three Year 4 classes, three Year 5 classes and three Year 6 classes.

The school employed 28 full time staff, 15 part time staff, 11 Learning Support Officers and 6 administration staff.

Our primary school is located on Sydenham Road, Sydenham and shares a double synthetic oval with Catholic Regional College, Sydenham Year 11-12. Emmaus church is located next door to us which enables us to attend mass frequently adding to our strong Catholic Identity and allowing us to share in the celebration of the Eucharist together as a community just as Jesus did in Emmaus.

The Emmaus Community values education and pursues academic excellence. The students at Emmaus are taught by hardworking 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.

At Emmaus we are committed to growing a contemporary faith-filled learning community where :

All students are holistically nurtured and empowered.

The individual needs of all our students are met through targeted learning opportunities.

We collaboratively analyse and interpret data to support learning.

At Emmaus we will cultivate a culture of continuous learning and collective efficacy, to grow the whole child all the while living out our Catholic faith in the service of others.

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

Principal's Report

At the conclusion of 2023, we undertook a comprehensive school review in collaboration with an external reviewer and our regional Senior Manager. This reflective process informed the development of our 2024–2027 School Improvement Plan and our Annual Action Plan for 2024. These plans are the result of thoughtful consultation, evidence-based analysis, and a shared commitment to ongoing improvement, setting a clear and purposeful direction for our school's future.

Our strategic intent was formed - Emmaus 2027: nurturing and empowering so all can flourish.

At Emmaus we will cultivate a culture of continuous learning and collective efficacy, to grow the whole child all the while living out our Catholic faith in the service of others.

Three priorities were identified:

Priority 1

Improve student learning outcomes in literacy and mathematics

Priority 2

Cultivate collective efficacy and culture of continuous learning

Priority 3

Strengthen partnerships with families in the community

Together with the MACS school improvement team and our Senior Manager goals and targets were identified for us to work on throughout the next 4 years.

The goals and targets are broken down to be worked on throughout a year.

In 2024 our Annual Action Plan goals were:

To improve student learning outcomes in literacy and mathematics for all students

To cultivate collective efficacy and culture of continuous learning for all educators
To enhance authentic connections with our families and our community.

These goals set the key improvement strategies for the full 12 months. All staff were engaged in professional learning and dialogue to achieve the intended outcomes for our school community.

As we reflect on the progress made in 2024, we are proud of the commitment shown by our staff, the enthusiasm of our students, and the growing engagement of our families. Together, we have taken important steps toward our shared goals and laid a strong foundation for the years ahead. Our School Improvement Plan is not just a document—it's a living expression of our vision for Emmaus as a place where every learner is nurtured, empowered, and able to flourish. We thank our community for their continued support and look forward to building on this momentum in 2025 and beyond.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To enhance authentic connections with our families and our community.

Intended Outcomes:

- That our school is a Catholic community that enacts the Emmaus story and mission to work in the service of others.
- That we establish a range of partnerships that reconnect our school with our broader community and enhance students' understanding of the world we live in.

Key Improvement Strategies:

- Use the Catholic Social Teaching principles to co-design and coordinate social justice and outreach initiatives.
- Deepen and enact our local community connections through all words, deeds and actions (gospel values).

Achievements

Our intention for 2024 was to become more outward-facing, with a deliberate focus on service and giving more of ourselves to others. We aimed to shift our perspective beyond the walls of our school, seeking opportunities to engage with and support the wider community. Through a range of service initiatives, outreach projects, and acts of generosity, students and staff alike were encouraged to embody our values in action. This commitment to service not only enriched the lives of those we served but also deepened our own sense of purpose, empathy, and connection to the broader world.

We grounded our approach in the scripture passage of 'The Road to Emmaus', using it as a spiritual and symbolic guide to shape our journey forward.

We deepened our recontextualised understanding of the Emmaus story, drawing connections to our core Gospel values that continue to guide our Catholic mission and identity.

We introduced, unpacked and explored the Gospel values:

Love (F), Kindness (1), Compassion (2), Reconciliation (3), Justice and Peace (4), Courage (5) and Service (6).

These core values were selected to connect to the developmental stage and Religious Education curriculum taught at those levels. The children engaged with each of these values, learning about their meaning and finding ways to enact them in their everyday living.

To support staff faith formation, we partnered with the MACS consultants to deliver professional learning centred on the principles of Catholic social teaching.

Building on our new learning we co-design end co-ordinated social justice and outreach initiatives. We actively sought opportunities through collaboration with our broader community.

Value Added

We added value to our goals by moving beyond implementation to meaningful engagement.

In co-designing social justice and outreach initiatives, students and staff were not only participants but also collaborators, taking ownership of projects embedded in Catholic Social Teaching. These initiatives led to authentic community partnerships, deeper reflection on Gospel values, and real-world impact.

We also cultivated stronger relationships with the local kindergartens, nursing home, the Chaldean Catholic Church and the local St Vincent de Paul branch that enabled us to enrich both our faith life and community connections. As a result, our goals became more than actions—they became expressions of our shared mission.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To improve student learning outcomes in literacy and mathematics for all students.

Intended Outcomes:

- That all students will show progression in literacy and mathematics outcomes.
- That all educators expand on their knowledge and skill in applying the evidence based practice of explicit instruction in literacy and mathematics.
- That all educators respond to data with adaptive teaching practices.

Achievements

Stronger Routines = More Learning Time

Across all classrooms, teachers are using consistent routines. This has helped students stay more focused and spend more time on learning. Teachers are also working together—through peer coaching and classroom modelling—to build their confidence and further strengthen their teaching.

Building Engagement in the Classroom

Teachers are using strategies to keep students actively involved in their learning. While they feel confident with these techniques, they're eager to continue growing in this area. To support this, we'll continue offering coaching and opportunities for teachers to learn from each other, helping ensure every child gets the best possible learning experience.

Adapting Teaching to Meet Every Child's Needs

Teachers are using data to better understand each student's needs and are adapting their whole-class lessons accordingly. They are responsive to what students need, making real-time adjustments to lessons to ensure every child is supported and engaged. This approach helps ensure that all students, no matter where they are in their learning, can participate and succeed.

Student Learning Outcomes

More Focused Learning Time

The consistency of routines across all classrooms has led to an increase in 'on-task' time, allowing students to stay focused and engaged in their learning.

Improved Student Data

We are seeing an improvement in student progress, as shown by increases in both DIBELS (Reading) and Acadience (Mathematics) data from the beginning of the year. This reflects the positive impact of our targeted instructional strategies.

Effective Teaching Approach

The “teach first” approach, where teachers provide clear, direct instruction at the start of lessons, has helped boost student learning. This method, combined with all students engaging in Tier One teaching, has led to improved student outcomes across the board.

Increased Student Engagement

Student engagement has also increased, with students participating more actively in their lessons. Teachers are now tracking student progress more frequently, using informal assessment techniques, ensuring they can adjust their teaching to meet students' needs.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	422	61%
	Year 5	509	66%
Numeracy	Year 3	409	69%
	Year 5	488	65%
Reading	Year 3	415	75%
	Year 5	488	68%
Spelling	Year 3	411	68%
	Year 5	505	70%
Writing	Year 3	433	88%
	Year 5	494	81%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

Policies, procedures and practices result in learning environments that are consistently safe and characterised by positive behaviours.

Intended Outcome:

- To ensure that policies, procedures, and practices consistently create safe, supportive, and respectful learning environments that promote positive behaviour and enable all students to thrive.

Achievements

This year, we strengthened our approach to student wellbeing and behaviour by developing the Emmaus Behaviour Curriculum through our professional learning partnership with Classroom Mastery. This curriculum clearly outlines our shared norms, expectations, rules, and consequences, and is grounded in a commitment to consistency and care. Staff were supported in delivering this through targeted professional learning and coaching, facilitated by both external experts and our Emmaus instructional coaches.

Our ongoing partnership with Real Schools was a key element in aligning our behaviour approach with a restorative practice culture. A major focus this year was deepening our understanding of how consequences can be applied meaningfully and respectfully within this framework.

Together with our Real Schools coach, Kirsty Lush, we co-authored a new Student Engagement Plan, which clearly outlines how we, as a school community, live and learn together in a restorative way. This document reflects a shared commitment to fostering respectful relationships, accountability, and personal growth in our students. Our parent community was also involved in a parent engagement session, facilitated by Kirsty Lush, focused on raising resilient children.

Value Added

- Whole school Emmaus Behaviour Curriculum
- Student Engagement Plan

- Whole school implementation of 'Shared Routines'
- Shared routines were written and evaluated by the 'Classroom Mastery' team, then we were coached to reach mastery.
- Aligned out MACS recommended work with the work we have undertaken with REAL schools.
- Parent session on Restorative Practices with Kirsty Lush from REAL schools.

Student Satisfaction

Students at our school report that their teachers consistently hold them to high academic expectations, a key indicator of a rigorous learning environment.

This perception of rigour appears to positively influence how students view themselves as learners. When students believe that their teachers expect them to succeed and challenge them appropriately, they are more likely to develop a growth-oriented mindset and see themselves as capable, resilient individuals.

Notably, student responses indicate that their mindset as learners is higher than the MACS average. This suggests that the culture of high expectations at our school may be fostering greater academic confidence and self-efficacy among students.

Student Attendance

When an unexplained absence occurs, a member of our administration team contacts parents/carers as soon as possible in the morning.

Attendance is accurately recorded on student files and shared with parents on school reports twice yearly.

The administration team informs the Wellbeing Leader of notable absences.

The Wellbeing Leader calls to do a wellbeing check in if students have repeated absences.

If required the Principal and the Wellbeing leader work together with the family.

Average Student Attendance Rate by Year Level	
Y01	91.3
Y02	91.5
Y03	91.5
Y04	91.3
Y05	91.1
Y06	88.1
Overall average attendance	90.8

Leadership

Goals & Intended Outcomes

Goal:

Policies, processes and practices are recognised as significant levers for implementing coordinated, collaborative and pragmatic whole- school improvement.

Intended Outcome:

- Leaders consistently implement aligned policies and processes that promote a collaborative culture and support effective school wide improvement in teaching, learning and wellbeing.

Achievements

Considerable time, money and effort have been directed towards strategic growth in teaching, learning and engagement at Emmaus.

Our leadership team was invited to document the strategic implementation of the MACS Vision for Instruction at Emmaus. As part of this process, a short film was produced, capturing our journey through professional learning, instructional coaching, and whole-school approaches. The film also features classroom footage showcasing teaching and learning in action, offering a powerful insight into how the Vision is being embedded across our school. This film was shared with all MACS school leadership teams, regional office staff, and staff at James Goold House, highlighting Emmaus as an example of strategic and impactful implementation.

Schools have also visited Emmaus to observe and discuss the strategic implementation of the MACS 'Vision for Instruction'.

We are proud that our strategic implementation is having an influence beyond our own school community. This has built collective efficacy in our teaching staff.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Teachers have been involved in considerable professional development in our shift toward the MACS Vision for Instruction.</p> <ul style="list-style-type: none"> - Flourishing Learners School Improvement Network - Classroom Mastery (Knowledge Society) - Coaching (Classroom Mastery) - Focus on “Cue to Start” - Includes peer video coaching - Teaching of Writing - Evidence informed instruction - Engagement techniques - Teach Well - Restorative Practices - with REAL Schools - Sharing Best Practice Professional Development - Research Ed Conference - Western Region- Combined Primary Literacy and Maths Network - Times Table Rock Stars Mathematics PD - MACS Graduate to Proficient Program - School Improvement Networks (Simon Breakspear) - Teaching Matters Conference - Tasmania - What Works? - Mathematics Conference - Lorraine Hammond Professional Development - Tom Sherrington - 'Walk Thrus' <p>Fortnightly LSO Community of Practice meetings</p>

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> - Active Supervision/Support of students during play breaks - Building independence in children 	
Number of teachers who participated in PL in 2024	42
Average expenditure per teacher for PL	\$300.00

Teacher Satisfaction

Recent staff survey results indicate strong levels of collaboration and professional learning at Emmaus, with several measures exceeding MACS averages:

Collaboration in Teams:

84% of staff agreed that teachers work well together to improve teaching and learning. (MACS average: 70%)

Professional Learning:

81% of staff positively rated the quality and coherence of professional learning opportunities. (MACS average: 63%)

Collaboration Around an Improvement Strategy:

78% of staff reported effective collaboration around a shared improvement strategy. (MACS average: 67%)

Teacher Qualifications	
Doctorate	0
Masters	9
Graduate	3
Graduate Certificate	8
Bachelor Degree	32
Advanced Diploma	7
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	55
Teaching Staff (FTE)	46.8
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	12.39
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

The school celebrates community engagement in the life of the school.

Intended Outcomes:

- To foster a strong sense of belonging and partnership by actively engaging families, parish, and the wider community in the life of the school, enhancing student wellbeing, learning, and faith development.

Achievements

The Fundraising committee have been able to organise more activities this year.

Emmaus Mini Fair - parents support the fair by running stalls and attending the fair.

School fun lunches - the Fundraising committee organise these events.

Visiting the local library - making a connection with our local community.

School masses every fortnight with strong parental engagement.

Parents volunteering to support the library and cover books.

Parent support on excursions.

Parent engagement sessions - about the curriculum and organisation of the school.

Mother's Day and Father's Day Breakfast.

Open classroom afternoons.

Parent Satisfaction

Our goal in 2024 was to strengthen our connection with families, and we are proud to say that meaningful progress has been made.

As reflected in our list of achievements, there was a noticeable increase in the number of events designed to encourage parent involvement. These opportunities ranged from classroom activities to community-wide celebrations, all aimed at fostering deeper partnerships between home and school. We are truly grateful to the many parents who accepted these invitations and actively participated. Their engagement has played a vital role in nurturing a stronger, more connected school community.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.emsydenham.catholic.edu.au