

Emmaus Catholic Primary School

Sydenham



REGISTERED SCHOOL NUMBER: 1959

2016 Annual Report to the School Community

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VRQA Compliance Data E1370

Contact Details

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Minimum Standards Attestation

I, Mary Rengey, 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 Training Regulations 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

19 May 2017

School Vision

We, the staff of Emmaus Catholic Primary School, believe that Jesus is the centre of everything we do. The values Jesus Christ lived by and taught will be evident in our school community as we pray, work and share together. As Catholic teachers, we are responsible for passing on the traditions, rituals, values and stories of the Catholic Church. Therefore, we as Catholic educators, are committed to the Catholic faith, and especially to the celebration of the Eucharist.

At Emmaus, we believe that our faith community consists of our parishioners, our parents, our staff, our priest and our children. We will endeavour to pray, work and share together in a spirit of partnership whereby each member contributes towards the development of the Emmaus community.

We have been entrusted by Catholic families in our Parish to educate their children. We will provide an education aimed at addressing the needs of individual children through an inclusive curriculum that assists children to achieve their true potential.

School Overview

We belong to the Parish of Sacred Heart – Emmaus. Our Parish-School philosophy is that ‘we pray, work and share’ together. There are three schools in our parish, Sacred Heart in St Albans, Emmaus in Sydenham and Cana in Hillside. Our Parish Priest is Father John O’Reilly.

Our three schools all work together for the common good of all children in our Parish. Our children are all baptised Catholics and at least one parent in each family is Catholic. Families are committed to the philosophy of ‘praying, working and sharing’ together as they celebrate Mass each weekend, share in Thanksgiving and work together in Ministries.

Emmaus Catholic Primary School is located on Sydenham Road, Sydenham. It is situated near Emmaus Catholic Church and Watergardens Station. Catholic Regional College Sydenham Year 11 and Year 12 campus shares both a soccer and football oval with us. Emmaus has the advantage of using CRC facilities, like the hall. We work in partnership with CRC Sydenham, such as, hosting their students as they engage in Community Service and other school programs.

In 2016, 430 students were enrolled in Emmaus. We provided 19 stimulating learning environments: 3 Prep classes, 3 Year 1 classes, 3 Year 2 classes, 2 Year 3 classes, 2 Year 4 classes, 3 Year 5 classes and 3 Year 6 classes. Each classroom was conducive to learning with bright, visual displays of children’s work. Teachers also displayed children’s learning in all areas of the curriculum.

Teachers organised their resources and provided engaging, relevant learning experiences. All classrooms were also equipped with MacBooks, interactive whiteboards, air-conditioners and heaters. We were also every proud of our outdoor play areas for our children. They played soccer, football, basketball, netball, downball, and socialised on the adventure playground and in the sandpit.

Our school motto is ‘Jesus stay with us’. We have Jesus’ spirit with us. We believe that the Mass never ends and we lived out the Eucharist in our daily lives. In 2016, our children, our staff, our parents and grandparents together have created a learning environment that is faith filled and Jesus centred.

Principals Report Term 1 2016

Foundation students settled well into school life. Through listening, observing, speaking, investigating and interacting, they explored how they can learn new things at school. The students looked closely at each school rule and identified how these rules help them to keep safe. They were very excited to meet their Year Six buddy who helped them settle into life at Emmaus.



Year 1 students investigated what choices they could make to keep their mind and body healthy. They enthusiastically participated in 'Try Day', where students were encouraged to try new fruits and vegetables. All students made their own healthy sandwich and fruit salad.

During Term One, Year 2 students explored how the Sacred Heart/Emmaus Parish and the community has changed over time. They were fortunate to have significant people from the local community visit Emmaus as guest speakers and discuss how they have contributed to the development of the local area. The students read and wrote a variety of recounts, identifying the structure and language used.



Year 3 students investigated how they can strengthen their personal identity. They looked at ways to deal with successes, challenges and failures and how these can make them stronger. The students explored growth and fixed mindsets and set goals for their future learning.

Year 4 students explored how they can keep their mind, body and soul healthy. They engaged in a variety of activities that broadened their minds and improved their health and wellbeing. The students enthusiastically listened to motivational guest speaker, Mike Spears, who discussed the need for a balance in physical, mental, social, emotional and spiritual health. They concluded the term by designing and creating an information brochure to display their learning.

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Year 5 students investigated how the Victorian Gold Rush affected Victoria and the way Victorians lived their lives. They particularly enjoyed their excursion to Sovereign Hill.



The students also learnt how to be responsible and respectful cyber citizens in the online world and enjoyed learning about new features on their Apple MacBooks.

Year 6 students explored the topic, 'What is a digital footprint?' They looked at rules and protocols for designing and using social media websites and applications and how online behaviour can have a positive or negative impact on their digital footprint and wellbeing. The students enthusiastically attended workshops facilitated by ACMA with their teachers and peers.

Principals Report Term 2 2016



Foundation students learnt about 'Who and what keeps us safe in the community'. They met a variety of community workers, identified safety signs in their environment and learned safety rules. They enthusiastically participated in an excursion at the Essendon Traffic School.



Year 1 students discovered various traditions celebrated in the past and compared their lives to their parents' and grandparents' lives e.g. school days, leisure and communication. They dressed up in olden day attire and attended an excursion to an olden day style school in Bundoora. During the term, the students also explored the genre of procedure writing and enjoyed following instructions to make arts and crafts and yummy food.

Year 2 students greatly enjoyed learning about force, gravity and what makes things move. They engaged in scientific experiences at Scienceworks. The students explored a variety of strategies to solve addition and subtraction problems and wrote their own problems for students to solve.



Year 3 students identified the major natural and human features of Australia. They also examined the many places of Aboriginal and Torres Strait Islander Peoples throughout Australia. The students greatly enjoyed their excursion around the city.

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Year 4 students investigated how Aboriginal beliefs, customs and traditions contribute to a community's identity. They enjoyed reading a variety of Dreamtime stories and Australian Literature and recording and publishing their own Dreamtime stories. They were also fortunate to meet and listen to the local member for Sydenham discuss the importance of the Victorian Aboriginal Culture and its rich heritage in our community.

Year 5 students learnt what it means to be a good cyber citizen. They understood that ICT includes communication tools e.g. computers, apps, emails, websites, mobile phones, tablets, game consoles, watches, MP3 players. They learnt how everything you post online is permanent and combines to make your digital footprint. They also explored the genre of persuasive writing and published a piece on how to be a responsible cyber citizen.



Year 6 students travelled to the city by train and took a journey through Parliament House and Treasury House. During the term, they discovered the role of Parliament in Australia and how people can participate as global citizens.

Furthermore, they read many factual texts and also gathered information to write a biography on an influential Australian.



Principals Report Term 3 2016



Foundation students learnt about living things and how both animals and plants are grown for food, clothes and shelter. Their day at the farm was most enjoyable, with children discovering that animals need food, water and shelter to survive. Throughout the term, they wrote basic information reports about various farm animals.



Year 1 students answered the question, "How does a plant or an animal's features help them to survive in their habitat?" They attended an excursion to The Melbourne Zoo and explored the various habitats of a range of zoo animals. They also explored the genre of information reports and labelled diagrams of plants and animals to show their features.

They also dressed up during 'Book Week' and enjoyed reading books nominated by the Book Council.



Year 2 students investigated many places in the world and learnt how people are connected to different places and how they stay connected through transport and technology. Throughout the term, they explored the many countries of the Asia region and had the opportunity to learn about various Asian countries through the Olympics.

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Year 3 students enjoyed a day at the MCG, where they learned about the significance of the Olympic Games and different traditions celebrated around the world. They toured the Sports Museum and were fortunate to listen to an Olympic athlete share their Olympic experience. They also explored many forms of poetry and particularly enjoyed writing acrostic poems about 'grandparents'.



Year 4 students learnt about ecosystems, food webs, food chains and organisms. They investigated how living and non-living things interact with each other and their environment. They also enjoyed their excursion to the Melbourne Aquarium. Students also wrote their own explanation texts and created labelled diagrams to explain a food chain.

Year 5 students investigated various types of drugs and how they have the potential to cause harm if misused. They were encouraged to make wise choices for the wellbeing of their minds and bodies. They displayed their learning about different types of drugs in the form of an information brochure.

Year 6 students learnt about the powerful role of media and how it can influence their lives. They developed an understanding about the need to choose the right people as role models, as they can have a positive effect on them.



They also ended the term by enjoying adventurous experiences at Camp Wyuna in Queenscliff. The teachers and parent helpers involved them in experiences that developed teamwork and leadership skills.



Principals Report Term 4 2016

Foundation students enjoyed school. They made lots of friends and by the end of the year, they were reading, writing and problem solving in Maths. They also explored how toys move, what they are made from and how they are designed. They enthusiastically constructed their own toys by following their design brief. The children participated in a 'Craft Power' incursion where they learnt about a variety of tools and used them to create their own toys.



Year 1 students investigated how they can use their senses to learn about the world around them. They participated in an incursion that looked at different experiments with light and sound. During Literacy, they read and sequenced a variety of fairytales and then published their own narratives.

Year 2 students learnt about the importance of water in their lives. They explored the water cycle and looked at ways that they could conserve water for future generations. They also participated in the 'Watery Weather' Science incursion which was hands-on and informative. They wrote their reports on their MacBook.



Year 3 students explored the question, "How do the life cycles of living things depend on each other and the environment to survive?" They read a variety of information texts about threatened and endangered animals and explored the genre of explanation.

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Year 4 students investigated how inventions have changed the world. They studied inventions from the past and identified their purpose and need. The Year 4 children explored the role of people in design and technology occupations. The children enthusiastically participated in a 'Craft Power' incursion where they designed and created their own Billy carts.

Year 5 learnt about Space. They learnt about the various planets in our Solar System and then shared what they learnt and created with their parents. They greatly enjoyed their excursion to Scienceworks and when they returned to school they wrote reports about all the different planets in the Solar System.



Year 6 children organised and set up stalls for our Mini Fair. They used their leadership skills and worked collaboratively to raise money for children at Emmaus, Cana and Sacred Heart.

They also received the gift of the Holy Spirit in the Sacrament of Confirmation.

At their Graduation Mass, they prayed for their parents, teachers, friends and school. They were also very grateful to Father O'Reilly, their teachers, parents and friends at Emmaus.

Education in Faith

GOAL

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



INTENDED OUTCOMES

- That students develop a greater understanding of what it means to be a Catholic in the contemporary world.
- That there will be increased understanding of, and involvement in Social Justice, as an expression of our faith in action.



ACHIEVEMENTS

- Every Thursday morning, the whole school celebrated a morning Mass that was prepared by an individual class.
- Families celebrated and participated in the Eucharist each week and were involved in Ministries and Thanksgiving.
- Families attended Family Chats and Family Days to prepare their children to receive the Sacraments of Reconciliation, Eucharist and Confirmation.
- There was an effective implementation of the Religious Education Curriculum.
- Staff were given the opportunity to deepen their understanding of scripture by participating in professional development facilitated by Dr Margaret Carswell.
- Catholic Education Melbourne (CEM) staff collaborated with Emmaus staff to develop a shared understanding of Social Justice.

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- Acts of Social Justice included: Project Compassion, Coin Trail, Missions, St Vincent De Paul and donations to the Parish Fair.
- Emmaus Feast Day celebrations included a Mass and an enjoyable concert.
- Years 3, 4 and 6 staff from Sacred Heart, Emmaus and Cana worked together with Religious Education leaders to plan Sacramental programs.
- Students attended the Mission Mass held at St Patrick's Cathedral.
- Pastoral care was provided to many needy families in our school.

2016 CATHOLIC CULTURE - PERCENTILES

- Students – Importance 100 percentile
- Students – Opportunity 100 percentile
- Students – Behaviour of Staff 100 percentile
- Students – Behaviour of Students 100 percentile
- Students – Compassion 100 percentile
- Students – Social Justice 100 percentile

2016 CATHOLIC CULTURE - PERCENTILES

- Parents – Importance 99 percentile
- Parents – Opportunity 100 percentile
- Parents – Behaviour of Staff 99 percentile
- Parents – Behaviour of Students 99 percentile
- Parents – Compassion 99 percentile
- Parents – Social Justice 100 percentile

VALUE ADDED (What we put in place to achieve this improvement)

- A commitment to the Eucharist and building a Catholic community.
- A Federation of 3 Catholic schools: Sacred Heart, Emmaus and Cana collaboratively 'pray, work and share together'. Leadership meetings are held weekly with Father O'Reilly.
- Religious Education professional learning facilitated by Religious Education leader.
- Religious Education professional learning facilitated by Dr Margaret Carswell.
- Commitment of Emmaus staff at Family Sacramental Days.
- Families attending and celebrating the Eucharist each week, families in Thanksgiving and families engaged in Parish Ministries.
- Teachers' gift of faith and daily Religion lessons nurtured a love of the Eucharist and Jesus.
- Year 6 students participated in a Reflection Day at Mary MacKillop Heritage Centre.
- Teachers called children to the Eucharist and a strong devotion to prayer.
- Sacrament of Reconciliation for Year 4 students, was celebrated in small groups in the evening.
- Sacrament of Eucharist for Year 4 students was celebrated across the Parish, with families from Emmaus, Sacred Heart and Cana.
- Sacrament of Confirmation for Year 6 students was celebrated by Bishop Mark Edwards in November.

Learning and Teaching

GOAL

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

INTENDED OUTCOME

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

ACHIEVEMENTS

- There was effective implementation of Religious Education and other areas of the Curriculum.
- Children's numeracy skills improved and children were engaged in solving mathematical problems.
- Children were engaged in excursions, incursions, brainstorming strategies and experiments that provided experiences for oral language, investigation, questioning, exploring and discovering.



- Ongoing assessment throughout the year demonstrated steady, accelerated children's growth in their learning.

- Students with additional needs achieved their goals. Parents attended meetings with the Student Services Leader, class teacher and Learning Support Officer (LSO) and discussed their child's Personalised Learning Plan (PLP).

- New take home reading material, an Intervention Reading program and SPA Markbook provide relevant resources to monitor and improve children's learning.

VALUE ADDED (What we put in place to achieve this improvement)

- Intervention to further develop literacy and numeracy skills.
- Teachers scaffolding teaching and implementing of various reading skills and strategies, such as, visualising, asking questions, providing feedback and checking for meaning.
- Using technology to give students opportunities to learn, create and share their learning.
- More emphasis on asking students questions related to the text before, during and after reading.
- Teachers modelled writing, then students wrote in pairs and finally children wrote independently.
- Maths Intervention Person was appointed to support students with their learning.

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- Students were encouraged to solve mathematical problems collaboratively with their peers. They then shared their mathematical understandings.
- Our learning was driving the use of technology as a tool.
- Teachers taught explicitly and identified 'Learning Intentions' and 'Success Criteria'.
- Emotional wellbeing strategies like Jigsaw and 'Catch-ups' that nurtured students' emotional wellbeing and enhanced students' learning.

Rich experiences like excursions, incursions, investigations, literature, vocabulary development provided more knowledge, understanding, personal experiences and skill development. Effective resources for Years Prep to 6 were utilised. Students' learning experiences gave them opportunities for success. They learnt, created and shared. Students were then able to transfer their learning and share it with others.

2016 DATA GATHERED FROM SCHOOL IMPROVEMENT SURVEYS: OUR SCHOOL'S STRENGTHS

- Student Experience – Connectedness to school 97 percentile
- Student Experience – Teacher Empathy 97 percentile
- Student Experience – Purposeful Teaching 97 percentile
- Student Experience - Stimulating Learning 99 percentile
- Student Experience - Learning Confidence 99 percentile
- Student Experience – Motivation 99 percentile
- Student Experience - Connectedness to Peers 97 percentile



Student Wellbeing

GOAL

- To build students' resilience.

INTENDED OUTCOME

- That students' social and emotional learning is strengthened.

ACHIEVEMENTS

- Child Safety Standards were developed to ensure that at Emmaus we enact on the goal to ensure that there is zero tolerance to a child experiencing child abuse.
- We developed a whole school approach to student wellbeing. Our focus was to provide policies, practices and procedures to ensure our students are fully engaged in their learning, feel safe, happy and have a strong sense of belonging and connectedness to their school as a Catholic community of Jesus.
- Data demonstrated that our students are connected and are happy to come to school.
- We demonstrated a strong emphasis on social and behavioural management strategies e.g. Positive Approach to Student Management, our six school rules, rewards and consequences.
- We implemented provision to meet the needs of students with additional needs.
- We demonstrated a comprehensive cyber safety program.
- We implemented a Social and Emotional Learning program that develops self-regulation, responsible decision-making, relationships, social awareness and trust.



VALUE ADDED (What we put in place to achieve this improvement)

- Each class of students, collaboratively wrote a 2016 Working Statement.
- CASEA program that focused on social and emotional learning.
- Emmaus provided parents with many opportunities to work in partnership with the school e.g. Classroom Parent-Helper Ministry, Parent-Teacher Interviews, Parent Chats, Family Days, Prep Parents 'Help Your Child Read' meeting and students sharing their learning with their parents.
- Three school counsellors from Cairnmillar Institute provided counselling.
- Year 5 students participated in 'Jigsaw' sessions facilitated by our Deputy Principal/Student Wellbeing Leader and Years 1- 6 students participated in weekly 'catch up' facilitated by our Deputy Principal and our Principal.

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- Everyone enjoyed 'Footy Day'. Students and staff experienced a sense of belonging and positive wellbeing. Students wrote about football experiences and participated in mathematical challenges related to football.
- Buddy program between Years 6 and Year Prep students encouraged connectedness and belonging.
- Students participated in a First Aid Course.
- Excursions and incursions made positive impacts.
- Student Wellbeing resources were promoted and utilised by staff.
- Transition programs and special parent meetings were organised for students and families.



- Emmaus utilised outside agencies and professionals to support students with additional needs.
- Year 6 camp was greatly enjoyed by our students who developed leadership and team skills.
- Students were engaged in CESH (Cana, Emmaus and Sacred Heart) Sports Day, Emmaus Sports Days, 'Italian Day' activities, 'Harmony Day' activities, 'Book Week', 'Mathematics Day', 'Anzac Day Commemoration' and 'Remembrance Day Service' to improve their learning outcomes and enhance their wellbeing. These days also connected students, boosted morale and gave students a sense of belonging.

Students are given opportunities daily to work as a team.



Leadership & Management

GOAL

- To strengthen our professional culture.

INTENDED OUTCOME

- That shared leadership is strengthened.

ACHIEVEMENT

- Parish Leadership met regularly to discuss Parish-School life, vision and school community.
- School Leadership met to discuss our goals and implement our actions for 2016.
- Teachers grew professionally through the implementation of a Mentoring program.
- Teachers planned Special Events days e.g. 'Harmony Day', 'Remembrance Day', 'Anzac Day', 'Grandparents Day', 'Mathematics Day', 'Footy Day' and Book Week.
- School Improvement Plan was written collaboratively by staff on Google Docs.
- eSmart Committee completed all requirements and was awarded an 'eSmart school'.
- Occupational, Health and Safety Committee completed all responsibilities and duties.



- Application for a Supplementary Grant and Catholic Capital Grant for new classrooms, Art area and recreational facilities, as well as, a kindergarten in the future. Application to renovate our administration building, staffroom, leaders' offices and teachers' planning room.

- New Italian resources purchased by Italian teachers from a \$1000 grant.

- Student Representative Council (SRC) were chosen during Semester 1 and Semester 2. Students organised 'Acts of Social Justice'.

- Sports Captains demonstrated their leadership skills during Sports Days, welcomed visitors, supported the Physical Education

teachers, trained children and managed sports equipment.

VALUE ADDED (What we put in place to achieve this improvement)

- 2016 calendar of all Parish – School events, including all meetings and school activities was shared.
- Mentoring program was initiated and developed for an Australian Catholic University (ACU) pre-service teacher.
- Leaders with Positions of Leadership fulfilled their role and duties.
- Students were engaged in tasks that developed their leadership skills.
- ICT manager was responsible and accountable for all ICT needs of Emmaus. Together with Emmaus' ICT leader they ensured the smooth running of ICT across the school and provided provision for all our children's and teachers' needs. As a consequence, leaders, teachers and aides are leading and supporting colleagues within the school to select and use ICT effectively to expand students' and teachers' learning opportunities.
- Classroom teachers planned collaboratively using GAFE (Google Apps For Education).
- ICON (Integrated Catholic Online Network) was introduced in Term 3.

2016 DATA GATHERED FROM TEACHER SURVEYS – PERFORMANCE AND DEVELOPMENT LEAD INDICATORS

- Teacher Confidence increased from 89 in 2015 to 90 in 2016.
- Student Motivation increased from 87 in 2015 to 88 in 2016.
- Respect for Students was 91 in 2015 and maintained at 91 in 2016.
- Curriculum Processes increased from 80 in 2015 to 81 in 2016.

AVERAGE EXPENDITURE PER TEACHER FOR PROFESSIONAL LEARNING IN 2016 \$3000

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING:

Staff engaged in Religious Education Professional Learning:

- Years Prep, 1, 2 & 5: Godly Play
- Years 3, 4 & 6 teachers: Sacramental Planning
- Scripture: facilitated by Dr Margaret Carswell

Staff engaged in Learning and Teaching Professional Learning:

- Weekly planning in Religious Education and curriculum
- Personalised learning and differentiation
- Data analysis and moderating
- Maths: Planning for differentiation
- Inquiry based learning
- Testing: pre / post / data analysis / Spa markbook: tracking students' growth
- ICT: Apple MacBooks training

Staff engaged in Student Wellbeing Professional Learning:

- Child Safety Standards
- Understanding students with additional needs, in particular, Autism Spectrum Disorder (ASD) students
- Protecting the Safety of Children and Young People, Mandatory Reporting PL module
- Goal setting in Personalised Learning Plans (PLPs)
- Stitches First Aid Level 2 with Cardiopulmonary Resuscitation and Anaphylaxis Training

Staff engaged in Leadership and Management Professional Learning:

- Mentoring facilitated by Australian Catholic University

OVERALL AVERAGE STUDENT ATTENDANCE RATE FOR 2016 is 94.08
(See Average Student Attendance Rate by Year Level on the final page)

HOW NON ATTENDANCE IS MANAGED BY EMMAUS:

Student Non-Attendance is managed through these procedures that are located in our Student Attendance Policy:

- Teachers alert principal of non-attendance by the student.
- Principal rings the parent to seek understanding why the student is absent.
- Parents need to ring the school, when their child is absent from school and give the reason.
- Newsletter articles highlight the need for children to be at school daily.
- Department of Education and Catholic Education Melbourne are contacted when there is serial absenteeism.
- On return to school, parents write a note giving the reason for the absenteeism.

School Community

GOAL

- To strengthen school / parish and community partnerships.

INTENDED OUTCOME

- That student learning will be enhanced.
- That parents have greater opportunities to engage and collaborate with staff to achieve student outcomes.

ACHIEVEMENTS

- All parents attended Family Chats at the Parish Presbytery. They shared their journey of faith and their commitment to 'praying, working and sharing together'.
- Parents were given the opportunity to take part in tasks that gave them an opportunity to be involved in their child's learning and education at Emmaus.
- Parents supported all Physical Education activities organised throughout the year.
- All parents participated in at least one Ministry and the Thanksgiving Program.



- We planned regular School Community events that brought children, staff and parents together in partnership. Book Week celebration was successful. Our parents were enthusiastic and showed their support by dressing their children as book characters and joining in the celebration.

- Our parents also generously supported the two Book Fairs that were organised throughout the year. Our parents valued books and the importance of reading to their child.

- Regular Working Bees kept Emmaus church and school beautiful and well maintained. As parishioners, they worked enthusiastically.
- Collaborative team work and generosity by Emmaus school community was evident at our Parish Fair. The Fair Committee worked tirelessly throughout the year to create a community spirit.
- The Fundraising Committee consisted of mums and dads who organised a variety of fundraising events e.g. Subway lunch, 'gold coin donation' dress-up days, Mothers' and Fathers' day stalls to bring about community spirit, a sense of generosity and friendship. Parents felt a strong sense of achievement.
- Art teachers celebrated the students' artwork with a special Tuesday afternoon 'Art show'. Parents viewed their children's work and praised children for their creative talents.
- Parents supported our Physical Education Sports days by helping all students feel engaged and safe.
- Collaborative team work and generosity by Emmaus parents by supporting children as school helpers in the classroom, on excursions, on camps, at Sports carnivals, icypole sales, preparing classroom aids, organising raffle tickets, second-hand uniform sales, etc.
- Active, friendly and inclusive Emmaus Playgroup for children's learning, parent support, social interaction and hospitality.
- Our school community worked in partnership. Parents were seen as having a vital role in the children's learning.



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VALUE ADDED (What we put in place to achieve this improvement)

- All parents attended an information evening to hear of the vision for Catholic Education in our Parish.
- All families were involved in Ministry. Parents were active in Ministry through the Parish and schools.
- Parents in Years 3, 4 and 6 attended Sacramental Family Days on the weekend to help them understand what their children were learning about in school about Sacraments: Baptism, Reconciliation, Eucharist and Confirmation.
- Parents enjoyed supporting our regular excursions, incursions, Sports days, where they were able to participate on the day by helping the teachers, encourage the students and feel part of a school community.
- Teachers organised expos for the parents to hear from their children about what they have learnt at school.



- Parents enjoyed working in partnership.
- 'Grandparents Day' was also another day that highlighted our strong partnership between Parish – family and school. Many grandparents are responsible for dropping off and picking up their grandchildren after school. They played a major role in the family and they were very excited about visiting their grandchildren's classrooms. They also enjoyed relaxing with friends and having a cuppa in our school hall.
- Emmaus staff promoted students' learning on our Emmaus website and Emmaus app.

- Parents were involved in Acts of Social Justice throughout the year. They gave generously to all efforts.
- Parents also celebrated Thursday morning Mass and listened to weekly assemblies.
- Our annual Christmas concert gathered the community to celebrate the joys of Christmas. Students greatly enjoyed performing for their families on the big stage at CRC Sydenham. The whole school community gathered together and engaged in a magnificent production by the talented students and teachers.

Here is a photograph of our Preps celebrating 100 days of Preps. The teachers organised meaningful literacy and numeracy learning tasks related to the students' experiences of being at school for 100 days.

This was a significant day, not only for the teachers and students, but also for the parents who have joined a Catholic community and are doing 'their best' and 'working in partnership' to be part of their children's learning by listening to their child read, supporting them with their number recognition and counting exercises, preparing them for 'Show and Tell', collecting items needed for school, dressing them up according to special days and events, communicating with their teachers, and most of all, celebrating the Eucharist each weekend.



VRQA Compliance Data E1370

Child Safety Standards

Goals and Intended Outcomes

- To meet the requirements of the Ministerial Order 870

Achievements

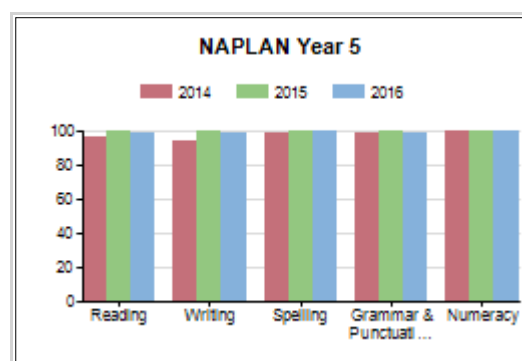
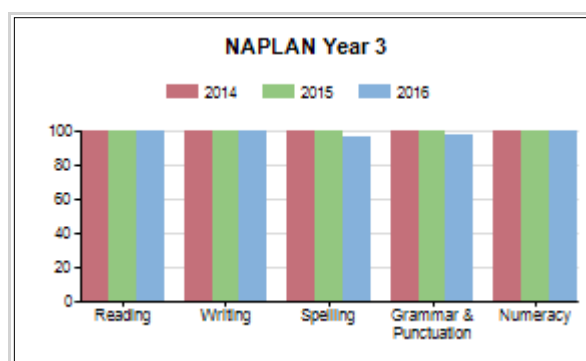
- Developed a Child Safe Standards Policy.
- Initiated and begun to implement the development of 7 Child Safety Standards.
- Implemented a timeline to complete the necessary requirements concerning the 7 Child Safe Standards.
- Across the Federation, each staff member of the Federation was provided with professional learning concerning the 7 Child Safety Standards.
- Each staff member has read, agreed to and signed the Code of Conduct (Standard 3).
- Each staff member has been made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools).
- Each staff member has completed an online Mandatory Reporting Module.
- Staff meetings – explaining the Ministerial Order 870.
- The leaders of each school have been inducted into an understanding of the protocols required in adhering to the Child Safety Standards.
- We have become aware of and are using the Human Resources Practices i.e. Employment of Staff, Engagement of Contractors and Volunteers in the school.
- Parents have been informed via the school newsletter, website, signage around the school concerning Child Safety.
- Parent were given the opportunity to attend cyber safety meetings.

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The trend data in the proportion of students meeting the minimum standards requirement reflects consistent positive high percentages for '**2014, 2015 and 2016 data**' for both Year 3 and Year 5 Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. In reference to '**2015 to 2016 Changes % data**', we maintained 100% in Year 3 Reading & Writing and in Year 5 Spelling & Numeracy. Furthermore, in Year 3 Spelling and Grammar & Punctuation and Year 5 Reading, Writing and Grammar & Punctuation, the change was quite minimal.

E1370 Emmaus Catholic Primary School, Sydenham

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	96.2	-3.8
YR 03 Grammar & Punctuation	100.0	100.0	0.0	98.1	-1.9
YR 05 Reading	97.1	100.0	2.9	98.6	-1.4
YR 05 Writing	94.3	100.0	5.7	98.6	-1.4
YR 05 Spelling	98.6	100.0	1.4	100.0	0.0
YR 05 Grammar & Punctuation	98.6	100.0	1.4	98.6	-1.4
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0



Emmaus Catholic Primary School, Sydenham 3037

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.28
Y03	94.66
Y04	94.25
Y06	92.78
Y05	95.34
Y02	94.14
Overall average attendance	94.08

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.58%

STAFF RETENTION RATE	
Staff Retention Rate	93.55%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	4.00%
Graduate	12.00%
Certificate Graduate	0.00%
Degree Bachelor	84.00%
Diploma Advanced	40.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	29
FTE Teaching Staff	24.400
Non-Teaching Staff (Head Count)	11
FTE Non-Teaching Staff	6.494
Indigenous Teaching Staff	0

