

Emmaus Catholic Primary School

Sydenham

REGISTERED SCHOOL NUMBER: 1959

2017 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 2018

School Vision

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

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 Maurie Cooney.

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 2017, 430 students were enrolled in Emmaus. We provided 18 stimulating learning environments: 2 Prep classes, 3 Year 1 classes, 3 Year 2 classes, 3 Year 3 classes, 2 Year 4 classes, 2 Year 5 classes and 3 Year 6 classes. Each classroom was conducive to learning with bright, visual displays of students' work. Teachers also displayed students' 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 students. They played soccer, football, basketball, netball, 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 live out the Eucharist in our daily lives. In 2017, our students, our staff, our parents and grandparents together have created a learning environment that is faith filled and Jesus centred.



Principals Report Term 1 2017

The year began with our students extremely happy to begin the new school year. Our Preps were the highlight on the first day. Over Term 1, our students also:

- Wrote a 'Class Working Statement' explaining how they will 'pray, work and share together'.
- Received ashes on Ash Wednesday and decided how they will follow in Jesus' footsteps.
- Wrote goals for the term and strived to have an 'open mindset'.
- Used their MacBooks as a learning tool to improve learning outcomes.
- Learnt Physical Education, Art and Italian skills.
- Developed relationships with their new teachers and friends, in particular, their new buddies.
- Learnt Emmaus school rules and how to be cyber smart.
- Chose a Student Representative leader for Semester 1.
- Displayed leadership skills in the classroom and school yard.
- Visited the new office for 'First Aid', as we started the refurbishment of the administration building.



Principals Report Term 2 2017

We started Term 2 celebrating Emmaus Feast Day. We thanked God for our school, teachers, friends and family. Over Term 2, our students also:

- Attended a Family Chat at the presbytery to share how they pray, work and share as a Parish family.
- Prayed for the students in Year 4 who received the Sacrament of Reconciliation.
- Engaged in Eucharist Family Days at Emmaus school.
- Reported back to their family their learning achievements.
- Learnt about the environment, Australian history, Science, countries and ways to keep healthy and safe.
- Parents worked in partnership with us through various school activities.
- Shared their learning with their parents who received their child's report.
- Engaged in exciting experiences, while participating in excursions and incursions.
- Collaborated with friends, when learning in the classroom with teachers and in the playground with leaders.
- Participated in Naplan testing (Years 3 & 5) students only.



Principals Report Term 3 2017

We started Term 3 celebrating Grandparents Day. We thanked God for our grandparents and invited them to learn in our classrooms. Over Term 3, our students also:

- Thanked Father O'Reilly for his love of the Eucharist and dedication to Catholic education in Melbourne.
- Prayed for the students in Year 4 who received the Sacrament of Holy Communion.
- Learned about Mary MacKillop and celebrated the Feast day of St Mary of the Cross.
- Demonstrated learning growth in both their literacy and numeracy skill development.
- Reported back to their family their learning achievements.
- Raised money for Sports equipment through a Walk-a-thon.
- Read books by Australian authors and enthusiastically participated in Book Week activities.
- Enjoyed leadership activities and social activities with their friends at the Queenscliff camp.
- Raised awareness of gorillas' habitats and collected used mobile phones as an act of social justice.
- Celebrated 'Footy Day' as a school community and enjoyed team building games and sports.



Principals Report Term 4 2017

We started Term 4 praying the Rosary. We learnt how to pray the Rosary to Mary, Mother of God. Over Term 4, our students also:

- Gathered together at Sacred Heart, Emmaus and Cana to play with their Parish friends.
- Prayed for the Year 6 students who received the Sacrament of Confirmation.
- Engaged in Reconciliation Family Days at Cana school.
- Led assembly at school Masses and called their friends to celebrate Mass each week.
- Showed their parents their artwork at an Art Expo.
- Organised a Mini Fair at Emmaus and raised \$4500 for their Parish school friends.
- Greatly enjoyed working together as a Parish-school community at the Parish fair.
- Met their new 2018 teachers and friends, as well as, welcomed new students on Orientation day.
- Celebrated the 'end of the school year' by performing at an annual Christmas concert for their family.
- Congratulated and praised the Year 6 students who graduated from 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, our school community celebrated Mass that was prepared by an individual class.
- Families participate in the Eucharist, 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.
- Catholic Education Melbourne (CEM) personnel supported our staff to form a new 'Vision Statement'.
- Acts of Social Justice included: Project Compassion, collecting used mobile phones to support gorillas' habitats, 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.
- Pastoral care was provided to many needy families in our school and parish.

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'. Federation leadership meetings were held weekly at the Parish presbytery.
- Years 3, 4 & 6 teachers' Sacramental Planning
- Commitment of Emmaus staff at Family Sacramental Days.
- 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 students 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, by Parish families.
- Sacrament of Confirmation for Year 6 students was celebrated by Bishop Mark Edwards in October.

2017 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

2017 CATHOLIC CULTURE - PERCENTILES

- Parents – Importance 99 percentile
- Parents – Opportunity 100 percentile
- Parents – Behaviour of Staff 97 percentile
- Parents – Behaviour of Students 99 percentile
- Parents – Compassion 98 percentile
- Parents – Social Justice 99 percentile



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.
- Students' numeracy skills improved and students were engaged in solving mathematical problems.
- Students were engaged in excursions, incursions, brainstorming strategies and experiments that provided experiences for oral language, investigation, questioning, exploring and discovering.
- Ongoing assessment demonstrated steady, accelerated students' growth in their learning.
- Students with additional needs achieved their goals. Parents discussed their child's Personalised Learning Plan (PLP).
- New take home reading material, an Intervention Reading program and effective reading strategies provided relevant resources to monitor and improve students' learning.

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

- Teachers planned detailed Mathematics units and implemented daily, differentiated Maths lessons.
- A group of teachers and a leader participated in a Literacy workshop and implemented literacy strategies.
- Further intervention was implemented to further develop literacy and numeracy skills.
- ICT leader led professional development for all staff by meeting their individual needs.
- Students shared their first experiences of coding and ibooks.
- Maths Intervention person taught students Mathematics and built students' understanding and confidence.
- Teachers scaffold teaching and implemented 'deep learning' reading skills and strategies.
- Used technology to provide students with 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 students wrote independently.
- Students were encouraged to solve mathematical problems collaboratively with their peers.
- Teachers taught explicitly and identified 'Learning Intentions' and 'Success Criteria'.
- 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.



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)

- 2017 Working Statements were written collaboratively by our staff and each class.
- Parents working in partnership in Ministries: Classroom Parent-Helper program, Parent-Teacher Interviews, Parent Chats, Family Days, as well as, through Parish Ministries created partnerships within the Parish.
- Two school counsellors from Cairnmillar Institute provided counselling for students and their families.
- Year 5 students participated in 'Jigsaw' sessions facilitated by our Deputy Principal and Student Wellbeing leader and Years 1- 6 students participated in weekly 'catch up' facilitated by our Deputy Principal and Student Wellbeing leader.
- 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 designed to give students confidence and knowledge.
- Excursions and incursions made positive impacts on student learning.
- 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, 'Harmony Day' activities, 'Book Week', '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.

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.

Leadership & Management

GOAL

- To strengthen our professional culture.

INTENDED OUTCOME

- That shared leadership is strengthened.

ACHIEVEMENTS

- 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 2017.
- 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', '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.
- Student Representative Council (SRC) were chosen during Semester 1 and 2.
- Students led assembly each week after Mass.
- Students led clubs during lunch recess e.g. art and craft, soccer skills, dancing and storytelling.



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

- Mentoring program was implemented for our 4 graduate teachers.
- 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 students' and teachers' needs. As a consequence, leaders, teachers and LSOs (Learning Support Officers) are leading and supporting colleagues within the school to select and use ICT effectively to expand students' skills.
- Classroom teachers planned collaboratively using GAFE (Google Apps For Education).

AVERAGE EXPENDITURE PER TEACHER FOR PROFESSIONAL LEARNING was \$3200.

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING:

- Weekly Religious Education and Curriculum planning facilitated by school leaders
- Personalised learning and differentiation
- Data analysis and moderating
- Maths: Planning for differentiation
- Inquiry based learning
- ICT: Apple MacBooks training
- Child Safety Standards and Ministerial Order 870
- Understanding students with additional needs, in particular
- Autism Spectrum Disorder (ASD) students
- National Collection of Consistent Data
- Protecting the Safety of Children and Young People, Mandatory Reporting PL module
- Goal setting in Personalised Learning Plans (PLPs)
- Stitches First Aid Level with Cardiopulmonary Resuscitation and Anaphylaxis Training
- Warden Training
- Occupational Health and Safety of students and staff

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.
- 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.
- 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.
- Friendly and inclusive Emmaus Playgroup for children's learning, parent support and social interaction.
- School community worked in partnership. Parents had a vital role in the children's learning.

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


- Parents attended Sacramental Family Days to prepare their family for their child's Sacrament.
- 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.
- 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 excited about visiting their grandchildren's classrooms. .
- 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.

VRQA Compliance Data E1370

GOAL: CHILD SAFETY STANDARDS

- To meet the requirements of the Ministerial Order 870

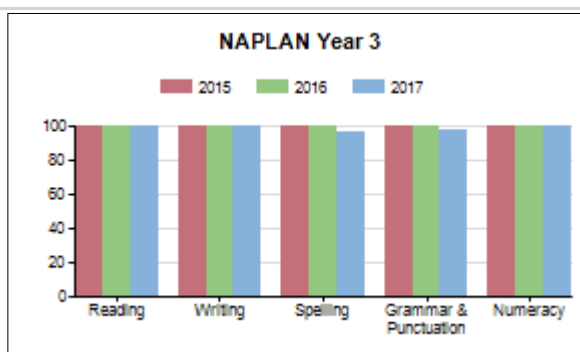
ACHIEVEMENTS

- 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.
 - Parents were given the opportunity to attend cyber safety meetings.
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DATA GATHERED FROM CATHOLIC EDUCATION VICTORIAN NETWORK:

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 03	Numeracy	100.0	100.0	0.0	100.0	0.0
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



Our Proportion of Students meeting Minimum Standards is extremely positive with scores of 100% in Year 3 Reading, Writing and Numeracy, as well as in Year 5 Spelling and Numeracy.

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 Spelling, 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Overall average attendance		97.58%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.66%

STAFF RETENTION RATE	
Staff Retention Rate	93.55%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	7.69%
Graduate	11.54%
Certificate Graduate	0.00%
Degree Bachelor	76.92%
Diploma Advanced	38.46%
No Qualifications Listed	0.00%

Emmaus Catholic Primary School, Sydenham 3037

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	32
FTE Teaching Staff	26.600
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	9.153
Indigenous Teaching Staff	0

