

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**EMMAUS CATHOLIC PRIMARY SCHOOL
SYDENHAM**

2018

REGISTERED SCHOOL NUMBER: 1956



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Contact Details

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E NUMBER	E 1370

Minimum Standards Attestation

I, Mary Rengey, attest that Emmaus Catholic Parish 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

20th May 2019

Our 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, share in Thanksgiving and work together in Ministries.

In 2018, 412 students were enrolled in Emmaus. We provided 18 stimulating learning environments: three Prep classes, two Year 1 classes, three Year 2 classes, three Year 3 classes, three Year 4 classes, two Year 5 classes and two Year 6 classes. Each classroom was conducive to learning with bright, visual displays of students’ work, inviting learning spaces and engaging resources.

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

Our school motto is ‘Jesus stay with us’. We had Jesus’ spirit with us. We believe that the Mass never ends and we lived out the Eucharist in our daily lives. In 2018, our students, our staff, our parents and grandparents together created a learning environment that was faith filled and Jesus centred.



Principal's Report Term 1

The year began with our students extremely happy to begin the new school year. Our Preps were the highlight on the first day. Students' highlights:

- 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
- Engaged in a Holy Thursday Paraliturgy
- Wrote goals for the term and strived to have an 'open mindset'
- Learnt how to be 'cyber smart', as well as, practised Physical Education, Performing and Visual Art, and Language Other Than English (LOTE) Italian skills
- Developed relationships with their new teachers and friends
- Celebrated Harmony Day
- Learnt and followed Emmaus Parish School rules
- Appointed Student Representative Leaders for Semester 1
- Played with their 'buddies' and looked after each other
- Smiled with their friends, as they had their School photos taken with their teachers
- Started the Winter season of Interschool Sports for Years 5 and 6 students
- Proudly showed their families their learning during 'Open Day' for families



Principal's Report Term 2

We started Term 2 celebrating Emmaus Feast Day. We thanked God for our school, teachers, friends and family. Students' highlights:

- Prayed together at our Emmaus Feast Day Mass
- Year 4 students received the Sacrament of Reconciliation
- Prayed for the Anzacs at the Anzac Day Paraliturg
- Set Term 2 goals and students evaluated their learning in Term 1
- Created gifts for grandmothers and mothers for Mother's Day
- Engaged in Parent Partnerships at the Year 5 & 6 Expo
- Engaged in eLearning tools to enhance learning
- Created friendships during recess times with groups organised by Year 6 leaders
- Received a positive, rewarding School Report with a different format
- Engaged in an excursion to Parliament House and the Old Treasury Building
- Commemorated ANZAC Day through a whole school ceremony and classroom activities
- Proudly showed their families their learning during 'Open Day' for families



Principal's Report Term 3

We started Term 3 celebrating Year 4 students receiving the Sacrament of Eucharist. We also prepared Year 6 students for the Sacrament of Confirmation. Term 3 highlights included:

- Year 4 students received the Sacrament of Holy Communion
- Year 6 students received the Sacrament of Confirmation
- Set Term 3 goals
- Appointed Student Representative Leaders for Semester 2
- Years Prep to 6 engaged in Drama activities
- Dressed as famous Italians, and learnt about Italy and Italian culture
- Experienced life on the goldfields at an excursion to Sovereign Hill
- Engaged in Sacrament 2 Confirmation evening with families, staff and Father Maurie
- Celebrated Book Week and dressed as pirates or book characters
- Wrote about chickens hatching
- Played and worked with grandparents in the classrooms on Grandparent's Day
- Socialised at Wyuna Camp at Queenscliff
- Danced at our School Disco
- Prayed at Year 6 Reflection Days
- Created gifts for grandfathers and fathers for Father's Day
- Visited the Sydenham Library and Children Book Council recommended picture story books
- Engaged in an incursion about physical science
- Started the Summer season of Interschool Sports for Years 5 and 6
- Proudly showed their families their learning during 'Open Day' for families



Principal's Report Term 4

We started Term 4 enthusiastically. Term 4 highlights included:

- Set Term 4 goals and students evaluated their learning in Semester 2
- Reminisced over experiences from Prep to Year 6 at Year 6 students' Graduation
- Engaged during Sacrament 2 Reconciliation Family Days at Emmaus School
- Led assembly at School Masses
- Raised money for our three Parish Schools by working together as a community at the Parish Fair and Emmaus Mini Fair
- Commemorated Remembrance Day through a ceremony and classroom activities
- Danced and sang enthusiastically at the Annual Christmas Concert
- Participated in swimming lessons - Year 6 students
- Proudly showed their families their learning during 'Open Day' for families



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

- School community celebrated Mass that was prepared by an individual class.
- Families participated in the Eucharist, Ministries and Thanksgiving.
- Parents engaged in Sacrament 1 days to prepare their children to receive Sacraments.
- Religious Education Curriculum was implemented effectively.
- Acts of Social Justice included classes organising Social Justice projects, and School efforts e.g. Project Compassion and Coin Trail for the Missions
- Families contributed to the needs of the local community at Christmas by donating a Christmas hamper or voucher.
- Emmaus Feast Day celebrations included a Mass and enjoyable, social activities on the oval.
- Year 6 students were confirmed by Bishop Mark Edwards.

VALUE ADDED

- A commitment to the Eucharist and building a Catholic community
- Father Maurie led a spiritual day about Sacraments with staffs from 3 Schools
- Federation of three Parish Catholic Schools: Sacred Heart, Emmaus and Cana collaboratively 'prayed, worked and shared together'
- Pastoral care was provided to families in our Schools and Parish
- Federation leadership meetings were held weekly at the Parish presbytery
- Commitment of Emmaus staff at Sacramental 1 and/or Sacramental 2 days
- 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 family groups
- Sacramental Program: Reconciliation for Year 4 students and their families
- Sacramental Program: Eucharist for Year 4 students and their families
- Sacramental Program: Confirmation for Year 6 students and their families



Learning & 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 all other areas of the Curriculum.
- Students' numeracy skills improved and they were engaged in solving mathematical problems and sharing of strategies.
- Students were engaged in excursions, incursions, collaborative activities, brainstorming strategies and experiments that provided experiences for oral language, investigation, questioning, exploring and discovering.
- Ongoing assessment/data collection demonstrated steady, accelerated students' growth and progress in their learning.
- SPAP^{platform} provided relevant resources to monitor and improve learning.
- Intervention Reading programs to further develop reading skills and strategies.
- Introduction of Drama to Years Prep to 6 students.
- 'Students with additional needs' achieved their goals.
- Opportunities for students to showcase their learning through expos, Parent Partnership evenings and Student Led Conversations.
- New resources for staff and students to enhance engaging, interactive learning.

VALUE ADDED

- Tracking of the curriculum in all curriculum areas
- Intervention to further develop literacy and numeracy skills
- Teachers scaffolding teaching for effective learning
- Implementing 'deep learning' experiences in Inquiry Based Learning
- Technology tools that gave 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, students collaborated and finally students wrote independently
- Maths Intervention Person was appointed to support students with their mathematical learning
- Students were encouraged to solve mathematical problems collaboratively with their peers
- Teachers taught explicitly and identified 'Learning Intentions' and 'Success Criteria'
- Rich learning experiences planned e.g. excursions, incursions and investigations
- A data wall showed students' Reading levels up to Level 28 and the use of school developed data tracking documents



STUDENT LEARNING OUTCOMES

Here is an explanation about the changes in NAPLAN data over the 3 years 2016, 2017 and 2018. We have maintained and increased our strength in Writing, as we have exceeded both National and State data over the years. We have also seen an improvement in our lower cohort of students gaining improvement, there has been an increase in our students' Mathematics ability, and we have also maintained our strengths in Reading, Writing, Spelling and Grammar.

We used a Levelled Reading Program to increase understanding of inferential skills and Smart Spelling to support students who had difficulties with spelling diagraphs.

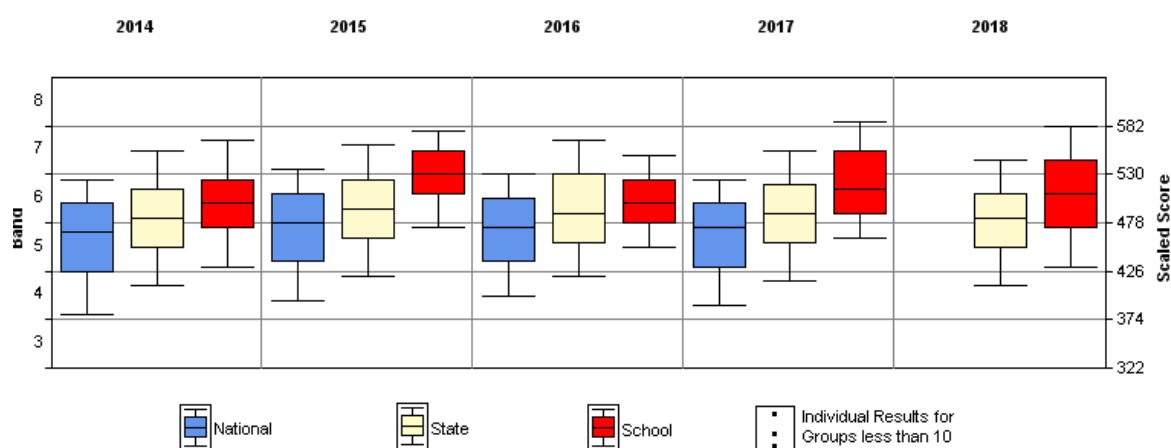
We also used the following strategies that had an impact on student learning outcomes:

- Visible Learning – stating Learning Intentions and Success Criteria
- Feedback to students
- Guided Reading and Reciprocal Reading
- Explicit Teaching
- Use of eLearning as a tool

Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)

Year 5 - WRITING, Gender: All, LBOTE: All, ATSI: All

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparison between any writing tests from 2011 onwards.



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE

THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

Student Wellbeing

GOAL

- To build students' resilience.

INTENDED OUTCOME

- That students' social and emotional learning is strengthened.

ACHIEVEMENTS

- A whole school approach to student wellbeing was implemented.
- 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.
- 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

- Parents working in partnership in Ministries e.g. Classroom Parent-Helper program
- Parents attended Parent-Teacher Interviews, Family Chats and a Sacrament 1/2 days
- Two school counsellors from Cairnmillar Institute provided counselling over three days
- Year 5 students participated in 'Jigsaw' sessions' facilitated by our Deputy Principal and Student Wellbeing leaders and Years 1- 6 students participated in weekly 'catch up' facilitated by our Deputy, Student Wellbeing leaders and classroom teachers
- Anzac Day and Remembrance Day are honoured.
- Students and staff experienced a sense of belonging and positive wellbeing
- Students wrote about experiences that related to mathematical challenges
- Buddy program between Years 6 and Year Prep students encouraged connectedness
- Students participated in a First Aid Course
- Excursions and incursions made positive impacts on students' engagement in learning



- Student Wellbeing resources were utilised by staff
- Transition programs and special parent meetings were organised for families
- Emmaus utilised outside agencies and professionals to support students with additional needs

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/guardian about any unexplained absences, on the same day, as soon as practicable including post-compulsory aged students.
- 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.

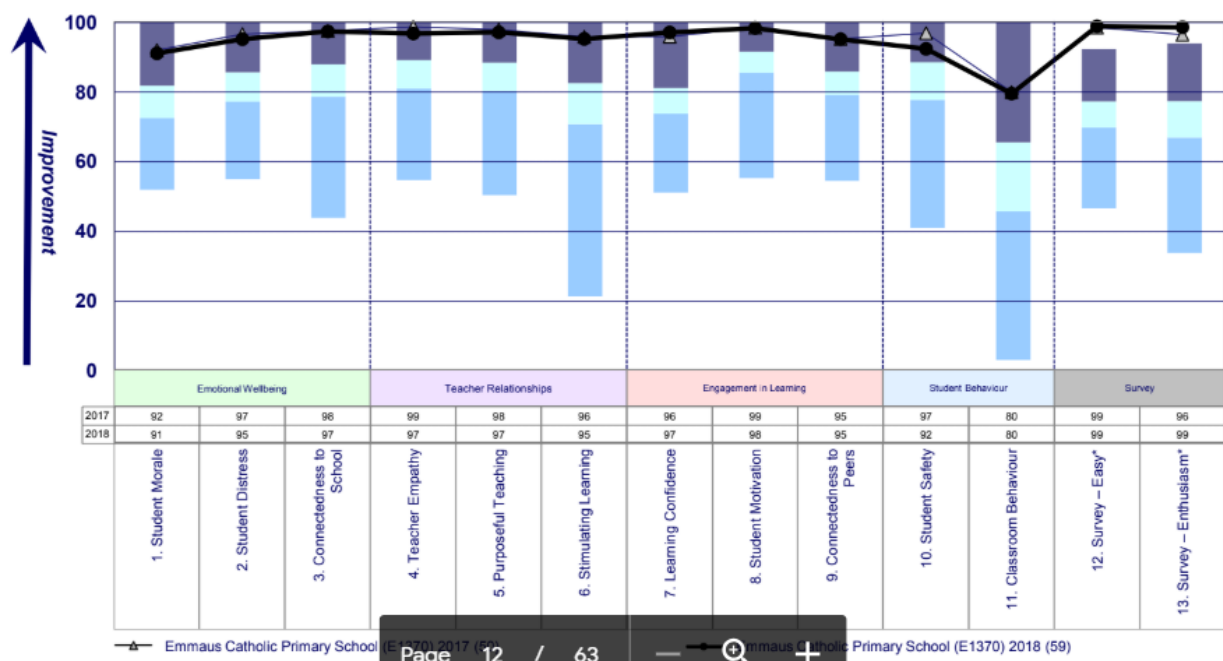
On return to school, parents write a note giving the reason for the absenteeism. Notes are kept as data and proof.

- Every morning and afternoon, Emmaus records students who are at school and those who are absent.
- Principal, teachers, administrative staff monitor student attendance.
- Principal adheres to the School Attendance Guidelines applied to all registered schools in Victoria.
- Principal follows up student attendance in order to meet the requirements of the act and regulations

STUDENT SATISFACTION

2018 student experience – actual scores ...

Your school relative to the range for Australian primary schools.



Child Safe Standards

Rationale:

Emmaus believes that the care, safety and wellbeing of children are a central and fundamental responsibility of Catholic education. This commitment comes from the teaching and mission of Jesus Christ, with love and justice for each human person. We believe we need to protect, nurture and respect all children, and provide a safe school environment.

Aim:

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

Implementation:

- Uphold the primacy of the safety and wellbeing of children and young people.
 - Provide ongoing safety and wellbeing of all children and in particular, to the cultural safety of Aboriginal and Torres Strait-Islanders.
 - Review practices of emerging thinking and evidence.
- Empower families, children, young people and staff to have a voice and raise concerns.
 - Engage the community in decision-making processes, particularly those that have an impact on their safety.
 - Listen to the views of staff, children and young people and their families and address their concerns justly in a timely manner.
 - Provide children and young people with the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- Embed policies and commitments into everyday practice.
- Ensure that every teacher completes a yearly Mandatory Module in Term 1.
- Ensure that every teacher completes a 'Conflict of Interest' policy, if required.
- Bring about cultural change in the school community.
- Provide training of teachers, non-teaching staff and volunteers
- Empower students by giving them responsibility to write a Code of Practice for students and a student safety plan.
- Implement rigorous risk-management and employment practices.
 - Systematically and continuously identify and access risks to child safety and eliminate where possible or reduce all potential sources of harm.
 - Employ highly competent and professional staff who are informed and challenged to maintain the safety of all students.
 - Implement staff review processes and practices.
- Stay abreast of current legislation and meet their legislative duties to protect the safety and wellbeing of children and young people in their care, including the Victorian Child Safe Standards (Victorian Government 2016) mandatory reporting, grooming, failure to disclose and failure to f teachers, non-teaching staff and volunteers.
- Implement 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools strategy.
- Strategies addressing the principle of inclusion.
- Establish a Child Safety Team.
- Write articles in the weekly newsletter to highlight Child Safety Standards and practices.

Leadership & Management

GOAL

- To strengthen our professional culture.

INTENDED OUTCOME

- That shared leadership is strengthened.

ACHIEVEMENTS

- Parish Leadership met to discuss Parish-School life, vision and community.
- School Leadership met to discuss our goals and implement our actions for 2018.
- Teachers grew professionally through the implementation of a Mentoring program.
- Teachers planned days e.g. Harmony, Grandparent's, Football and Soccer days.
- School Improvement Plan was written collaboratively by staff on Google Docs.
- eSmart Committee completed requirements and was awarded an 'eSmart school'.
- Occupational, Health and Safety Committee completed all responsibilities.
- Student Representative Council (SRC) was chosen during Semester 1 and 2.



VALUE ADDED

- Staff taking ownership of and leading 'Parent Partnership' afternoons each term
- Professional Learning linked to School Improvement.
- 2018 calendar of Parish – School & Parish events
- Mentoring program was implemented by teachers
- Leaders with Positions of Leadership with roles
- Students developed their leadership skills



DESCRIPTION OF PL UNDERTAKEN IN 2018

- Sacraments by Father Maurie Cooney
- Sacramental Planning for teachers in Years 3, 4 & 6
- Understanding Students with Additional Needs
- Writing Personal Learning Plans
- Writing 'Learning Intentions and Success Criteria'
- How to write Personal Learning Plans
- Planning 'Units of Work' in Mathematics
- Planning 'Units of Work' in Literacy
- New Reporting format: moderating and skill development
- Child Safe Standards: Code of Conduct; Mandatory Reporting; First Aid – CPR, Anaphylaxis & Asthma
- Dynamq Training: Safety Procedures when in lockdown or evacuating
- School Improvement Plan
- Data collection and Analysis
- Mentoring
- Feedback
- Occupational Health & Safety

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

45

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$5000

TEACHER SATISFACTION 2018

REFERENCE: SCHOOL IMPROVEMENT FRAMEWORK DATA 2018

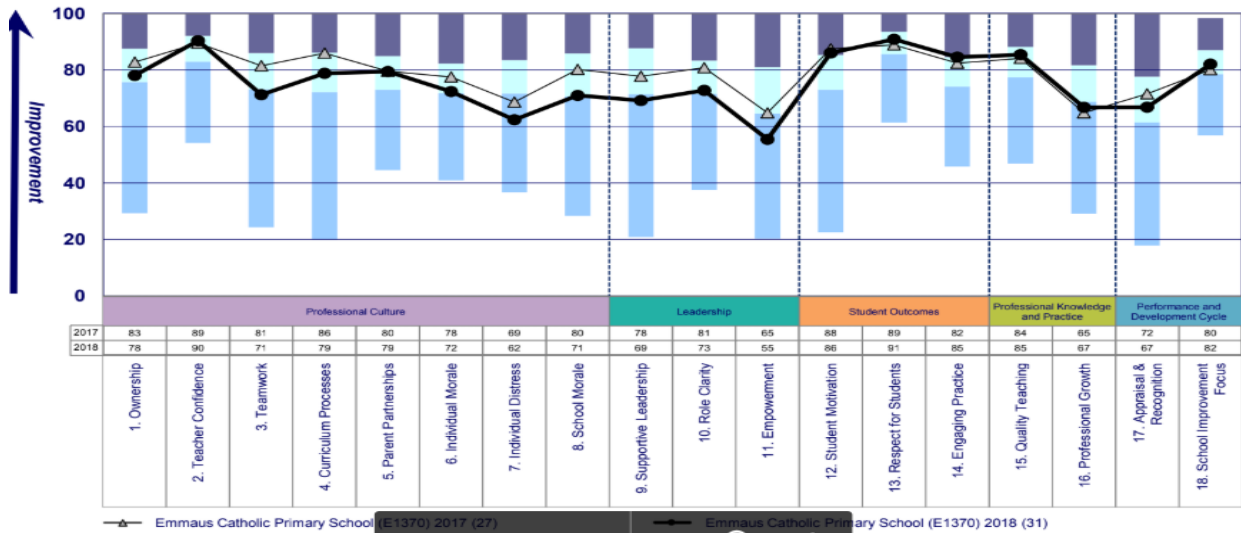
2018 DATA GATHERED FROM SCHOOL IMPROVEMENT SURVEYS: OUR SCHOOL'S STRENGTHS



- Parent Opinion – Parent Partnership 95 percentile
- Parent Opinion - Transition programs 96 percentile
- Parent Opinion - Connectedness to School 99 percentile
- Parent Opinion - Connectedness to Peers 95 percentile
- Parent Opinion - Student Safety 94 percentile

2018 performance and development lead indicators – actual scores ...

Your school relative to the range for Australian primary schools.

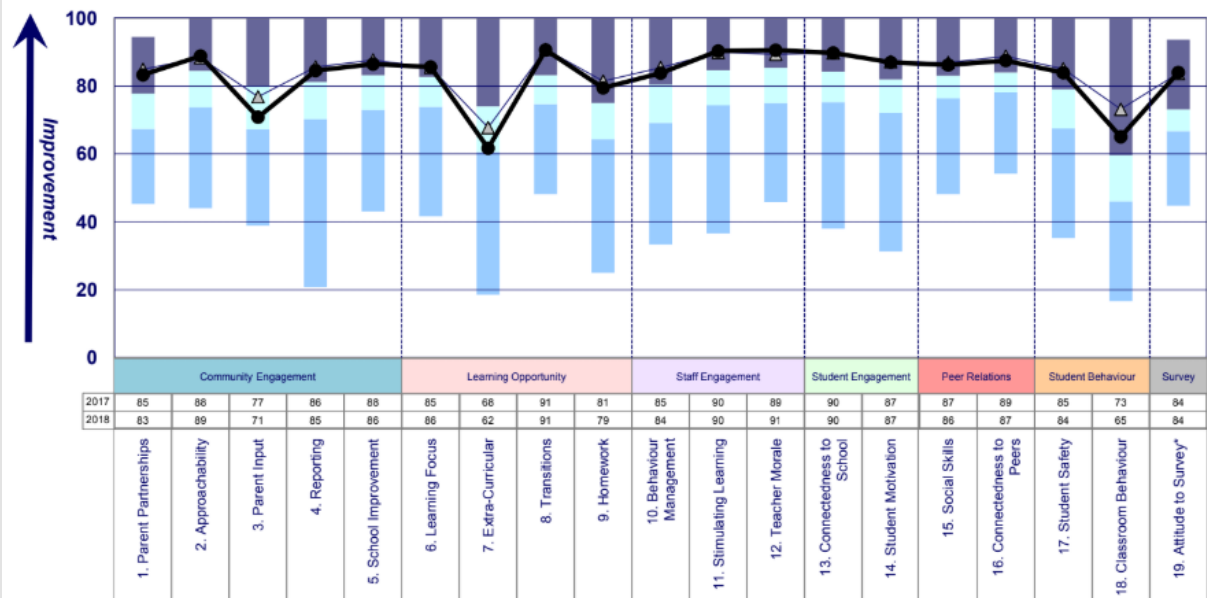


PARENT SATISFACTION

2018 parent opinion – actual scores ...

Your school relative to the range for Australian schools.

All Schools Comparison



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.
- Our parents also generously supported the two Book Fairs that were organised throughout the year. Our parents value books and the importance of reading to their children.
- 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 and funds that greatly support our students' learning experiences.



- 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, Mother's and Father's Day stalls to bring about community spirit, 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 Physical Education Sports days by helping 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

- Planned termly Parent Partnership Open Days



- Planned regular School Community events that brought children, staff and parents together in partnership
- Book Week celebrations were successful due to our enthusiastic students, parents and staff who worked hard to make it enjoyable for the children
- Organised regular Working Bees kept Emmaus Church and School beautiful and well maintained by committed parents, who enjoyed a community spirit working together enthusiastically

- Planned Sacrament 1 & 2 days for preparing students for their Sacraments
- Planned Family Chats to talk to parents regarding their commitment to our philosophy
- Parents attending 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
- Organised expos for the parents to hear from their children about what they have learnt
- Planned Grandparent's Day created a strong partnership between Parish – family and school
- Promoted students' learning on our Emmaus website and Emmaus app
- Engaged parents in Acts of Social Justice throughout the year
- Celebrated Thursday morning Masses with the community
- Assemblies led by students encouraged leadership and confidence.
- Fundraising efforts supported the students' needs and in 2018, families gave Emmaus school a cheque for \$20,000 that was spent on purchasing **robotics**.



School Performance Data Summary

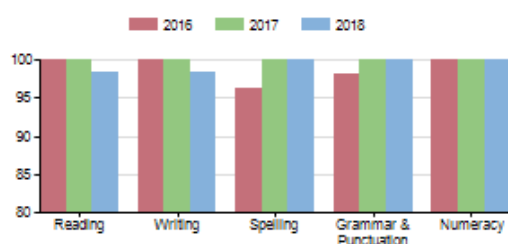
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Emmaus Catholic Primary School, Sydenham

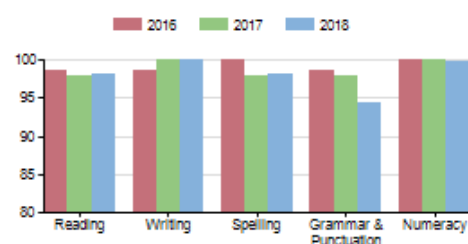
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	98.1	100.0	1.9	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	98.3	-1.7
YR 03 Spelling	96.2	100.0	3.8	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	98.3	-1.7
YR 05 Grammar & Punctuation	98.6	97.9	-0.7	94.3	-3.6
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	98.6	97.9	-0.7	98.1	0.2
YR 05 Spelling	100.0	97.9	-2.1	98.1	0.2
YR 05 Writing	98.6	100.0	1.4	100.0	0.0

NAPLAN Year 3



NAPLAN Year 5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.7
Y02	94.1
Y03	94.9
Y04	93.9
Y05	94.7
Y06	95.5
Overall average attendance	94.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.3%

STAFF RETENTION RATE	
Staff Retention Rate	96.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.3%
Graduate	9.4%
Graduate Certificate	3.1%
Bachelor Degree	71.9%
Advanced Diploma	37.5%
No Qualifications Listed	9.4%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	27.4
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	0