

Emmaus Catholic Primary School Sydenham

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

02/06/2021

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

Our School Vision

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"

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

School Overview

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

Emmaus Catholic Parish Primary School was opened on 30th January 1997 with 118 students. In 2020, 416 students were enrolled at Emmaus. There were 19 class groupings - two Foundation classes, three Year 1 classes, three Year 2 classes, two Year 3 classes, three Year 4 classes, three Year 5 classes and three Year 6 classes.

The school employs 26 full time staff, 11 part-time staff, 8 Learning Support Officers, 2 allied health and 3 administration staff.

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

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

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

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

All students are holistically nurtured and empowered.

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

We are collaboratively analysing and interpreting data to support learning.

All students are actively engaged, empowered and animated learners able to participate fully in school life and the wider community.

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

Principal's Report

Principal's Report

2020 was a year that no one saw coming. It was difficult on so many levels but there were many silver linings.

Even though we were thrown many new challenges we were reminded of how important we are to each other. These unprecedented times gave us an opportunity to reflect on what is important to our lives.

Many of our rituals and traditions central to our Catholic Community were altered and we found ourselves sharing smaller prayer times and attending online masses instead of frequenting our neighbouring church once a week to celebrate Eucharist with our community.

We were forced to think differently about how to deliver curriculum, evaluate our teaching and assess learning. We were challenged to learn more about the use of technology and the way we use technology for teaching and learning. The year saw us using technology in ways we had never considered.

The changes to our teaching and the increase in the use of technology saw us develop deeper relationships with parents. Our parents became the facilitators of learning which gave them an insight into our teaching and the children's learning, the curriculum and how their children learn. This change enabled us to have deep conversations with our parents as the teaching and learning was truly a partnership. Our challenge going forward is to maintain these relationships with our parents.

When we returned to learning in Term 4 we did so with trepidation and placed an emphasis on wellbeing. We allowed time for the students to reconnect with each other, reconnect with their teachers and with their learning environment. Many students reported being nervous and worried about coming back to school. This focus on wellbeing, enabled the children to transition back to 'normality' and ease into their learning.

At Emmaus Catholic Primary School, we recognised that as a learning community, we are called to meet these opportunities and challenges with courage and with faith, hope and love for our students. (Horizons of Hope, Vision and Context, p. 16)

'The road to Emmaus is this world.'

Franz Wright

Education in Faith

Goals & Intended Outcomes

Goal

For all staff to enact an evidence-based and shared pedagogy to enable all students to access the curriculum.

Intended Outcomes:

Staff are using the pedagogy of encounter in Religious Education.

Teachers design learning experiences that support students to make connections between their life and our faith.

Achievements

Emmaus continues to have very strong links with its Parish of Sacred Heart. Together with the Federation of schools, Sacred Heart, St Albans and Cana, Hillside we continue to pray, work and share together. Even though things changed on a world level we still continued our links with the Parish and worked together to find a new way forward. Our practice had to change to suit what was happening throughout the world.

We continued to deepen our understanding of our Catholic traditions, rituals and stories and we are continuing to recontextualise them in our contemporary world. Our teachers taught Religious Education lessons online and students were asked to ponder the learning with their parents at home. This opened up more dialogue and gave parents an up close idea of how we teach Religion at Emmaus and how it reflects life now in our society.

Our staff continue to explore the new Religious Education Framework endeavouring to move towards inquiry based units of learning led by dialogue based on students experiences, current understandings, thoughts and questions.

Instead of attending Mass once a week we prayed and celebrated mass online. Even though we were unable to celebrate the Sacraments as we have always done, the teachers continued to prepare students for the Sacraments, knowing we would celebrate them when we could.

Confirmation was celebrated in December and the Sacraments of Eucharist and Reconciliation were planned for 2021.

VALUE ADDED

- Our REL undertakes regular CEM professional learning in order to lead us in our own faith formation and the formation of our students. Last year it was held online.

- Our REL leads facilitated planning with collaborative teaching teams in Religious Education using the new Religious Education Framework. This year we needed to think about teaching differently and it was planned online with teachers. We continued to use the dialogue tools and inquiry approach to our Catholic teaching.
- These lessons were undertaken at home. This opened up communication with parents at home.
- We continually communicated with the Parish throughout the year sending out a Parish newsletter to our families every week. This kept our families connected with the Parish and the school during these times.
- We also suggested families go on line to celebrate mass. Our own Parish recorded masses and parents were encouraged to tune into other recorded masses in other churches.

Learning & Teaching

Goals & Intended Outcomes

Goal

To strengthen and embed our knowledge and application of highly effective teaching practices ensuring continuous growth for all.

Intended Outcomes:

That all staff have a deep understanding of inclusion, the curriculum and the progression of learning.

Achievements

This year we had to reconsider our teaching practices to begin teaching and learning online and continue to engage and interest students while they were learning at home.

Not only did we have to think about delivering the curriculum online but how to do this effectively, using digital devices.

Facilitated planning continued via Google Meets in collaborative year level teams led by Learning and Teaching, Wellbeing, Student Diversity, ICT and Religious Education Leaders. During these planning sessions, teachers planned using the Victorian curriculum, reflected on their teaching and how it could be transferred to online learning and discussed suitable online assessment practices. Providing appropriate feedback to the learning submitted was also discussed and considered.

At Emmaus we continue to be supported by our Allied Health specialists. Our Occupational Therapist and Speech Pathologist supported our teaching of students online.

We introduced the Hapara platform for all online learning. Our Foundation students through to Year 6 learnt to work via the Hapara platform from home.

We worked to differentiate learning for students at home so all children could access learning and achieve at their own rate.

A positive outcome of teaching and learning online was the authentic partnership gained with parents. Parents were able to see the curriculum in action at home and how their children engaged with it. This enabled teachers and parents to have authentic discussions related to student's learning.

STUDENT LEARNING OUTCOMES

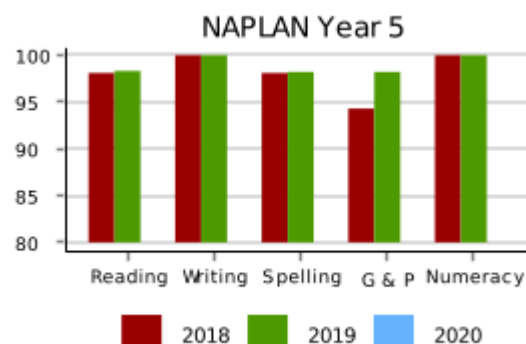
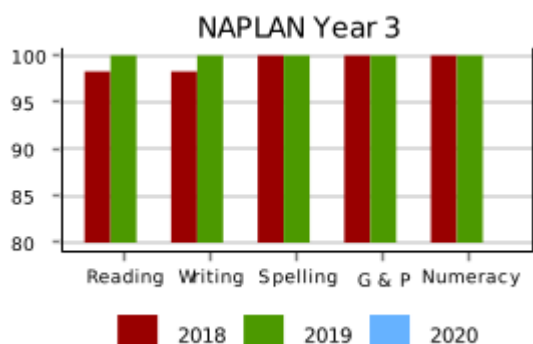
There are no NAPLAN results to report in 2020

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	98.3	100.0	1.7		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	98.3	100.0	1.7		
YR 05 Grammar & Punctuation	94.3	98.2	3.9		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	98.1	98.3	0.2		
YR 05 Spelling	98.1	98.2	0.1		
YR 05 Writing	100.0	100.0	0.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal

To develop partnerships within the school and wider community to enhance student engagement and learning.

Intended outcomes:

That students are empowered and animated learners able to participate fully in school life and the wider community.

Achievements

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

We have continued to build our relationships with the children this year. Emmaus staff value their relationships with students. They have worked hard to get to know their students well and enjoy developing positive relationships with them. We believe it is only by knowing students that we can understand the social and emotional needs of individual children. This year we had no other choice but to get to know students on a different level.

Even though staff worked with students online, teachers still collected data for NCCD purposes.

The Learning Diversity Leader, a team of allied health and learning support officers further supported student's learning online.

At Emmaus we take cyber safety very seriously. We understand that changes in this area are frequent and rapid, and we aim to keep our students safe. We professionally developed staff, provided up to date and relevant information to parents and taught children how to be safe when using technology. This was extremely important this year in particular.

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

VALUE ADDED

- Regular Google Meets
- Regular wellbeing emails and phone calls to parents
- Provided digital devices to families who required them
- Delivered work books to all students via mail or personal delivery
- Provided and recorded appropriate adjustments for children's learning both while teaching onsite and online
- Updated cyber safety policies to include online learning and communication
- Provided vulnerable children with onsite learning during the Pandemic

Teachers completed mandatory reporting modules

Teachers completed online modules re 'Disability Standards for Primary Schools'

Student completion of the Student Wellbeing Assessment Tool

STUDENT SATISFACTION

The CEMSIS survey was not completed in 2020.

STUDENT ATTENDANCE

The roll is taken twice daily. At 9am and 1.45pm by classroom teachers.

If a child is late or leaves early, administration staff adjust the roll. All students arriving late or leaving early must come through the office area.

Parents are asked to ring the office if their child is to be absent and explain the absenteeism. This can now be recorded at any time a parent calls not just during office hours.

If parents do not call the office, an administration officer will call to find out where the child is and why they are absent.

When a child is late to school, they need to come to the office to get a late pass.

If a child is required to leave school early the parent must pick their child up from the office and sign them out.

An extended leave form must be signed by the parent or a guardian if it is known that the child will be absent from school for more than a week.

Teachers must report extended absences to leadership.

Where attendance becomes an issue, a meeting is convened with parents and school leadership.

The Pandemic provided some challenges for parents in terms of their children returning to school. As we were in an area where cases were extremely high, some parents preferred to keep their children at home. Leadership provided these parents with support.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.6%
Y02	95.8%
Y03	96.6%
Y04	97.5%
Y05	98.3%
Y06	97.6%
Overall average attendance	97.1%

Child Safe Standards

Goals & Intended Outcomes

Goals

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

Intended Outcomes

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

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

Achievements

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

- We stay abreast of current legislation and meet their legislative duties to protect the safety and wellbeing of children and young people in our care, including the Victorian Child Safe Standards.
- Display signage on the building suggesting Child safety is a priority in our school.
- All adults working with children require a working with children check. We have established clear procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards.

Leadership & Management

Goals & Intended Outcomes

Goal: To build a performance and development culture underpinned by collaboration, reflection and feedback.

Intended Outcomes:

That all staff including leadership, are actively involved in the performance and development cycle.

Achievements

Achievements

Leadership at Emmaus Catholic Primary School were forced to meet the changing needs of the school due to the Pandemic. We also reconsidered leadership roles and redefined roles required by the organisation.

VALUED ADDED

Performance and development turned to changing our thinking about teaching and learning and how best to deliver the curriculum online

Parish Leadership continued to meet regularly to discuss Parish-School life, vision and community

Redefined leadership roles

Worked with Simon Breakspear - 'Agile leadership'

Implemented leaders at each year level throughout the school

School Leadership met to discuss goals and the implementation of the actions

Reviewed the collection and analysis of data and its impact on teaching and learning

Implementation of effective learning and teaching strategies in response to the data collected

Continued to set directions and act on recommendations from the review

Worked hard to break down 'silos' and work as a team

Continued to define our team purpose - 'Like Christ, we believe in nurturing and empowering, so all can flourish.'

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Inclusion and Diversity Conference Brisbane March 2020
Build teacher capacity in understanding what 'inclusion' is and looks like in a classroom.

Focus on what 'child centered' teaching and learning is and what it looks like

Teaching and Learning Online

Digital Technology Professional Development - Hapara Platform, Google Meets/Zoom meetings, Assessment online, Policies around Digital Technology and Cyber Safety.

Personalised Descriptive assessments to report to parents

Mandatrotty Reporting

Physical Education Literacy

Mathematics in Year 3 -6

Colourful Semantics

Using the dialogue tools from the Religious education Framework during planning.

Number of teachers who participated in PL in 2020	45
Average expenditure per teacher for PL	\$550

TEACHER SATISFACTION

CEMSIS survey was not conducted in 2020

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	71.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	3.3%
Graduate	6.7%
Graduate Certificate	6.7%
Bachelor Degree	73.3%
Advanced Diploma	36.7%
No Qualifications Listed	10.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	37.0
Teaching Staff (FTE)	32.0
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	10.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal

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Intended outcomes:

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Achievements

Achievements:

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PARENT SATISFACTION

CEMSIS survey was not conducted this year.