



Emmaus Catholic Primary School Sydenham

2022 Annual Report to the School Community



Registered School Number: 1959

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

Catholic Identity and Mission7

Learning and Teaching9

Student Wellbeing12

Child Safe Standards15

Leadership17

Community Engagement20

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Inspired by Christ, we live out the mission of Jesus through the celebration of the 'breaking of the bread'.

As a Catholic community, we work together in unity, on our journey of faith, knowledge and love.

We foster lifelong learning that promotes success and nurtures the talents and abilities of each individual.

"Jesus stay with us"

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

School Overview

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

Emmaus Catholic Parish Primary School was opened on 30th January, 1997 with 118 students. In 2022, 477 students were enrolled at Emmaus. There were 21 class groupings - three Foundation classes, three Year 1 classes, three Year 2 classes, three Year 3 classes, three Year 4 classes, three Year 5 classes and three Year 6 classes.

The school employed 26 full time staff, 10 part time staff, 8 Learning Support Officers, 3 allied health and 3 administration staff.

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

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

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

All students are holistically nurtured and empowered.

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

We collaboratively analyse and interpret 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

We crept into 2022 not really knowing what to expect after experiencing the lockdowns of the previous two years. Some of the restrictions of the past few years were still in place. We were still unable to have parents onsite and we were still unable to cater to those that were unvaccinated onsite so we couldn't hold meetings or welcome parents to mass.

Even though we were still operating within these restrictions we could feel the fog clearing and we were filled with hope for the new year. One thing we noticed was our need for connection with each other. We set time aside at the beginning of 2022 to reconnect with each other. We made a point of reconnecting with each other, our staff and our learning environment. Throughout COVID our students didn't have the same opportunities to mix with each other and this had an impact on us all. We remained conscious of this and continued to plan events and special times to focus on ourselves as humans requiring connectedness.

As a result of spending so much time with just our families over the last few years we decided our overarching focus would be on RESPECT. Respect for ourselves, respect for each other and respect for our environment. Our school rules sat under the umbrella of RESPECT and we focussed on this often.

We further developed our specialist program in 2022. We grew this program from Physical Education and The Arts - Visual Arts to Physical Education and The Arts - Visual Arts, Performing Arts, Outdoor Discovery, Wellbeing and Innovation (ICT, problem solving and creativity). This was to be an opportunity to grow our teaching and learning across curriculum areas. It was an opportunity to grow our knowledge and experiences as well as our vocabulary. Each year level participates in their specialist program throughout one whole day - e.g Foundation students participate in their specialist program on Monday. We call the day the students engage in the specialist program their 'Discovery Day'. This is the day the children learn more about themselves, more about each other, more about their environment and more about their God. During this day the classroom teachers participate in a collaborative planning day.

At the beginning of 2022 we also altered our Language Other than English - Italian program and began to engage in the pedagogical approach to teaching and learning of languages known as 'Teachers as Co-Learners'. This research based approach is strongly encouraged by Melbourne Archdiocese Catholic Schools (MACS) and we were well supported by the Languages team at MACS with professional development as we made the transition. Now at Emmaus, all teachers are teachers of Italian. We are coached by an Italian language coach and the language is taught daily by both our coach and classroom teachers to consolidate the Italian language development.

At Emmaus Catholic Primary School we continue to acknowledge 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)

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To build the capacity of teachers to implement the pedagogy of encounter through the Horizons of Hope and through the Emmaus school purpose.

Intended Outcomes:

Continue to build teacher capacity in the pedagogy of encounter and 'Horizons of Hope'.

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

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. The Leadership team for each of the schools continues to meet as a Federation each fortnight.

In 2022 we continued to deepen our understanding of our Catholic traditions, rituals and stories and we continued to recontextualise them in our contemporary world. Father Maurie led us in the formation of our understanding of the Emmaus story so we could recontextualise it for our students.

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.

We discovered what sustainability for our earth means in light of our Catholic understandings. We explored 'Laudato Si' and the Pope's messages about our earth. We linked these understandings to our Outdoor Discovery subject and in our Religious Education lessons.

As the year began we were able to celebrate mass again at Emmaus. We started having mass once a fortnight for one year level at a time. Then we were able to invite parents to join us in the celebration of Eucharist.

We continued to prepare for our Sacraments and we were able to celebrate them all with the child's family attending.

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.
- Our REL leads facilitated planning with collaborative teaching teams in Religious Education using the new Religious Education Framework. We continue to use the dialogue tools and inquiry approach in our Catholic teaching.
- We have worked together to create rich assessment tasks for units of work.

- We re-established our prayer routines in our classrooms.
- 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.
- We deepened our understanding of Laudato Si and sustainability of our earth.
- Worked with MACS RE consultants to develop units of work and knowledge of sustainability/Laudato Si.
- We planned a unit of work focussing on sustainability for our Earth.
- Continued to work on recontextualising our thinking and the planning of our lessons.
- We established a school choir to sing at Sacraments.
- Continued our connection with our Federation within the parish together with Father Maurie.

Learning and Teaching

Goals & Intended Outcomes

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

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

Achievements

This year we focussed on our teaching and learning both in person at school and online. Facilitated planning continued either at school or 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. We began to explore the Science of Reading and explicit and direct instruction in our planning teams.

We held a professional reading book club to discuss 'Reading For Life', by Lyn Stone.

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

We continued with the Hapara platform for all online learning. Our Year 1 students through to Year 6 learnt to work via the Hapara platform from home.

Our Foundation Students used Seesaw after extensive professional development with the staff. We worked to differentiate learning for students both at school and 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

Using our data to guide us we have and will continue to focus on our Tier 1 teaching and learning. We have focused on the science of reading approach and this has seen an increase in our reading data and with continuing attention our spelling data is also expected to improve.

We have been focusing on daily reviews during Maths, and we hope to see improvement in our Maths data. The children are required to revisit what they have learnt in Maths at the

beginning of every lesson to improve their automaticity and the shift from short term to long term memory.

After considering data collected, point of learning targeted teaching has been designed to cater to our Tier 2 and 3 students requiring frequency and duration.

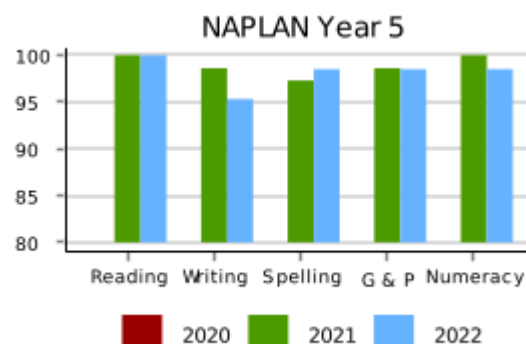
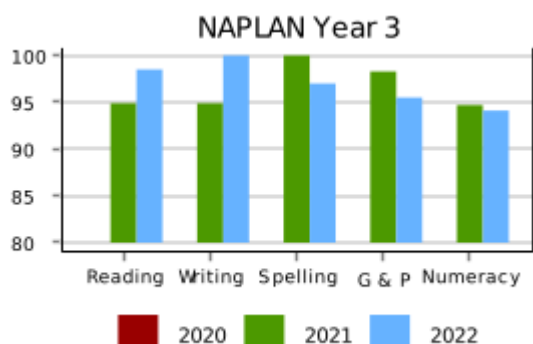
During facilitated collaborative planning, learning goals and success criteria were established for future learning.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.3	-	95.5	-2.8
YR 03 Numeracy	-	94.7	-	94.1	-0.6
YR 03 Reading	-	94.9	-	98.5	3.6
YR 03 Spelling	-	100.0	-	97.0	-3.0
YR 03 Writing	-	94.9	-	100.0	5.1
YR 05 Grammar & Punctuation	-	98.6	-	98.5	-0.1
YR 05 Numeracy	-	100.0	-	98.5	-1.5
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	97.3	-	98.5	1.2
YR 05 Writing	-	98.6	-	95.3	-3.3

* 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 continued our connection time into the beginning of the school year and at the beginning of every term - time to connect/reconnect with our teacher, with ourselves, with each other and with our school environment. We have continued 'connection' time with our students so that we can get to know them, their strengths and their challenges. We have taken this time to learn more about our students so we can cater to their needs. It was nice to get to know the children in person and not online.

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

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. The students were involved in cyber safety learning each term with 'Inform and Empower'.

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.

We also continued to work on our restorative approach to student behaviour.

VALUE ADDED

Set aside time for connection/reconnection at the beginning of the year and the beginning of terms so that we can get to know students and then differentiate learning to suit the child's needs.

Professionally developed in 'The Zones of Regulation'

Explicitly taught 'The Zones of Regulation'

Explicit sessions were taught on Wellbeing

Explicitly taught mindfulness

Teachers completed mandatory reporting modules
Student completed the Student Wellbeing Assessment Tool
Team around the Child PD to support Prep students
Inform and Empower - Cyber Safety
“Behaviour is Communication’ PD, Psychologist Natalie Mizzi

STUDENT SATISFACTION

Students feel they are valued members of the Emmaus community. The students see themselves as learners and believe that teachers work hard to get the best out of each learner. The students also have a strong perception about the Catholic identity of our school.

STUDENT ATTENDANCE

The roll is taken twice daily. At 8.50am and 2pm 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.

If a child is late to school they need to come to the office to get an ‘I’m here’ 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.3%
Y02	87.2%
Y03	88.7%
Y04	87.6%
Y05	86.8%
Y06	89.8%
Overall average attendance	87.9%

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

- Several policies exist within our school and are accessible on the school website in relation to compliances in this area. These include:
 - Child Safety and Wellbeing Policy
 - Child Safety and Wellbeing Recordkeeping Policy
 - Child Safety and Wellbeing Recording Procedures
 - Engaging Families in Child Safety Policy
 - PROTECT: Identifying and Responding Abuse - Reporting Obligations Policy
- Four Critical Actions for Schools - Responding to Incidents, Disclosures and Suspicions of Child Abuse
- Procedure for Ensuring that Staff are Informed about Mandatory Reporting Obligations
- MACS Reporting Criteria - Failure to Disclose Guidelines
 - Recruitment Policy
 - Reportable Conduct Policy
- We always uphold the primacy of the safety and wellbeing of all children and young people.
- These policies were all reviewed and rewritten as part of MACS compliance. They are updated as MACS require them to be,
- We embed policies and procedures into everyday practice.
- All teachers complete a Mandatory Module
- Implement PROTECT, Identifying and Responding to all Forms of Abuse
- 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 for 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

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

Participated in the Breakspear - 'Agile leadership' with NWZ schools

Participated in professional development by Rachael Robertson on Leadership and Team Building

Led facilitated planning for all year levels.

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

Continued an Emmaus Performance and Development Cycle together with all teachers

Developed level leaders to lead planning teams.

We redefined leadership roles

Implemented and used Breakspear school improvement tools for leadership meetings

Continued level 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 - Began an investigation into the Science of Reading

Continued to set directions and act on recommendations from the review

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

Continued to work on modelling and building culture in our school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
Rachael Robertson - Leadership and Teamwork
Teacher Professional Learning
Building teacher capacity in understanding what 'inclusion' is and looks like in a classroom.
Focused on what 'child centred' teaching and learning is and what it looks like.

Writing individual learning plans
 Science of Reading - Systematic and synthetic phonics
 Science of Learning
 Learning Difficulties Australia - Linnea Ehri
 Cognitive Overload
 Retrieval Practice
 The Emmaus Framework - vision, mission and purpose
 Cyber Safety
 Using the dialogue tools from the Religious education Framework during planning.
 Implementing the Performance and Development Cycle for staff.
 SOLAR Lab - Latrobe University
 Sustainability and our Church
 ACEL Inclusion Conference in Brisbane
 ImaginEd Conference at Woodleigh School, Langwarrin South

Number of teachers who participated in PL in 2022	50
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Average expenditure per teacher for PL	\$200
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TEACHER SATISFACTION

It was a challenging beginning to the year with teachers adjusting to being back on the school site instead of working from home. Some teachers didn't adjust well after COVID, some looked for different career options, some looked for different schools to teach in and some remained.

Teachers were provided with extra time to collaboratively plan and believed they worked well together to improve teaching and learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.9%
Graduate	7.7%
Graduate Certificate	15.4%
Bachelor Degree	71.8%
Advanced Diploma	17.9%
No Qualifications Listed	12.8%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	51.0
Teaching Staff (FTE)	43.6
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	10.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal

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

Intended Outcomes:

That our school community is actively engaged in the life of Emmaus.

Achievements

Achievements

Communication with parents was increased:

- Used emails more
- Phone calls
- Operoo
- Seesaw
- Instagram
- Google Meets with parents as an option
- Newsletter via Operoo
- School reports sent digitally
- School Advisory Council (SAC)
- New parent Information session and school tour led by student leader
- Fundraising meetings were able to be held on site
- We were able to hold 'special' lunches
- We held a mini fair on site and invited parents to attend
- We held our book fair with parents able to visit with children to purchase books
- We were able to dress up for Book Week and invite parents in
- Increased masses at Church
- We were able to have parents help out at school
- Parents were allowed back into the school grounds

PARENT SATISFACTION

Parents at Emmaus supported our flexible and remote learning during school closure. They saw themselves as partners in their children's education. They believe our school matches their child's developmental needs and that our school's social and learning climate is positive. We look forward to continuing to grow our parent relationships post COVID so all our students can flourish. As a teaching community we know parent partnerships enable our students to thrive.