



ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY

2019

REGISTERED SCHOOL NUMBER: 2048



Emmaus Catholic Primary School

Mt Clear



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Contact Details

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E NUMBER	E2028

Minimum Standards Attestation

I, Jo-Anne Bond, 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 2019 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.

1st May 2020

Our School Vision

OUR VISION

As partners with parents in Catholic education and open to God's presence, Emmaus Catholic Primary School pursues fullness of life for all its students and the school community.

The school ensures the care, safety, wellbeing and protection of its students in keeping with the Catholic tradition, which celebrates the sanctity and unique dignity of each person.

GOSPEL VALUES

Respect for the life and dignity of each person
Justice in our actions and response to others
Responsibility in our relationships and stewardship of the environment



EMMAUS
CATHOLIC PRIMARY SCHOOL

OUR MISSION

We journey towards this vision through:

- proclaiming and witnessing to the Good News of Jesus Christ
- ensuring quality learning that promotes excellence and fosters the authentic human development of all
- living justly in the world, in relationship with each other and in harmony with God's creation
- exploring, deepening and expressing our Catholic identity in diverse ways
- enabling each one of us to reflect more fully the image of God
- ensuring that the dignity of each person is a priority through effective stewardship of the school environment and its procedures and practices.



A Community of Faith in God,
in Jesus Christ, the Word of God,
in humanity and the power of
relationships.

A Community of Hope,
where we learn creatively to fashion a
future that is pure, commendable,
just and worthy of praise.

A Community of Love,
where all feel welcomed, respected
and accepted within a safe and
nurturing environment.

School Overview

Emmaus Catholic Primary School opened its doors in 2008 with twenty-one students enrolled. The school operated from a temporary site in a portable building in Jones Avenue on the north side of Damascus Secondary College for two years.

Over the past ten years Emmaus has evolved in both enrollment numbers and facilities. The Geelong Road site has seen buildings develop in stages over time to its current state.

OUR NAME



Emmaus Catholic Primary School takes its name from the scriptural account 'On the Road to Emmaus'.

The story of Jesus on the road to Emmaus is one that beautifully captures all that our fledgling community represents today and into the future. In reading and reflecting upon the story you may note many similarities to our journey to date.

As the disciples walked along a dusty road to Emmaus their faith, which had been sorely challenged, was re-ignited. As they observed Jesus breaking bread they recalled how their hearts were deeply touched by this man. After they had seen Jesus the disciples immediately joined other members of the Christian community and began sharing stories of 'the man'

whom they had come to love so deeply. Together the disciples became the body of Christ, supporting one another as they spread his 'good news'.

As we engage in the incredibly daunting yet exciting process of creating a new educational facility that will service the people of Mt Clear, Mt Helen and Buninyong there have been, and will continue to be, times when we too feel confused, frightened or unsure about the best course to take for the good of our children.

The name "Emmaus Catholic Primary School" allows us to reflect on our own faith stories. It encourages us to reflect on how we will continue to share the story of Jesus with our children and it frees us to realise that there will always be times of uncertainty, joy, confusion or even frustration in our own time together. Like the disciples we too will walk with Jesus to create a school that is known in the Ballarat region for its care of children, its quality



educational programs and its capacity to live Christian kindness in its day to day dealings with others.

In 2019 there were 354 students enrolled at Emmaus as per the August census.

There are four learning areas known as:

Vornda (Love) - *Foundation*

Kanamo (Joy) - *Years 1/2*

Mok-borreeyn (Peace) - *Years 3/4*

Nyereeka (Dance) - *Years 5/6*

Our learning area names were all selected and embraced as a sign of respect to the traditional owners of our land, the Wathaurong people.



Principal's Report

This document reports on the events and activities of the 2019 school year at Emmaus Catholic Primary School, Mt Clear. As Principal I am pleased to offer a reflection on the past year and look forward to the plans for 2020.

This year has been big - and it has flown by! There are so many events that occur in a constant stream that all contribute to the life and heartbeat of Emmaus Catholic Primary School. The big events (Mothers' Day, Fathers' Day) and the not so big (the meals, the friendly chat, the monthly meetings) all add up. The equation seems to be a lot of heart, a lot of energy and a deep connection to your school. The result is an extremely strong pulse!

The Community Leadership Team is at the centre of this work. Those who attend every meeting and many in between, those who come along when they can and those who support outside the agenda items - all play such an important part in our school story. Thank you to Shell Corcoran for her leadership and passion for CLT. Thank you to members of the various Arms who contribute significantly in terms of time, energy and commitment to your school.

Our school community has walked with many who have experienced sadness, loss, joy and celebration during 2019. It is always a privilege to be a part of people's everyday lives and offer support where and when needed.

Maternity leave seems to keep our morning teas well catered for! This year we farewelled Amy Edmonds, Ais Pigdon and Leah Ryan as they prepared for their bundles of joy. We welcomed back Sarah Popovski, Kate Edmonds and Lisa Hungerford from time with their little ones.

Rebecca Griffiths joined the Nyereeka team in her role as Learning Support Officer.

We also farewelled Mikhaila Harris - De Podolinsky as she finished her time with us and headed off to experience the world - and with open arms welcomed her back on her return (with the added surprise of a new husband).

Wendy Sanders, our Compliance Officer, finished her work with our school community at the end of term 3.

At the end of the year we farewelled Jo O'Kelly for twelve months as she takes leave.

Tony Perkins certainly left his mark on Emmaus as Principal for the 2018 school year. Tony has continued to be a wonderful support to the work of the staff and to myself this year. His wisdom in carrying out his role in this school community is very evident and is certainly strongly appreciated by staff and students.

And finally, thank you! I truly do appreciate the time and energy you – and many parents before you – contribute to your school. Your support, guidance, interest, encouragement,

challenge and celebration for me in my role over the year has contributed directly to how our school has continued to be shaped and formed. I thank you for welcoming me so warmly into your community and showing me who Emmaus is.

Thank you to our Co-Governors Fr Peter Sherman and Fr Kevin Maloney and Sr Mary Nuttall who have been sources of encouragement and support throughout the year.

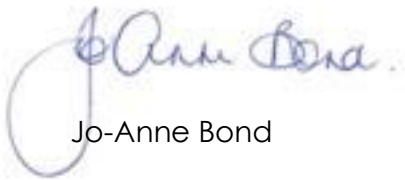
I also wish to thank the amazing people who together form the staff of Emmaus. Each and every one of them impresses me - their warmth, their commitment, their dedication and their outward and overwhelming pride in working at this school. As a school community we are truly blessed to have such wonderful people supporting the growth and development of our precious young people.

The Leadership Team - Elise Jones, Rachel Smith, Julianne Hampson, Jo O'Kelly, Kate Edmends (and for a while Andrea Molan) - have both sustained me and held me up. Thank you for working together in a genuine, committed and generous manner.

And to Georgia Cann, I have truly felt blessed and privileged to work alongside you throughout the year. You are someone who epitomises the Emmaus spirit to me and have done so much to inject Emmaus into my bloodstream. The way you embrace a challenge and celebrate the joys is infectious and inspiring.

During the year I have truly been on the road to Emmaus. I have certainly experienced moments of apprehension, moments of revelation, resurrection and eucharist. At times I have been as naive and confused as the disciples who unknowingly walked along with Jesus. From all of this I have learnt, I have listened, observed and grown. I also hope that my contribution has supported, directed and enhanced. I assure you that I am committed to working to ensure that Emmaus continues to be a life-giving Catholic community that provides exceptional learning and teaching opportunities for each and every child.

God bless!



Jo-Anne Bond



Community Leadership Team Report

What an amazing effort by the CLT community in 2019.

Firstly, I wish to thank the school community for being part of our regular meetings, events, fundraisers, surveys or polls in 2019, all contributions are greatly appreciated and have shaped a successful year for CLT.

I wish to thank Kate Weadon who has been our minute's secretary during 2019, Kate has done a wonderful job, chasing up details and documents to ensure the whole community received an informative account each meeting. Thank you Kate and all the best for 2020.

Thank you to Jo-Anne, Georgia, Emma, Marika and Doris for supporting me as CLT chair, providing information and helping me distribute communications to our school community.



A huge thank you to our Education Teams who have prepared special presentation for the CLT meeting and greater school community providing information on each learning levels aims. These sessions have been both inspiring and invaluable to parents as partners in our children's learning. Thank you.

I sincerely thank each arm representative for their commitment in 2019. We have representative here tonight to give their account, and I will do my best to fill in the gaps.

Catholic Identity - Lisa Reeve, Claire McAteer, Vikki Woodburn

Our Catholic Identity arm took a quiet by personal approach this year, with prayer bookmarks for Mother's Day and Father's Day, with special ones for those with parents who've passed.

They have also worked with the Welfare and Wellbeing arm to ensure each meal sent home to families had a special prayer cards attached.

Next year the arm plans to run information session for any parents would like to undertake the Rite of Christian Initiation of Adults (RCIA) through St Alipius Parish.

Adult Education - Kate Weadon & Lauren Rendell

The 2019 year has been successful for the Adult Education arm of the CLT. With the focus of regular newsletter contributions being the highlight of the year. Kate and Lauren sourced and prepared 3-4 contributions per term with the aim to inform and support families within our community on a variety of topics including health, wellbeing and sustainability. With the support of Emmaus Staff and in particular Shae we addressed the need for some Adult Education around the area of technology use at Emmaus. This session was conducted as part of a regular CLT and received positive feedback from those in attendance. In looking forward to 2020 we would like to contribute more 'apple training' articles into the weekly newsletters to further address this need.

Thank you for the support and feedback throughout the year in regards to the Adult Education we have provided.

Welfare and Wellbeing - Bec Wright

Our Teachers Christmas Lunch was very successful and well received. We had 11 parent volunteers for yard duty, 62 families volunteered to provide a plate (however on the day maybe just over half this amount was received).

On behalf of the Welfare & Well-being arm I would like to thank all our families that volunteer their time and contribute to our school. Your prompt and warm responses to our requests are very much appreciated. My 2-year role in the Welfare & Wellbeing Arm comes to an end this year so I would like to send my best wishes to those that will take on this very rewarding role. Merry Christmas.

Community Relationship - Sam Gent, Danielle Duggan, Shell Corcoran

It has been a wonderful year of gathering, sharing and connecting with our three tradition school events.

In February, we gathered to celebrate the new school year. It was wonderful to see families, new and current/old enjoying their picnics, sharing stories of their summer adventures. The addition of a scavenger hunt created opportunities for children to proudly lead their parents around the school, but also created an opportunity for new parents to get familiar with the school facilities under the kind and supportive care of established school community members. In May we saw over 300 people gather to celebrate Mothers, Grandmothers and special people day. In response to our survey, we celebrated with a breakfast. Wayaperri created a lovely scene with beautiful vases of floral tributes, lots of love and laughter filled the room. This was made possible with generous donations of food and juice, and a strong team of 34 volunteers who served up a variety of muesli/yoghurt, bacon and eggs. In September the BBQ fired up again, with over 350 Fathers, Grandfathers and special people gathering to celebrate Father's Day. We had 26 volunteers cook up a breakfast treat of bacon and eggs in the most efficient manner to date, a big thank you to Geoff Martin for getting up early for these events and being a BBQ champion. It was very special to see so many men in the hall sharing this day with their family.

Both the Mothers and Father's Day events preceded the liturgy lead by the school education team, it's great to see this collaboration creating special memories for all involved. We thank also acknowledge and thank the Buninyong/Mt Helen Lions Club for donating their BBQ trailer and time to support both Mother and Fathers days BBQ's and of course our traditional coffee van and their staff.

Grounds - Andrew Edmondston

With Peter Jacobsson on staff doing an amazing job maintaining and caring for our school grounds we haven't required a working bee or other activities this year. School is currently organising a bit of a clean-up before we come back to school in 2020. More details will follow.

Next year may see some exciting additional to this arm, with some new ideas open for discussion at our February 2020 CLT meeting.

Canteen - Danielle Freckleton, Kara Flemming, Stacey McKenzie

Starting in Term two with new menus, new lunchtime schedules, less time for preparation and no previous experience the new canteen crew who have not only managed all obstacles they have contributed a weekly profit to the school, and of course gave us "lunchbox" packer a day off.

Well done to the all the Canteen co-ordinators, families who volunteer each week and school community for choosing to order lunches on a Friday.

Fundraising - Melissa Prichard & Liz Allan, Renae McCarty-Ferguson

The Fundraising Arm excelled themselves this year, and had a lot of fun too. It was wonderful to see the arm rep's putting up new ideas and events and carry them through with the support of the school community.

The Fundraising efforts from these activates is to be congratulated, well done to all involved with planning, executing and contributing to these events. I am sure there are a few events that the school community would love to see again! (Did I mention "disco" kids?)

Shell Corcoran
Chairperson CLT 2019



Catholic School Culture

Goals & Intended Outcomes

To bring the Emmaus community to a deeper appreciation of the Catholic faith so that the community radiates gospel values.

Key overarching strategies

- Engage the Emmaus community in finding ways to live the Gospel of Jesus in a contemporary context.
- Deepen and enliven the Emmaus understanding of the school's beliefs and vision ensuring that there is a shared understanding of the school's pedagogical framework that facilitates student led learning.

Achievements

Throughout 2019, continued participation in the ESCI project (Enhancing Catholic School Identity) enabled the school to continually reflect upon how we can offer an authentic, relevant and reimagined experience of our Catholic school for students, staff and the community. We have continuously connected to our traditions, story and rituals. Staff have endeavoured to provide learning experiences in Religious Education which have enabled students to make connections to their own lives, their faith journey and how scripture and customs can inform our daily interactions. We consistently use and refer to the Road to Emmaus Gospel/narrative to enable meaning in our everyday lives (e.g. times of apprehension, moments of revelation).

During 2019 staff ensured that Religious Education continued to be the driver of curriculum and that concepts were inspiring and creative. Learning teams planned the following concepts -



Vornda (Foundation) - 'Where do I belong?'

Kanamo (Grade 1/2) - 'How do we live a life of love?'

Mok-Borreeyn (Grade 3/4) - 'How can we be peacemakers?'

Nyereeka (Grade 5/6) - 'Empowerment'

The planning of these concepts utilised the rigour of the new Awakenings curriculum, which enabled staff to address the context of our Catholic school and creatively engage students in Religious Education.

Opportunities have been provided for all members of the school community to attend our weekly Liturgy, held each Monday

morning. The invitation to gather and take time to reflect and pray is an important practice in the school and is led by learning teams who bring their particular focus to the space.

The Sacramental Program has continued to flourish between Emmaus, St Alipius Primary School, St Francis Xavier Primary School and the St Alipius Parish for the sacramental life of our children. More than one hundred students received the Sacraments of Reconciliation, Confirmation and Eucharist during 2019. The structure of the program enables families on the sacramental journey to be connected and supported during the preparation and celebration stages.

During 2019, the Emmaus community continued to engage in a rich and wholistic way to respond to the needs identified in our world - local and global. The 'Let's get Just' group of students provided an opportunity for children to be empowered with voice and hearts to reach out and make a difference in our world.



VALUE ADDED

- Staff attended the 'Fullness of Life Conference' with educators from Catholic schools of the greater Ballarat region.
- Staff have engaged in conversations with CEO staff to support learning and teaching of Religious Education using the New Awakenings framework.
- Catholic Education Week
- Collaboration amongst staff and teams in planning and delivering the new Awakenings curriculum units
- The power of applying the concept that we can be 'authors of our own future' in a community of Faith, Hope and Love continues to build momentum among the student community which sees strong witness to justice, peace and ecological conversion.
- Working teams established for 'Catholic School Culture' to gain staff insights for school annual review discussion.
- Sacramental program

Community Engagement

Goals & Intended Outcomes

Goal

To strengthen, inspire and support community engagement by students, staff, families and friends of Emmaus.

Key Overarching Strategies

- Deepen and enliven the Emmaus understanding of the school's beliefs and vision ensuring that there is a shared understanding of the school's pedagogical framework that facilitates student led learning.

Achievements

Strong partnerships exist between the school to engage with the wider community to enhance student learning and wellbeing. During 2019 staff offered a number of parent sessions to support in strengthening the partnership between school and home in the ongoing learning of each child. Sessions relating to classroom helping, learning strategies, mental health and parenting have been made available as well as articles and practical tools to refer to.

Each Learning Team also attended a CLT meeting and shared with parents and friends the curriculum focus, learning strategies, information and examples of student achievement. This initiative has enhanced the existing relationship between educator and parent.

Throughout the year there were numerous opportunities for the community to gather, contribute and celebrate all that is Emmaus. There is a strong sense of welcome, belonging and pride which continues to be fostered in all facets of school life.



The activities of the school also reach out to the wider community in order to enable our students

to see the value in interacting with individuals and organisations to build a sense of commitment and involvement. Students and staff have been involved with community events, outreach opportunities and local and regional organisations to strengthen their learning and understand the power of contributing.

Meals were also prepared for parents in need at a point in time throughout the year. This roster has been magnificently supported by some 50 families and has been an enormous helping hand to families in need. Our canteen also has continued to be co-ordinated effectively by wonderful parents.

PARENT SATISFACTION

The feedback received from parents about Community Engagement via the Insight SRC School Improvement Survey for 2018 indicates high level of support and strong community engagement.

Scores received for the following indicators all ranked the school's performance in the top 25% of Victorian schools with improvement shown in each of these areas when compared to 2016 results:

- Parent Partnerships
- Approachability
- Parent Input
- School Improvement



Leadership & Stewardship

Goals & Intended Outcomes

Goal

To nurture shared, sound leadership practices within established frameworks that build leadership capabilities across the school.

Key overarching strategies

Leaders will interpret and analyse data to:

- Plan for the implementation of a guaranteed and viable curriculum
- Enhance their leadership capabilities

Achievements

During 2019 the school undertook a formal school review process and entered a new School Improvement Cycle. Staff engaged heavily in the reflection and strategic thinking in order to co-construct a vision for the next five years at Emmaus. The review process has enabled a rich opportunity to 'stocktake' - where we are and where we would like to be. The contribution of all staff to the review was a key feature of the review process. Senior students and a cohort of parents also added to the effectiveness of the process for the external panel and our school as a whole.

Staff have continued to work with personnel from Leading Teams to strengthen the collective efforts to achieve the vision of the school. The emphasis was placed on building positive, professional relationships and evaluating these in the light of the way people work, individually and as a team.

Professional Learning Plans have been instrumental in supporting staff to work on their own personal goals to improve their practice in order to improve student learning outcomes. Throughout the year staff have engaged in professional learning, reading and coaching as part of their plan.

The facilities and grounds of Emmaus have continued to evolve throughout 2019 with the major project being the relocation of two portables and the building of a structure to connect the portables. This project has meant that the learning environment in the portables affords the same opportunities as the design of the main building.



Attention has also continued to be paid to the school master plan with applications submitted for both federal and state government grants. Although unsuccessful we will

continue to work with the Catholic Education Office who are supportive of the future developments of our learning facilities.

The finances of the school have been audited during the year with very few recommendations made for improvement.

Our CLT (Community Leadership Team) is comprised of the representative parents in the noted arms and is an important forum for parents to make connections with the School

- Faith and Catholic Identity
- Relationships and Community Building
- Fundraising
- Grounds / Development
- Adult Education
- Welfare and Wellbeing

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Professional Learning participated in included:

- Central Zone Conference
- Religious Education
- Numeracy
- Literacy
- Response to Intervention
- Support for students with disabilities
- Staff Wellbeing
- Student Wellbeing,
- Victorian Curriculum
- Assessment and Reporting
- Languages
- Leadership Development
- Beginning Teachers
- Vision Australia
- Professional Learning Communities
- Emergency Management training
- First Aid – CPR, anaphylaxis

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

35

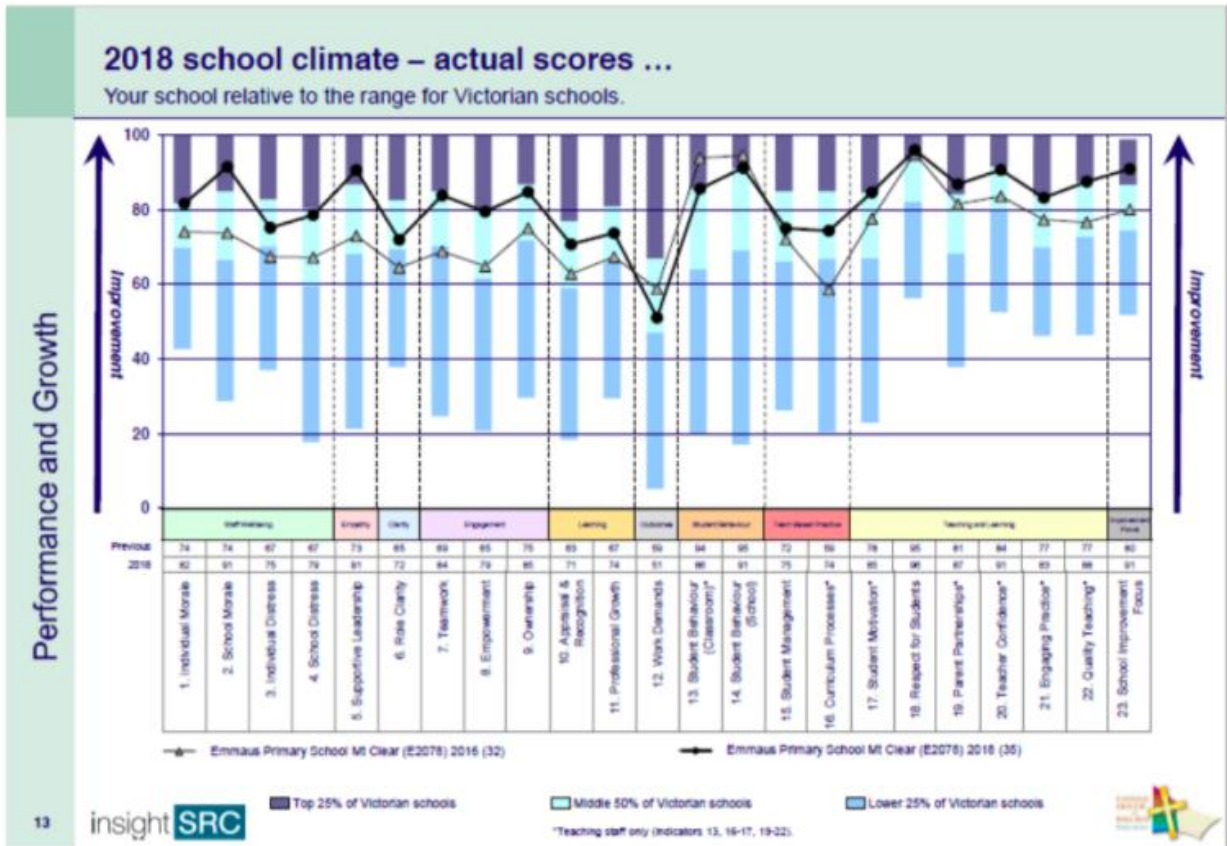
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$845.54

TEACHER SATISFACTION

Feedback from staff via the 2018 Insight SRC School Improvement Survey indicates high levels of growth in school climate compared to 2016 as indicated graphically in the table below.

While recognising the increasing work demands, staff still ranked Individual and School morale and Supportive Leadership in the top 25% of Victorian Schools.



Learning & Teaching

Goals & Intended Outcomes

Goal

To strengthen student capacity to engage with and deepen their understandings of concepts, principles and big ideas within an evidence based and clear curriculum framework.

Key Overarching Strategies

- Develop and embed an Emmaus model that makes regular use of data on the interests, passions, learning preferences, achievements, progress, strengths and weaknesses of individual students to make judgements about individual needs, to identify appropriate entry points for learning and to personalise learning and teaching.

Achievements

Emphasis has continued to focus on the importance of catering for each child's learning needs and engaging them in the process of being responsible and active learners. While the academic area of the curriculum is delivered effectively in all areas there is also a great deal of richness in opportunities that engage students in developing their general capabilities in a structured and co-ordinated way. Critical and Creative Thinking and Personal and Social Capabilities are very much at the heart of how students learn at Emmaus, rather than an isolated learning incident. This model of curriculum delivery works to ensure that these aspects are embedded and connected.



The work of the PLC (Professional Learning Community) at Work has continued to focus on the essential learnings required for students to achieve to a high standard. Staff have furthered their work in the curriculum area of Writing and worked in their teams to ensure they are strengthening their expectations and practice. Staff create 'essential learnings' in and in turn devise a 'learning cycle' to measure success or otherwise against results measured by specific pre and post test data.

Teaching staff continue to collect data relating to student learning and growth through formal and information assessment. This data is used by learning teams as a measure of what has already been learnt by students and for determining future learning. The knowledge staff have of each individual ensures that the development of student learning is mapped and facilitated effectively.

Learning Diversity Leaders have worked collaboratively during the year to consider the additional learning needs of students and how the school can co-ordinate evidence-based programs to improve their learning outcomes.

STUDENT LEARNING OUTCOMES

Staff teams at Emmaus Catholic Primary School continue to develop more strategic approaches to the monitoring of student performance and responses to specific needs as they are identified. Further engagement in the development of learning cycles following the 'Professional Learning Community' model continues to refine the analysis and use of data.

NAPLAN results indicate higher levels of performance in Spelling and Writing (Yr 5) which aligns to the focused work of the staff. Fluctuations in performance across the aspects of NAPLAN in Year 3 compare to growth being shown across the majority of areas assessed in Year 5.

NAPLAN results indicate.....

Year 3 - Changes for 2019..... Maintained 100% of students meeting the minimum standard in Numeracy and Writing, decrease in grammar/punctuation and reading and spelling

Year 5 - Changes for 2019.....Increase spelling and writing, decrease in reading, maintained 100% of students meeting the minimum standard in Numeracy



Wellbeing

Goals & Intended Outcomes

Goal

To deepen student engagement.

Key Overarching Strategies

- Develop student agency in having a voice and choice in their learning
- Identify opportunities across all aspects of the school to ensure that student voice and choice is evident
- Develop protocols to embed student agency into all aspects of school activities
- Strengthen student capacity to lead self and others
- Ensure student input into the design of curriculum

Achievements

Students are involved in and responsible for their learning. Throughout the year students have organised their learning time, determined their goals in relation to the curriculum, made decisions about how they will present their learning and facilitate the learning of others. Students have been engaged in the shared desire to ensure they are the authors of their own future.

During 2019 a focus has been upon the opportunities in which our school community supports the academic and social and emotional growth of students who require additional assistance. The partnership between school and home with Personal Learning Plans and termly Program Support Group meetings ensures an effective working partnership with the grow of each child at the centre. As part of these individual programs staff regularly engage with allied health professionals to work towards set goals and targets. The daily adjustments to learning for these students contributes to their development and growth and their own feelings of success as a learner.



VALUE ADDED

The role of the School Counsellor at Emmaus continues to provide targeted and effective support to students and families. This role is further enhanced by strong liaison with Level Leaders to determine effective strategies in response to needs identified.

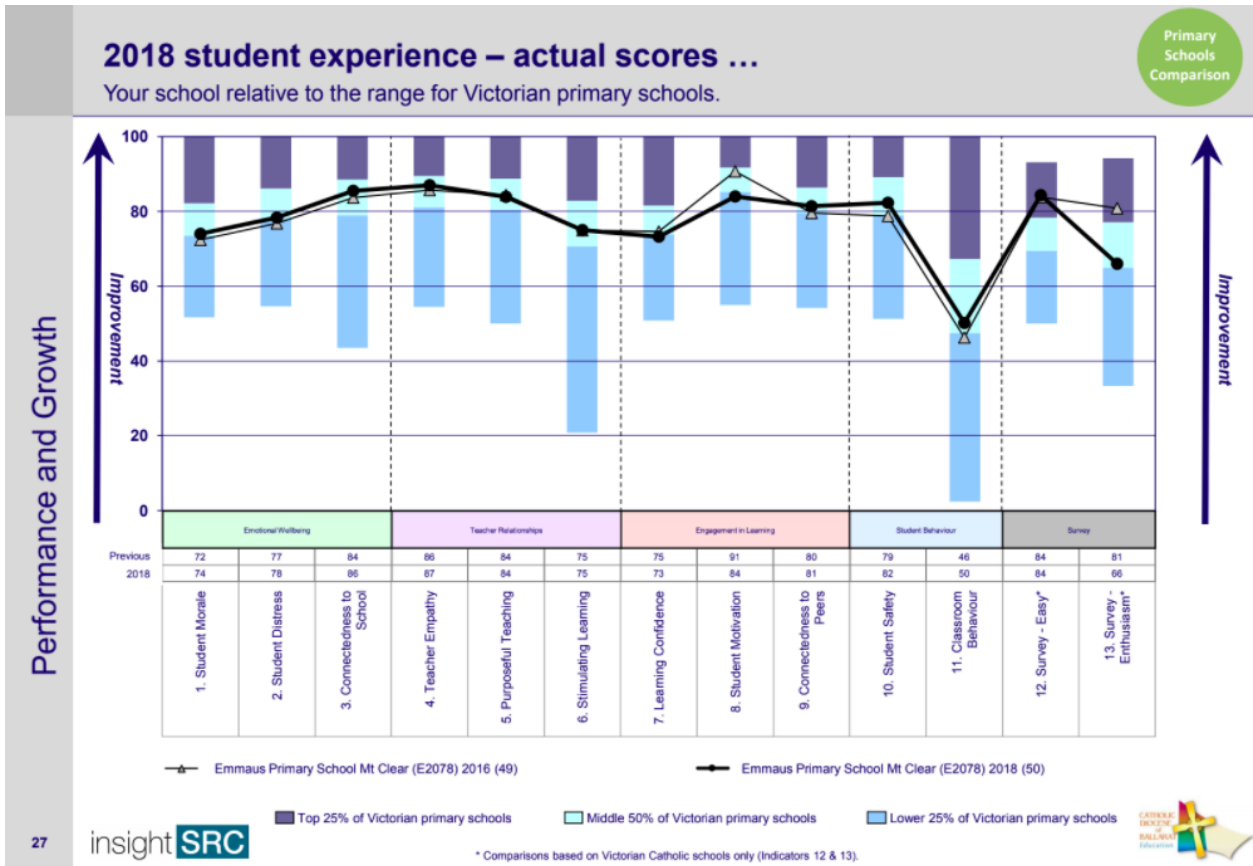
Higher expectations of students to be able to articulate their own learning journey with evidence posted digitally and the development of coordinated strategies to support this continues to provide greater opportunities for students to be empowered as learners.

Our focus has also included -

- regular school newsletters
- Use of SeeSaw and Skoolbag apps to communicate with families
- staff participation in professional development programs and activities
- involvement with local education providers
- connections with agencies to support students and families
- involvement in local Parish celebrations
- school camps and excursions
- involvement in local community events
- provision of meals for school families in times of need
- Family Fee Assistance Scheme for families who hold a current Health Care/Pension Card
- CSEF – Camps School Excursions Fund for eligible families

STUDENT SATISFACTION

Student data across most indicators displays improvement. In particular there has been an increase in student safety, classroom behaviour and connectedness to their peers. The increase in student safety may be attributed to the work senior students addressed with writing their own child safe policy.



STUDENT ATTENDANCE

Student attendance at Emmaus Catholic Primary School is monitored daily with effective mechanisms to track absences with follow up contact to parents/guardians for any unexplained absences. Any concerns about attendance levels of students are managed by Level Leaders and meetings are held to respond to issues identified. Where necessary the Department of Human Services has been engaged to address specific issues.

Child Safe Standards

Goals and Intended Outcomes

In order to ensure a safe environment for all students, policies and procedures have been developed in line with government and VRQA compliance requirements. The school has satisfied the directives of Ministerial Order 380 and is active in working to maintain and strengthen practices which ensure the safety of all children.

All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

Achievements

Emmaus Catholic Primary School endorses Catholic beliefs and practices and is committed to the protection of children in our care. As a faith community, we nurture and watch over each person in keeping with the gospel values lived by Jesus Christ.

The school has achieved compliance with the Child Safe Standards in the following ways:

- the implementation of a Child Safe Policy which outlines the school's commitment and practices towards ensuring a safe environment
- identification of ways that students can identify concerns and a clear procedure for staff to report child abuse
- professional development and induction for staff, volunteers, casual relief teachers and visitors relating to expectations for them to comply with school policies and procedures
- ongoing professional learning for staff regarding child safe policies, procedures and issues, including Mandatory Reporting training.
- information provided to the school community through the school newsletter and website
- staff and parents being aware of and acknowledgement of compliance with the Code of Conduct
- volunteers being inducted in line with Child Safe practices
- Child Safe practices included in the employment process for staff
- Continued promotion of a safe environment for students in order for them to feel able to communicate concerns and worries
- Child Safe Policy in child-friendly language developed by senior students and shared with the school community
- Staff implemented the 'PROTECT' procedures in response to matters of concern and liaised with the appropriate authorities as required.

Future Directions



EMMAUS
CATHOLIC PRIMARY SCHOOL

Emmaus Catholic Primary School, Mt Clear Annual Action Plan 2020

Prepared by: Emmaus staff/leadership team

Documents used:

- Emmaus School Review Report 2019
- CHECS - Characteristics of a Highly Effective Catholic School
- ISRC - Insight SRC data 2018
- Emmaus data picture 2019

Key Priorities		
Embed highly effective, engaging and consistent teacher practices across the curriculum.	Build the Catholic School Community of faith, hope and love.	Enhance the wellbeing of all students and staff.
Links to relevant Components of the Key Aspects of Schooling		
<p>Community Engagement 2.1 Partnering with Families</p> <p>Leadership and Stewardship 3.1 Shared Leadership 3.2 Building Staff Capability 3.3 A Culture of Continuous Improvement</p> <p>Learning and Teaching 4.1 A Guaranteed and Visible Curriculum 4.2 Effective Teaching 4.3 Engaging students in their own learning 4.4 Analysis and use of data</p>	<p>Vision and Mission</p> <p>Catholic School Culture 1.1 Religious Education 1.2 Enhancing Catholic School Identity 1.3 Social Action and Justice</p> <p>Community Engagement 2.1 Partnering with Families 2.2 Community Partnerships</p> <p>Wellbeing 5.3 Safe Learning Environment</p>	<p>Catholic School Culture 1.2 Enhancing Catholic School Identity</p> <p>Community Engagement 2.1 Partnering with Families</p> <p>Leadership and Stewardship 3.1 Shared Leadership 3.3 A Culture of Continuous Improvement</p> <p>Learning and Teaching 4.3 Engaging students in their own learning 4.5 Coordinated Strategies for Intervention</p> <p>Wellbeing 5.1 Quality Relationships 5.2 Wellbeing Practice 5.3 Safe Learning Environment</p>
Suggested Strategies and Actions (from School Review Report 2019)		

<ul style="list-style-type: none"> • Strategically develop leadership and teaching capability and high performing teams. • Place students at the heart of all data conversations. • Investigate, implement and measure the impact of evidence-based pedagogies and use of data – of, for and as learning. • Collaborate and innovate with those who inspire and achieve excellence. • Creatively use leadership and human resources to enhance teacher capacity and support student learning i.e.: coaching and differentiation. • Partner with families and communities to enhance student learning. 	<ul style="list-style-type: none"> • Amend the current essence statement to articulate the intent of the school (inclusive of partnership, God's presence, fullness of life and child safety). • Be consistent and considerate in our response to the current context to the Church in society. • Provide an experience of a wider faith community to our school staff and families that connects them to faith through sacred space, traditions, rituals and our story. 	<ul style="list-style-type: none"> • □ A whole school approach (shared understanding and consistent practice) to promoting and enhancing positive wellbeing in all aspects (physical, social, behavioural and emotional). • Strategically plan for staff wellbeing. • Investigate and then implement a holistic approach for student behaviour and safety with respect to the dignity of the person. • Provide students with opportunities to share their learning with their teachers, parents and caregivers.
Actions 2020 (from staff work on School Improvement Strategies and Leadership Team)		
<ul style="list-style-type: none"> • All staff to engage in OLSAL • Specific coaching focus on tier 1 - core and more • Resource intervention - tier 2 - programs in Kanamo and Mok-Borreeyn in terms of personnel and expanding repertoire of programs used (particularly in Literacy) • Addition of a Position of Leadership - Literacy and Numeracy Data to strengthen the analysis and use of data across teams and to create a consistent and rigorous process • Engage teachers in the work of Letters and Sounds - phonics • Continue to effectively collate data for each child - Data Profiles • Build teacher knowledge and confidence in writing with a particular focus on a 	<ul style="list-style-type: none"> • Work on Essence Statement to incorporate attention to learning and child safety • Explore ways of enhancing the faith life of the school to be inclusive, engaging and faithful to the Tradition. 	<ul style="list-style-type: none"> • Investigate Be You and other wellbeing frameworks and discern its value for our school community • Consider alternative ways to engage parents in the life of the school beyond the model of being physically present

<p>whole school spelling approach</p> <ul style="list-style-type: none">• Explore how to include students in understanding, shaping and articulating learning pathway when engaging in intervention e.g. goal setting		
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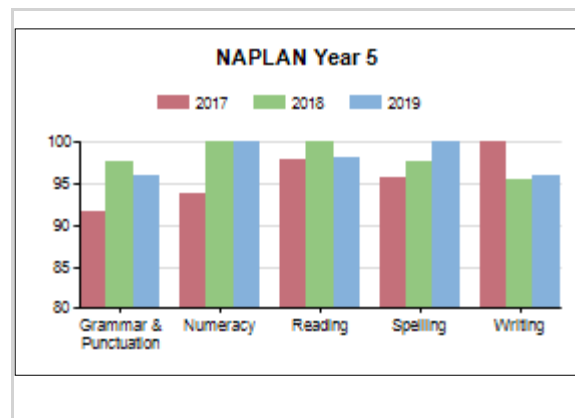
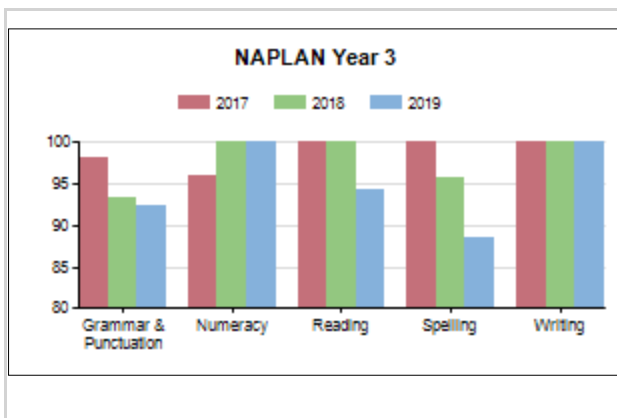


School Performance Data Summary

E2078
Emmaus Catholic Primary School, Mount Clear

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	98.0	93.3	-4.7	92.3	-1.0
YR 03 Numeracy	96.0	100.0	4.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	94.2	-5.8
YR 03 Spelling	100.0	95.6	-4.4	88.5	-7.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	91.7	97.7	6.0	95.9	-1.8
YR 05 Numeracy	93.9	100.0	6.1	100.0	0.0
YR 05 Reading	97.9	100.0	2.1	98.0	-2.0
YR 05 Spelling	95.8	97.7	1.9	100.0	2.3
YR 05 Writing	100.0	95.4	-4.7	95.9	0.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.2
Y02	92.1
Y03	90.4
Y04	92.0
Y05	92.1
Y06	91.0
Overall average attendance	91.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	81.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.7%
Graduate	12.9%
Graduate Certificate	3.2%
Bachelor Degree	87.1%
Advanced Diploma	9.7%
No Qualifications Listed	3.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	23.4
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	11.4
Indigenous Teaching Staff (Headcount)	0

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