

# Emmaus Catholic Primary School Mount Clear

## 2020 Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Vision & Mission .....3

School Overview.....4

Principal’s Report .....5

School Advisory Council Report.....7

Catholic School Culture .....10

Community Engagement .....12

Leadership & Stewardship.....14

Learning & Teaching .....17

Wellbeing .....20

Child Safe Standards.....23

Future Directions .....24

## Contact Details

ADDRESS	1503 Geelong Road Mount Clear VIC 3350
PRINCIPAL	Jo-Anne Bond
PARISH PRIEST	Fr Jorge De Chavez
SCHOOL BOARD CHAIR	Ms Shell Corcoran
TELEPHONE	03 5330 2266
EMAIL	principal@emtclear.catholic.edu.au
WEBSITE	www.emtclear.catholic.edu.au
E NUMBER	E2078

## 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 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.

30/05/2021

**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](http://www.acnc.gov.au)

## Our School Vision & Mission

### **A Community of Faith, Hope and Love.**

**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.

### **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.*

### **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.

## 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.

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 continuing to provide an 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 2020 there were 366 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 year has been different! But different does not mean that we have compromised our commitment to every part of life in our school community. Different has actually meant, in some cases, stronger and better, more connected and more practical.

At the same time we have yearned for stability and strength - in our learning programs, social and professional connections and for our young people.

Could we have done it differently? Better? Stronger? The response is: most likely - we are always looking for ways to improve what we do. But there are many, many things we would do in a similar way! Our team - every single member - demonstrated commitment, courage and a genuine desire to do all that was possible to move through the challenges of the year. There was no going around them!

The Community Leadership Team is a vital cog in the Emmaus wheel. While the invitation is open to all in our school community there are many who attend every meeting, others who come along when they can and those who support outside the meeting times.

I have valued greatly the opportunities to provide information, listen to feedback and respond to questions. The need to use a virtual setting for our meetings has meant that we have been able to maintain our meeting schedule and also engage in good work together. I know that this has also meant that many in our school community have taken up the opportunity to join the meetings for the first time or more regularly.

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 2020. It is always a privilege to be a part of people's everyday lives and offer support where and when needed.

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 Kevin Moloney and Sr Mary Nuttall who have been sources of encouragement and support throughout the year. During term 4 Fr Kevin and Sr Mary officially signed over the governance responsibility of the school to DOBCEL (Diocese of Ballarat Catholic Education Limited) as schools across the diocese transition to a new model.

I also wish to thank the amazing people who together form the staff of Emmaus. Your teachers, your administration staff, your support team take such pride in working at Emmaus! They value the community, the learning environment and facilities, the opportunities they grasp in their own development - both professional and personal - but most of all, our students. Each member of our staff gains such a sense of joy and satisfaction from working each day with the children of Emmaus! They take very seriously the privilege families afford us of working with their precious ones.

The Leadership Team - Georgia Cann, Kate Edmends, Amanda Pepplinkhouse, Elise Jones, Shae Fogarty, Nicole Jenkins, Julianne Hampson, Geoff Martin - work in such a collaborative way

and support me in framing and forming my thinking and planning. Thank you for working together in a genuine, committed and generous manner.

And to Georgia Cann, I am blessed and privileged to work alongside you. You walk the Emmaus walk in all that you do. Your work is passionate and committed and you never waiver from the most important part of our work - our students.

The road to Emmaus has at times this year been very rocky, uncertain and difficult. However, the whole journey has not gone unnoticed. From moments of apprehension there have certainly been moments when the true importance of our work has been revealed. The relief and joy of moving back on site with staff and students were certainly moments of resurrection and Eucharist.

However, there still remain many who are not at our community table. I look forward to a time, hopefully in the very near future, when the full gamut of Emmaus can arise. A time when the building again buzzes with visiting parents and family members, a time when we can welcome all to our opportunities for prayer and reflection, a time when our doors are opened wide and all can again come in without restriction.

I hope that my contribution has supported, directed and enhanced the work of our school. I remain 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

## School Advisory Council Report

In January from my beach chair I read about this new virus growing in numbers in China; never in my wildest dreams could I have imagined what the year would hold.

As for many, this year has been one of heightened senses, lessons at every corner, but also a year to recognize the importance of the simple things, gratitude and faith.

We have seen great commitment from our school this year, pivoting to a virtual online school in rapid speed, delivering interesting and engaging learning packages, but importantly an opportunity for our children to socialize and interact. I thank the school for demonstrating courage and commitment at each challenge, with relentless determination to innovate, rather than allow our children to miss out.

On the CLT front I wish to thank Jo-Anne and the school administration team for setting up and supporting our regular CLT meetings via Google meets, with 5 out of the 6 being via videoconference. I extend my thanks to Emma Mumford who also volunteered as minutes secretary, thanks a million.

With adversity sometimes we see opportunity; with the links to meetings enabling some families to participate more regularly without the need for caregivers to leave the home; something we hope to maintain in the mix going forward.

The CLT meetings have continued to provide a sounding board to many topics this year including IT equipment, budgets, master plans and the move to a DOBCEL governance model (Diocese of Ballarat Catholic Education Limited). We have progressed with a review of the CLT charter and updated our focus areas; with Grounds moving to Sustainability and Adult Education extending to include Cultural Awareness.

### **We have received the following reports from our Arm representatives:**

**Fundraising** - *Organising a range of activities that aim to raise funds to support resources and programs for our school, whilst creating a sense of community and connectedness.*

Our fundraising efforts have suffered greatly this year, with the cancellation of the Hot Cross Bun Drive and Extreme Bounce, and the beloved Disco. However, thankfully, our Pie Drive was a success, along with the Easter Raffle, and we have managed to put together a Christmas Raffle, too.

Going forward I hope we are again able to safely engage the whole school community in some fun fundraising activities - such as the Disco and the Trivia Night (or a variation of), as well as the good old Bunnings Sausage Sizzle, and potentially a Movie Fundraiser. I would also love to revisit the Extreme Bounce option for another student free day - I think that would have been very popular!

Current contacts: Renae McCarty-Ferguson

### **Canteen**

The Canteen hit the ground running in Term One with big ideas on a new menu but have not yet had the chance to implement them due to the pandemic.

Hopefully next year we can get back on school grounds and start putting some of the ideas into action.



We farewelled Stacey McKenzie from Canteen coordination this year. So Kara and I are keen to grow the team if anyone is interested, we would be extremely grateful.

*Current contacts: Danielle Freckleton, Kara Fleming*

**Sustainability** - *Engaging in projects that highlight sustainability practices and learnings transferable from school to home.*

With the first working bee planned but not proceeding, there were plenty of ideas, but sadly inability to gather onsite.

With Peter and the newly evolving Green Team creating and maintaining the school grounds and sustainability projects, let's hope the CLT can get involved in the New Year.

*Current contacts: Andrew Edmondston & Melissa Pritchard*

**Community Engagement** - *Engaging our school community in activities that build connections to each other and the school through activities and moments of celebration.*

What an unexpected year we have had, but I think we are finally seeing some relief which is something to celebrate.

Opportunities to get together as a community didn't reveal themselves but I hope that everybody felt a part of a strong community pulling together for the common good.

To our new families, I hope that next year we get the opportunity to welcome you into the community in a way that so many have experienced in the past. Opportunities whereby the whole family gets to feel a great sense of belonging, participation and welcoming.

This is the end of my term as part of this team so there is a great opportunity for a few people to step into this role and see how we might be able to get together next year.

*Current Contacts: Danielle Duggan, Shell Corcoran*

**Wellbeing** - *Identifying practical ways to support and promote wellbeing for all in our school community. Supporting families experiencing loss, illness, sadness or celebration with meals and/or messages of support to show we care.*

The Wellbeing arm would like to say a big thank you to all families who volunteered to assist in providing meals to families in need within our community this year. We have 92 volunteers on the list and have provided 27 meals from this list. When lockdown hit and supermarkets were emptied our amazing school stepped in to provide meals to our community in need at this time by other means.

Teachers' Christmas lunch is looking very different this year. Families have generously donated and this has made it possible for all staff to receive an individual meal from Maggie & Kate's and for the Kombi for a Cause coffee van to attend the school to provide beverages.

This has been a crazy hard year for all but my heart is warmed at how our community always comes together to help each other. Thank you

*Current Contact: Rebecca Wright*

**Adult Education and Cultural Awareness** - *Supporting members of our community to engage and grow in awareness and understanding of our community. Working together to create a community of faith, hope and love.*

There was a strong start to the planning of the school Reconciliation Action Plan (RAP) with a growing working group including our children, educators and also members of the St Alipius community who have recently published their plan.

*Current contacts: Angie Wickham, Ashlee Rodgers, Georgina Cann*

**Catholic Identity** - *Promoting and celebrating faith. Sharing faith with one another and embracing opportunities to highlight our identity as a Catholic school into our everyday.*

Current contacts: Lisa Reeve, Claire McAteer, Vikki Woodburn

I wish you all a safe festive season, blessed with peace, hope and love.

Shell Corcoran

Chairperson CLT 2020

## Catholic School Culture

### Goals & Intended Outcomes

Build the Catholic School Community of faith, hope and love.

- 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.

### Achievements

While providing a Catholic school experience which hopes to be relevant, rigorous and inclusive, we are always conscious of the importance of continuously connecting to our traditions, story and rituals. Staff endeavour to provide learning experiences in Religious Education which enable students to make connections to their own lives, their faith journey and how scripture and customs can inform our daily interactions. For people of the Catholic faith this invites us to reflect on the person we are called to be by God.

As a school we endeavour to provide weekly opportunities for our school community to gather and invite those who come along to join in a prayerful reflection or liturgy. 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.

Beyond term 1 we have not been able to hold gatherings of groups larger than a class or year level due to COVID restrictions. Instead our learning teams continued to prepare prayerful experiences which were made available in a digital format. Whilst at school our class groups would all gather in their learning areas at our whole school liturgy time of Friday morning so that a communal sense of prayer could still be experienced. During remote learning this experience was prepared by students and staff and formed part of the daily morning homeroom Google Meet sessions or shared with parents via Seesaw and the newsletter.

Occasions such as Catholic Education Week, Mothers Day and Fathers Day were examples of liturgies which were shared to a wider audience and placed on our school website.

While students were experiencing learning from home, there was a deliberate intention to continue to incorporate offerings of a prayer life for the school community. In times of stress, worry and uncertainty we know that prayer plays a vital role for some. The invitation to participate was continued and we received very positive feedback from families regarding the virtual experience.

For most of the year it has not been possible to celebrate the Eucharist together. However, we were thrilled to have the chance to gather for Ash Wednesday and our opening school mass prior to restrictions coming into place. With the easing of restrictions at the last minute we were also able to welcome parents to our Eucharist with our Grade 6 students as well as hold a whole school mass in Wayaperri.

The Sacramental Program is a wonderful partnership between Emmaus, St Alipius Primary School, St Francis Xavier Primary School and the St Alipius Parish to support the sacramental life of our children.

The plans for this year saw the Parish alter the years of reception of the sacraments. Students in Grade 3 will celebrate the Sacrament of Confirmation and students in Grade 4 will celebrate the Sacraments of Reconciliation and Eucharist.

The impact of COVID on religious gatherings meant that we were not able to work through our normal program. Planning is well underway regarding how we will address this situation in 2021 as there will be a larger number of candidates for each sacramental program.

The Emmaus community engages in such a rich and wholistic way to respond to the needs identified in our world - local and global. Throughout the year there have been many opportunities to show our support to members of our community who have been impacted by loss and hardship in a variety of ways. As we returned to onsite learning in term 4 our Let's Get Just group enthusiastically took up ways of bringing attention to the area of social action.

Thank you to Geoff Martin for your leadership in this area of school life as Religious Education Leader.

#### VALUE ADDED

- Staff have engaged with CEO staff to support learning and teaching of Religious Education using the Awakenings framework.
- Catholic Education Week was marked and celebrated
- Collaboration amongst staff and teams in planning and delivering the 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.
- Sacramental program

## Community Engagement

### Goals & Intended Outcomes

- Enhance the wellbeing of all students and staff.
- Consider alternative ways to engage parents in the life of the school beyond the model of being physically present

### Achievements

Emmaus is built on a very sound foundation of being a community of faith, a community of love and a community of hope. While these three aspects are stated in our Essence Statement, they very much come alive in the relationships and interactions throughout each day.

The greatest success in this area has been the strengthening of the partnership between school and home. We know that students perform best and achieve their learning goals when their educators - teachers, parents and carers - are working together. As the circumstances of 2020 evolved, the place of the home in the learning process became even more important.

We were grateful for the endeavours of school staff and families to engage in a productive and collaborative way to ensure students were able to do their best. While learning certainly looked different from home to home and from remote learning versions one and two, the efforts of all involved is acknowledged and appreciated.

With the absence of opportunities to gather we have continually looked at different ways. Community Leadership Team meetings moved online with a great response from a core group of involved parents.

The feedback from parents and carers during remote learning was overwhelmingly positive with almost daily phone calls, emails and messages of support, gratitude and acknowledgement being received. Despite a year of social distancing, there is a strong sense of 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 learning more about their community, outreach opportunities and local and regional organisations in order to strengthen their learning and understand the power of contributing.

### PARENT SATISFACTION

The feedback received from parents about Community Engagement via the Insight SRC School Improvement Survey in 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

The Emmaus community is due to participate in the Insight SRC survey in 2021.

# Leadership & Stewardship

## Goals & Intended Outcomes

### Achievements

The Emmaus community is blessed with leaders who strive to achieve the best for our students - the best learning environment, the best practices, the best resources. But, most importantly, they contribute plentiful time and energy to hold true to the Emmaus spirit - the genuine care for each individual in all aspects of their being: academic, social and emotional.

With a large amount of the year being impacted by the guidelines relating to COVID-19, our Leadership Team were charged with the task of creating a plan to support the ongoing learning of students in a remote environment, ensuring that the social and emotional factors and health and safety measures for students, staff and families were of paramount consideration. As the formal directions from DHHS, DET, CECV and CEO changed in response to the community impact our team responded in a timely, professional and considered manner.

The priorities that resulted from our school review in 2019 have been instrumental in supporting staff to work on their own personal goals to improve their practice. Throughout the year staff have engaged in professional learning, reading and coaching as part of their work to improve student learning outcomes.

Attention has also continued to be paid to the school master plan with applications submitted for both federal and state government grants during 2020. Exciting news was received in the late stages of the year that Emmaus has successfully been approved for a Commonwealth Government grant of \$2million.

The finances of the school have been audited during the year with very few recommendations made for improvement. This is due to the dedicated and skilled work of Doris Milesevic.

The administration team at Emmaus, Doris, Emma Mumford and Marika Hayward, are committed and hardworking and demonstrate an amazing passion for contributing in a hands-on way to the school community. As the first point of contact for our families and visitors they exemplify strongly the Emmas welcome. Thank you for your wonderful work!

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

- Professional Learning activities undertaken by staff during 2020 include:
- Extending Mathematical Understanding (EMU) - both initial and ongoing
  - Religious Education
  - Supporting diverse learners - various
  - Oral Language Supporting All Learning (OLSAL)
  - Early Reading Intervention Knowledge (ERIK)

- Remote learning
- Letters and Sounds
- MiniLit
- Zones of Regulation
- Mandatory Reporting and other sessions relating to child safety
- Staff formation

Number of teachers who participated in PL in 2020	31
Average expenditure per teacher for PL	\$594

### 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.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.8%
--------------------------------	-------

### ALL STAFF RETENTION RATE

Staff Retention Rate	93.3%
----------------------	-------

### 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)	2.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	24.5
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	11.7
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### Goals & Intended Outcomes

- Embed highly effective, engaging and consistent teacher practices across the curriculum.

### Achievements

Emmaus provides a model of learning which allows staff and students to work together in a way that invites and promotes engagement in the learning process. The content and model of learning offered to students creates a sense of responsibility for personal and interpersonal learning which supports the creation of a collaborative and positive learning environment.

It is important to note that two periods of remote learning were experienced during terms two and three - a total of 14 - 16 weeks (depending on year level).

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, this year has seen a focus on the writing curriculum.

Teaching staff have continued to collect data relating to student learning and growth through formal and informal assessment. During the year Amy Edmonds has coordinated and planned for the consistent collection, recording and analysis of data across the school. This work will continue into 2021.

Learning data is used by learning teams as a measure of what has already been learnt by students and for driving learning forward. Staff hold a strong understanding of each individual student, despite two considerable periods of remote learning during terms two and three.

Teachers in our Vornda and Kanamo teams have been researching and implementing some strong work around phonics and have engaged with resources such as Letters and Sounds and The Science of Reading to improve their understanding and practice. We will continue to plan for this work, monitor its impact and weave the strategies into other learning teams.

In designing the learning architecture for their students, teams have spent considerable time and energy on planning opportunities that provide for a range of learning styles, preferences and needs. Students are well considered as individual learners in each learning space.

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. The commitment to this work by these leaders and our team of intervention facilitators is highly commended. A measure of the commitment in this area was the continuation of programs for students during times of remote learning.

The impact of remote learning and the widespread restrictions on our daily life will continue to be a point of attention for some time.

The learning design created by our team had a strong focus on the social and emotional first - then the academic learning. The intention was to ensure that our students - no matter what age or stage of learning they were at - felt connected. In a world that was enforcing social distancing, we tried to ensure that our community was socially connected while being physically distant.

The use of technology, the provision of devices for home use, the intentional planning for online and offline learning activities were some characteristics of our plan. Staff spent a large amount of time on the screen each day during both periods of remote learning, engaging with students in

a general as well as an individual manner and planning in a collaborative nature with the rest of their team. They used wellbeing check-in tools to monitor those who required additional contact or support. In all of this, the purpose of driving learning forward remained.

Our staff, no matter what role they played, performed an outstanding service to our school community during a time that was so uncertain. Their commitment in time, collaboration, creativity and effort was truly remarkable.

### 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 across the curriculum.

The progress of students across the school was tracked using a variety of methods including:

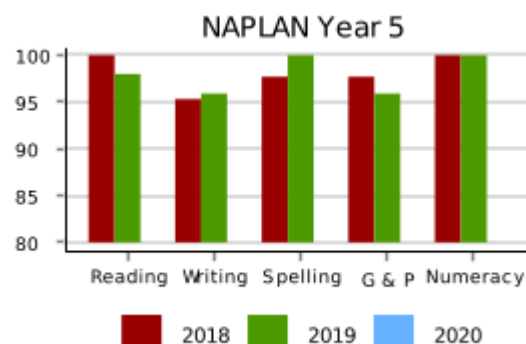
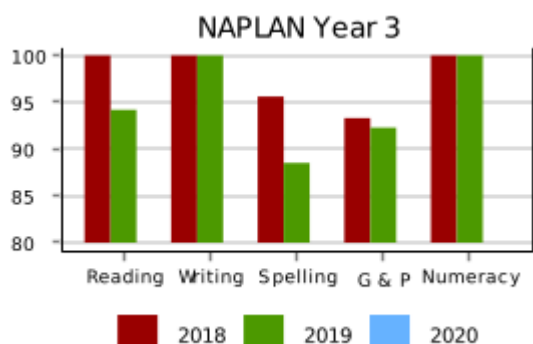
- Fountas and Pinnell
- PAT Maths and Reading
- Non-standardised testing tools
- Student work samples
- Teacher moderation

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	93.3	92.3	-1.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	94.2	-5.8		
YR 03 Spelling	95.6	88.5	-1.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.7	95.9	-1.8		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	98.0	-2.0		
YR 05 Spelling	97.7	100.0	2.3		
YR 05 Writing	95.3	95.9	0.6		

\* 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.



## Wellbeing

### Goals & Intended Outcomes

- Enhance the wellbeing of all students and staff.
- Investigate Be You and other wellbeing frameworks and discern its value for our school community

### Achievements

The Emmaus learning environment - from the front door to the back turf - provides the observer with so many insights into our students as learners who are involved in and responsible for their learning. The notion of Emmaus being a journey that we embark on together is strongly felt and observed in all aspects of school life.

We can't measure this in a test or assessment and the results are noticed each day, each term, each year as students grow and engage with others, their learning and the world around them. Staff endeavour to contribute to ensure we are providing our students with a lasting experience of learning - not a snapshot.

The common thread of the year for all is the impact COVID has had on our students, staff and families. While some experienced instant changes to their world, for others the effects have been gradual or unnoticeable.

Our staff team have kept a careful eye on all in our community in order to engage and offer support and assistance when needed. While this work has been delicate it has also meant that we have been able to partner with our community in new and stronger ways. We are also very grateful for the support of community organisations who have also worked tirelessly in putting together care packages, vouchers and other means of assistance for those who required it. Each gesture of care has been met with a strong expression of gratitude and appreciation.

This work is also supported by our school counsellor who supports students, staff and parents on a number of wellbeing issues. With deep care and concern Misty Duncan commits to knowing each person and their needs and working with them towards success.

Our village is certainly working together to grow each child!

### 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.

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.

During COVID-19 remote learning periods student attendance was monitored via Google Meet sessions, online workshops and the posting of pieces of work on Seesaw. Attendance was recorded using our normal processes in SIMON. Unexplained or continued absences were followed up with parents/guardians.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.0%
Y02	93.6%
Y03	94.7%
Y04	93.4%
Y05	94.0%
Y06	92.0%
Overall average attendance	93.6%

## Child Safe Standards

### Goals & Intended Outcomes

In order to ensure a safe environment for all students, policies and procedures have been developed and reviewed 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

The Annual Action Plan for Emmaus Catholic Primary School can be accessed [here](#).