



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Emmaus Catholic Primary School

370 Sydenham Road, CALDER PARK 3037

Principal: Jacqueline Byrne

Web: www.emsydenham.catholic.edu.au

Registration: 1959, E Number: E1370

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024

About this report

Emmaus Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

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 2023, 470 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 28 full time staff, 15 part time staff, 13 Learning Support Officers, 1 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 for all which contributes to student wellbeing and learning.

Principal's Report

We were fortunate to begin the 2023 year with great 'hope'. COVID had cleared and we were able to open ourselves up to new learning to support the needs of all students at Emmaus.

We began the new year with a theme of 'Connection'. Connection with ourselves in 2023, connection with each other, new classmates, new teachers and new families, and connection with our learning environment. This gave us time to learn more about ourselves and each other as people first and then as learners. At Emmaus we celebrate differences and the unique story each of us brings to this very special community called 'school'. It is only when we feel we belong we can be open to the challenges and excitement of learning new things.

We continued to work on our overarching school value of RESPECT. RESPECT for ourselves, each other, our environment and our God. We understand that we are all learners and that we make mistakes but we continue to hold each other to this value - the students, the teachers and the parents.

We further developed our specialist program in 2023. 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. While 'Discovery Day' is occurring, the classroom teachers participate in a collaborative planning day. The teachers are led by our Learning and Teaching Leader, our Religious Education and Wellbeing Leader and our Data and Innovation School Leader.

As a team we were professionally developed in Explicit and Direct Instruction by Dataworks, an American company leading the field in this work. This approach suits all learners and not just those that find learning easy. We also continued to learn more about the Science of Reading and the Science of Learning. We opened our minds up to new research and evidence based information about the brain and about how children learn. We have worked

at adopting the Science of Reading because we know it is the best way to teach all children to read.

We also continued our 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 taking into consideration our Emmaus 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 and continues our Mission. Together with the Federation of schools, Sacred Heart, St Albans, and Cana, Hillside, we continue to pray, work and share together. A few of our students were able to receive their Sacraments with Sacred Heart or Cana, due to their inability to attend at Emmaus. The Leadership team from each of the schools continues to meet as a Federation each fortnight together with Father Maurie Cooney, our Parish Priest. We also developed our connection with CRC Sydenham celebrating liturgical events.

In 2023 we continued to deepen our understanding of our Catholic traditions, rituals and scripture and we continued to recontextualise them in our contemporary world.

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

We continued to explore what sustainability for our earth means in light of our Catholic understandings. We linked these understandings to our Outdoor Discovery subject and in our Religious Education lessons.

We celebrated mass fortnightly. Years Foundation - Year 2 celebrated mass one fortnight and Years 3 - 6 the alternate fortnight. This enabled us to create a mass to suit the children's developmental maturity and understanding. Parents were always invited to come along to celebrate Eucharist with the children. Each mass was led by a different class level.

We continued to prepare for and celebrate our Sacraments. Before each Sacrament was celebrated we facilitated a Family Preparation evening led by our Parish Priest, Maurie Cooney. This was well attended by families.

Value Added

Our REL undertakes regular MACS 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 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 established prayer routines in our classrooms at the beginning of the year and pray every day.

We continually communicated with the Parish throughout the year, sending out a Parish newsletter to our families every week. This keeps our families connected with the Parish.

We deepened our understanding of the earth and all the life on it is part of God's creation. We are called to respect this gift. We are responsible for taking care of the world we live in and for sharing all the wonders and resources the earth gives us.

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 our Parish Priest, Maurie Cooney.

We established a connection with CRC Sydenham as the school was invited to their student passion play on Holy Thursday.

Learning and Teaching

Goals & Intended Outcomes

Goal

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

Intended Outcomes:

To build teacher capacity through collaborative teams, shared professional learning, coaching and mentoring with strong accountability.

Achievements

This year we were able to focus on our collaborative planning in person at the planning table.

The planning was led by our Deputy of Teaching and Learning and our Deputy of Religious Education and Wellbeing.

Team leaders of Foundation, Year 1/2, 3/4 and 5/6 also facilitated curriculum planning.

Learning Diversity Leaders also attended planning to ensure the differentiated teaching of our exceptional students and to share any new knowledge about children.

Formative and summative assessment were explored to deepen our understanding of assessment 'of' and 'for' learning.

We continued our exploration of the Science of Reading and explicit and direct instruction in our planning teams.

We explored and implemented 'retrieval practice in mathematics. Our F-2 classes also implemented Daily Review in English.

Towards the end of 2023 we began to explore the Ochre Education suite of Mathematics lessons.

At Emmaus we continued to be supported by our school psychologist.

We continued to use 'Seesaw' to communicate with parents about student learning.

We continued to learn to complete individual learning plans effectively with smart goals and evidence. Teachers discussed these plans with parents at regular meetings.

Student Learning Outcomes

In 2022 we began using a structured approach to the teaching of literacy from Foundation - Year 2 to improve our reading results and to reduce the amount of students requiring intervention in reading. Our 2023 Year 3 NAPLAN data indicates a rise in the number of children reading proficiently (77%). In 2024 our focus will be on Mathematics.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	406	55%
	Year 5	499	69%
Numeracy	Year 3	412	64%
	Year 5	482	72%
Reading	Year 3	412	77%
	Year 5	497	74%
Spelling	Year 3	414	66%
	Year 5	508	77%
Writing	Year 3	427	88%
	Year 5	505	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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 at 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.

Learning Diversity Leaders 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'.

We have provided opportunities to develop student voice and empowerment of our students.

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 teach 'Wellbeing' lessons explicitly each week at Emmaus and we encourage this learning to infiltrate our school life.

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

Our school rule of RESPECT - Respect for ourselves, respect for each other, respect for our environment and respect for our God stands at the core of everything we do.

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 build relationships with the learners.

Attended professional development about 'Explicit and Direct Instruction' to cater for all students.

Explicitly taught 'The Zones of Regulation'

Explicit sessions were taught on Wellbeing

Explicitly taught mindfulness

Teachers completed mandatory reporting modules

Students completed the Student Wellbeing Assessment Tool

Students organised and ran social justice activities

Students prepared and assisted in events for the school Mini Fair

Students rewrote the children's version of the Child safe Policy

Students led school tours for new families

Year 7 Transition sessions with CRC North Keilor

Team around the Child PD to support Prep students

Inform and Empower - Cyber Safety

Spent time with the previous teachers to get to know the students we are teaching.

Dedicate some of our planning time to understand students and what might be happening for them.

Hold 'Getting To Know You' Chats to talk to parents about their children in order to get to know them.

Student Satisfaction

70% of the students at Emmaus believe that teachers hold them to high expectations of their effort, persistence, effort and performance. 67% of the children believe they have a good relationship with their teachers.

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 or email 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	90.9%
Y02	92.2%
Y03	91.5%
Y04	91.9%
Y05	90.2%
Y06	91.9%
Overall average attendance	91.4%

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 NRO schools

Attended Explicit and Direct Instruction Professional development with Data Works

Explored the Science of Reading by reading, attending webinars, professional development and conferences.

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.

Had our learning diversity work reviewed to set up future directions.

Had our 4 year School Improvement Plan reviewed and future goals set.

VRQA review.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Teacher Matter Conference Tasmania - 3 staff

Functional Behaviour - ABC Elements

Pathological Demand Avoidance PD - 3 staff members

Team Teach - MACS PD 2 staff members

SOLLA - Perth - 1 staff member (Gathering information re science of reading and science of learning.

School visits - Perth 1 staff member

Visit to Bentleigh West - 2 staff members

Northern Region Learning Diversity Networks - 3 staff members

Book Club

Sharing Best Practice Geelong - 3 staff

User B Training - 3 staff members

HALT - Highly accomplished Lead Teacher - National Certification - 1 staff member

Dylan Willam re assessment literacy - 2 staff members

Explicit and Direct Instruction - Data Works - Whole staff

Neurodivergent Learners - 2 staff

SOLAR LAB - LaTrobe Beginner - University 10 staff

SOLAR LAB - LaTrobe - Intermediate 8 staff

SOLAR LAB - LaTrobe - 1 staff

Real Schools - Whole School PD 1:1 Coaching and mentoring - 6 staff

LDA Conference 2023 - 2 staff

What works best - Primary Maths Conference 17 staff

Ochre Maths Project - 1 staff member

Expenditure And Teacher Participation in Professional Learning	
Visual Arts PD - 2 staff members	
TCL Community of Practice - 3 staff	
TCL Coaches COP - Weekly - 1 staff member	
Internal PD - Spaced and interleaved practice/daily reviews - 2 PDs facilitated via webinar - teaching staff - analysing DIBELS data - teaching staff	
Number of teachers who participated in PL in 2023	57
Average expenditure per teacher for PL	\$868.00

Teacher Satisfaction

Teachers believe leadership sets the the conditions for teams to collaborate effectively. (79%) Teachers also feel they work well together in teams to improve teaching and learning.(85%) Quality and coherent professional learning opportunities are offered to staff. (74%) Staff also believe they have good relationships with the leadership team. (79%)

Teacher Qualifications	
Doctorate	0.0%
Masters	14.0%
Graduate	5.3%
Graduate Certificate	12.3%
Bachelor Degree	52.6%
Advanced Diploma	10.5%
No Qualifications Listed	5.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	66
Teaching Staff (FTE)	54.0
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	22.4
Indigenous Teaching Staff (Headcount)	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

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 leaders

Parent Satisfaction

81% of families believe Emmaus is the right for for their child. They also believe there is a strong social and learning climate at the school. (83%) Communication to parents is also strong. (72%)

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.emsydenham.catholic.edu.au