



ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY

2018

REGISTERED SCHOOL NUMBER: 2048



EMMAUS
CATHOLIC PRIMARY SCHOOL

Emmaus Catholic
Primary School

Mt Clear

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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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 3rd 2019

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 2018 there were 364 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

Beyond the stated aims of the Annual Action Plan a great deal has happened at Emmaus in 2018...

A significant number of events have been held which celebrate the special community that is Emmaus Catholic Primary School. The sharing of whole school liturgy on Monday mornings regularly does this as did the major celebrations of Mother's Day and Father's Day which were so well organised and ran by the Community Leadership Team. The involvement of families in the sacramental celebrations of Reconciliation, First Eucharist and Confirmation were again significant celebrations for the school community in 2018. We celebrated a Sports Day amidst the drama of a mini-tornado and marvelled at the talents of many of our students at the 2018 Showcase.

As a community we have shared the joys and sorrows of several families. Celebrations of new additions to families and the personal achievements of students are always a highlight.

We have welcomed new staff in administration, cleaning and maintenance namely Wendy Saunders, Emma Mumford, Marika Hayward, Melissa Steenhuis, Deanne O'Keefe and Peter Jacobsson and farewelled Maintenance Officer Eric Altman and Administration Officer Michelle Leonard. We also enjoyed the support of Sev Ograzden (Cleaner) and Anthony Curran (Maintenance Officer) for shorter stays during 2018.

On the Learning and Teaching team we welcomed Rachel Smith (Teacher and Religious Education Leader), Barb Hall-Duggan and Emma Kirkham (Learning Support Officers) and Brittany Harbour (Speech Pathologist). Teachers Jacqui Luscombe, Katie Simpkin and Jane Whitear returned from Maternity Leave while Sarah Popovski, Lisa Hungerford, Kate Edmonds and Jane Whitear have now taken Maternity Leave. We also saw Laura Hutchinson graduate from Learning Support Officer to Teacher. Amy Edmonds will join the ranks of those on Maternity Leave in early 2019 and Mikhaila Harris-De Podolinsky will reduce her teaching load in 2019 in preparation for some planned travel in the second half of the year.

Significantly, we saw a Principal Selection process reach the wonderful outcome of appointing experienced Principal Ms Jo-Anne Bond to take on the Principalship at Emmaus commencing 2019. Jo-Anne brings rich experience, knowledge, commitment and passion for learning to Emmaus having most recently served as Principal at St. Mary's Primary School Hamilton for over 10 years.

Despite all of this movement each team within the school has worked to maintain their focus on the needs of the students and ensure that Emmaus is an engaging and welcoming place of learning.

We have seen the Community Leadership Team work hard under the leadership of Chairperson Michelle Corcoran focussing their efforts to be clear in the role of each of

the CLT arms and seeking ways to further engage the community in the life of the school. To the regular attendees of CLT meetings I offer my thanks for the support and advice you have provided to me in my role and for the many roles you have filled within the community this year.

On a personal level, I have been most fortunate to have had the opportunity to be part of the Emmaus community in 2018. I received a wonderful welcome from the parent community and I have enjoyed open and productive relations throughout the year. It has been fantastic to witness the learning growth of the students and even more impressive to see the personal growth that occurs as children progress through the years at Emmaus. There are many memories of interactions and incidents that will sustain me for many years to come.

It has been a privilege to be part of the staff team at Emmaus and share in their energy, passion and commitment. At times this commitment reaches almost worrying levels and I trust that all within the community will continue to support what is such a wonderful resource for this community.

More specifically I offer my thanks to Co-Governors Fr Peter Sherman and Sr. Mary Nuttall for their support and guidance in 2018. I also offer specific thanks to the Staff Leadership Team comprising at various stages Michelle Jessup, Elise Jones, Julianne Hampson, Kate Edmends, Jo O'Kelly, Andrea Molan, Amy Edmends, Geoff Martin, Rachel Smith and Georgia Cann. Emmaus is truly blessed to have a team of leaders so willing to apply both rigour and passion to a role that is often demanding and always time consuming.

To Doris Milesevic special thanks for the wonderful practical support, guidance and good humour you provided to me throughout 2018.

To Georgia Cann, thank you for maintaining such strength of leadership throughout a time of significant transition for Emmaus. To see the quality of your leadership first hand has been a privilege and I have learnt a great deal working alongside you.

And finally...

2019 will be a year of review for Emmaus Catholic Primary School as it enters a new School Improvement Cycle. There will be much to affirm. There will also be some significant areas of priority to focus on for future growth and development. I wish all at Emmaus well for 2019 and beyond.

Tony Perkins

2018 Emmaus Catholic Primary School Principal

Catholic School Culture

Specific strategies identified in the Annual Action Plan in this Key Aspect were:

Explore effective pedagogy for the teaching of RE

- Initiate greater diversity of prayer formats and structures
- Strengthen understandings of what it is to be a 'recontextualising' school
- Ensure social justice is taught in line with Catholic social teachings

Over the course of the 2018 school year much has been done to implement these strategies. Staff have engaged in professional learning, most significantly devoted to training in the implementation of a new approach to the planning of Religious Education learning experiences. While challenged by elements of content and doctrine, the staff at Emmaus found the model of planning to be strongly in line with existing approaches to learning at Emmaus and planning teams have demonstrated strong capabilities in this area of the curriculum.

In 2018 we again completed the Enhancing Catholic School Identity surveys. The information provided through these surveys this year suggests that the staff are wanting to increase opportunities for and their ability to 'recontextualise' the messages of scripture and Church teachings. The experience of the students suggests that they are seeing more evidence of recontextualising within their school experiences although they are not wanting more. This highlights the challenge of building a greater appreciation of what the Catholic identity of the school can offer to the lives of all at Emmaus.

In terms of 'social action and justice' I think Emmaus has again achieved a great deal. The various initiatives of the 'Let's Get Just' group, under the guidance of Jo O'Kelly, are impressive to see. Beyond the work of this group we also see many Emmaus families involved in social action and justice projects and several individual students pursuing initiatives of their own. There remains then the need to make clear the links between what we would generally see as a living out of human values with Catholic Social Teaching and the messages of scripture.

VALUE ADDED

- Strong commitment to the role of Religious Education Leader, which has been shared by two staff, has seen the role evolve with clearer delineation of tasks informing role allocations leading into the 2019 school year.
- 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.
- Parent responses to Catholic School Culture in the Insight SRC School Improvement Survey ranked both the behaviour of staff and students in the top 25% of Victorian schools.



Community Engagement

Specific strategies identified in the Annual Action Plan in this Key Aspect were:

Actively seek ways to enhance student learning and wellbeing

- Seek valid opportunities to engage parents in their child's learning

The focus of our efforts in this aspect in 2018 has been twofold. Firstly, to provide greater capacity for students to articulate their own learning journey with a focus on using 'I can...' statements to name learning goals. Secondly, considerable effort has been made to provide more regular feedback to parents and guardians about learning progress, with the use of the SeeSaw app a key tool in this strategy.

In consultation with parents during the year feedback suggested that parents valued the 'real time reporting' that SeeSaw posts provide and the opportunity to discuss learning progress on a regular basis with their child. There was a need identified to build greater consistency across the school in the manner in which SeeSaw is utilised. I commend the staff for their willingness to address this issue and their commitment to continually engage with parents about the learning and wellbeing of each child. The relationships that exist at Emmaus between staff and families is certainly something to cherish and obviously the result of many years of hard work.

While not stated in the named strategy another component of this Key Aspect is the capacity of the school to engage with the wider community to enhance student learning and wellbeing. Over the course of 2018 I have witnessed many examples of staff, working in partnership with families, to engage a variety of services to better meet the specific needs of students. There is certainly a strong commitment of all at Emmaus to leave no stone unturned when it comes to seeking additional support for students.





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

The only indicator to show a decrease in the ranking given by parents was Reporting which is an issue that has been addressed in detail in 2018 as indicated by the work outlined above.

Leadership & Stewardship

Specific strategies identified in the Annual Action Plan in this Key Aspect were:

Live the Trademark: “Genuine, Committed, Courageous”

- Define leadership functions required to live the Trademark
- Develop mechanisms to track progress and celebrate success through the use of personal Professional Learning Plans

In terms of leadership, 2018 has been a year of transition for the Emmaus community. Transition from Founding Principal Brendan Maher to 2019 Principal Ms Jo-Anne Bond. In the process it has been my privilege to support this transition.

In 2017, the Staff Leadership Team and the broader staff team engaged the services of ‘Leading Teams’ to support the embedding of agreed staff behaviours to achieve the vision of the school. It has been evident throughout this year that there is a strong commitment to live the Trademark and there has been ongoing strategy to act on this commitment. Organisational health data collected this year shows significant growth in staff culture with high growth in supportive leadership, teamwork, empowerment and ownership. This is testament to the work of the Staff Leadership Team and the staff generally who, in transition from the wonderful leadership of Brendan Maher, have clearly identified what it is that is important for the students of Emmaus and have stood firm in their resolve to work together to make it happen.

There is a readiness of staff to engage in the use of Professional Learning Plans in a manner that will positively support the learning for all. Laying the groundwork for this to happen has been a significant task in 2018.

In terms of ‘Stewardship of Resources’ 2018 has been a significant year of planning for the future. A new facilities master plan has been developed, we await Council approval before taking possession of the adjoining ‘paddock’ and plans for the relocation of portable buildings and reconfiguring of existing school grounds are about to be enacted. In 2018, the school also appointed a Compliance and Risk officer who is working to improve practices that support a safe learning environment for all. Audits of practice from the Victorian Registrations and Qualifications Authority, Catholic Church Insurance, Essential Services and Emergency Management have also been conducted.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Religious Education, Numeracy, Literacy, Response to Intervention, Support for students with disabilities, Staff Wellbeing, Student Wellbeing, Victorian Curriculum, Assessment and Reporting, LOTE, Leadership Development, Beginning Teachers

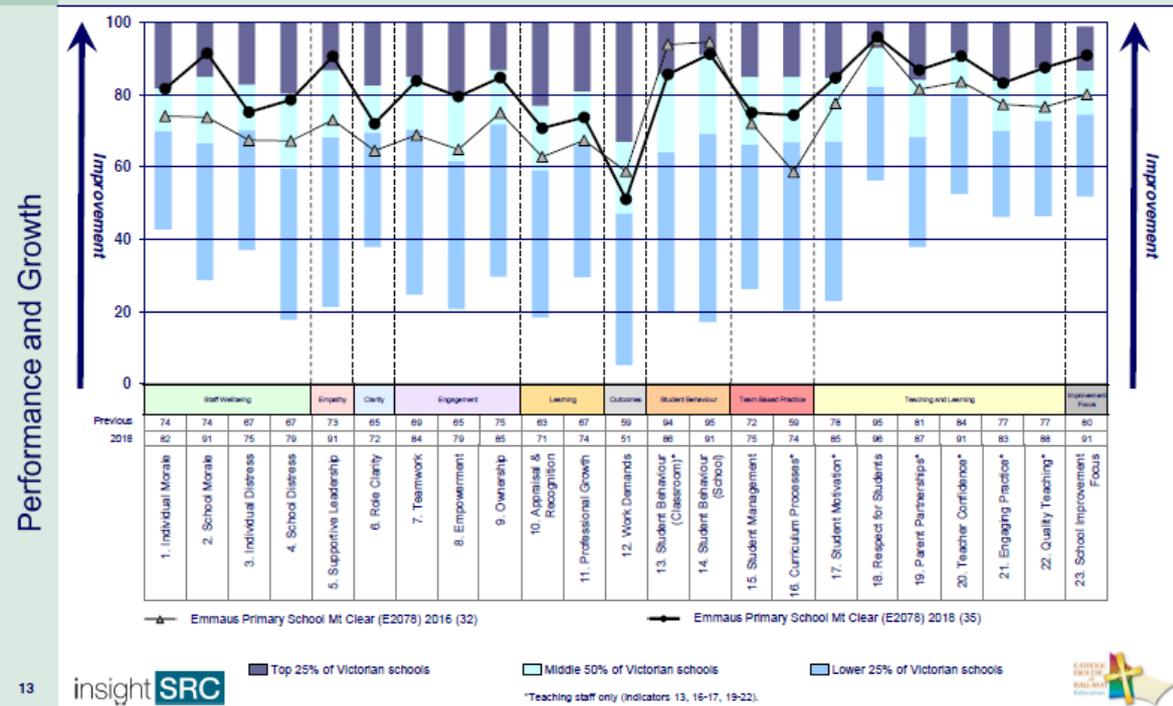
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	38
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$695

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.

2018 school climate – actual scores ...

Your school relative to the range for Victorian schools.



STAFF RETENTION RATE	
Staff Retention Rate	87.1%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.9%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	25.0
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	14.7
Indigenous Teaching Staff (Headcount)	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%

Learning & Teaching

Specific strategies identified in the Annual Action Plan in this Key Aspect were:

Build teacher capabilities to engage students in purposeful learning.

- Improve curriculum mapping assisting transition through all levels
- Review assessment practices
- Support the use of data to drive/inform improved student learning



For the past two years Emmaus has worked with the Catholic Education Office to support the building of a 'Professional Learning Community' which constantly seeks to improve student learning. Numeracy has been a specific focus as has been Writing. Staff have worked diligently to build curriculum understandings and apply this through learning cycles that utilise regular assessments to determine success. Work completed ensures there is continuity and progression across all year levels of schooling. Organisational health data shows that staff ranking of 'Curriculum Processes' was one of the areas of highest growth.

The manner in which staff teams have constantly sought to improve practice has been most impressive. The learning data collected demonstrates the effectiveness of the strategies being employed. Student achievement data is used at all levels to identify and monitor student achievement and to map individual student and whole school learning trends to inform whole school annual action plans.

As new learning is identified staff take on the challenge of building the necessary structures to support what needs to be implemented.

Senior leaders have this year engaged in the research of practices that support true personalising of learning - Authoring of our own future - in a school that achieves high academic outcomes. This will further inform learning in 2019.

STUDENT LEARNING OUTCOMES

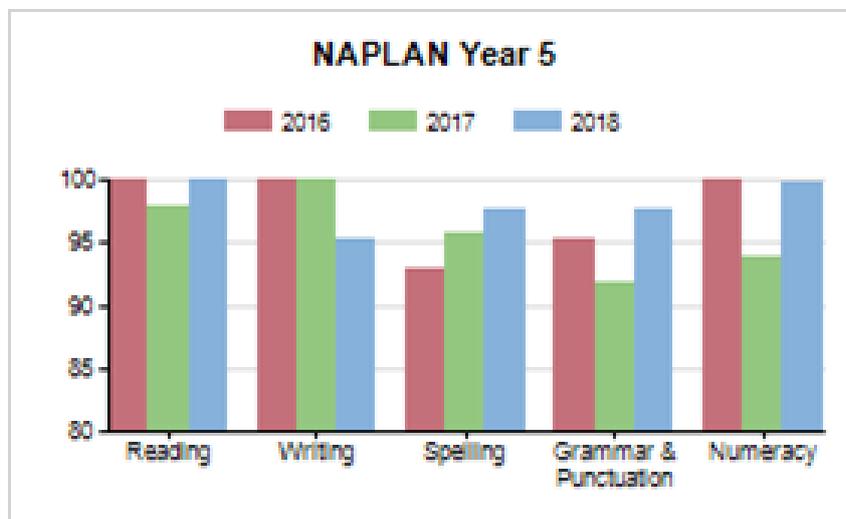
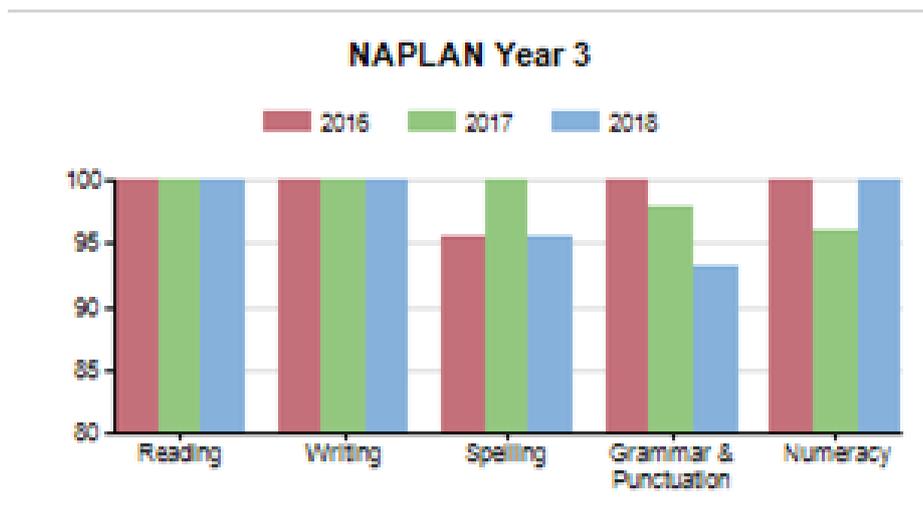
Staff teams at Emmaus Catholic Primary School continue to develop more strategic approaches to the monitoring of student performance and responses to specific needs as they are identified. Further engagement in the development of learning cycles following the 'Professional Learning Community' model continues to refine the analysis and use of data which has been a specific focus in 2018.

NAPLAN results indicate higher levels of performance in Numeracy 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.



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	98.0	-2.0	93.3	-4.7
YR 03 Numeracy	100.0	96.0	-4.0	100.0	4.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	95.6	100.0	4.4	95.6	-4.4
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.3	91.7	-3.6	97.7	6.0
YR 05 Numeracy	100.0	93.9	-6.1	100.0	6.1
YR 05 Reading	100.0	97.9	-2.1	100.0	2.1
YR 05 Spelling	93.0	95.8	2.8	97.7	1.9
YR 05 Writing	100.0	100.0	0.0	95.3	-4.7



Wellbeing

Specific strategies identified in the Annual Action Plan in this Key Aspect were:

Refine and evolve the role and function of Level Leaders in the management of student learning and wellbeing.

- Increase opportunities for student voice through Student Support Group meetings; Individual Learning Plans; Learning conferences
- Build greater engagement of students in self and peer assessment
- Deepen and expand student, staff and parent understanding of 'growth mindset'
- Address the implementation of protective behaviours with students

Implementation of the above strategy has been addressed in varying ways across the levels of the school in 2018. Level Leaders worked diligently to improve the detail of adjustments made to support students. This has informed more accurate assessments of needs being made and greater consistency of practice across the school. This, in turn, has informed stronger communication to parents of strategies being employed to support students.

Linking with work outlined in the Learning and Teaching comments, clearer articulation of student goals has also impacted on the sense of ownership of the learning that students demonstrate which also impacts on student wellbeing.

Re-engaging growth mindset educator Lorraine Davies has informed student, staff and parent understandings of growth mindset. There is an ongoing commitment to continue this work which will push into 2019.

Addressing protective behaviours happens in a variety of ways and student behaviour data and incident tracking would indicate that there is a supportive learning environment at Emmaus. There is a desire to build greater consistency across the school in the effective practices that are employed at each level. Organizational health data collected in 2018 suggests that parent rankings for student connectedness to school, student motivation, social skills, connectedness to peers, student safety and classroom behaviour places Emmaus in the top 25% of Victorian schools for each of these indicators. Interestingly, student rankings for similar indicators place the school in the middle 50% when compared to other Victorian schools. This supports the need to build greater consistency of practice across the school.

Significantly in 2018, senior students have been engaged in writing a student friendly version of the Emmaus Child Safe Policy. The manner in which the students engaged in this process was commendable. The aim is that this will further engage all levels of the school and empower all students to speak out when they feel threatened or unsafe.

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.

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

A specific goal in 2018 was to ensure regular attention is paid to issues related to Child Safety at a Community Team level.

The task of revising a student friendly version of the Child Safe Policy was also a priority in 2018.

Achievements

As outlined in the Wellbeing section of this report a thorough process was undertaken with senior students to develop a student friendly version of the Child Safe Policy. The level of commitment to this task shown by the students demonstrated the significance that safety for students holds at Emmaus Catholic Primary School.

Child Safety was a focus for formation at Community Leadership Team meetings and opportunities for parents to identify concerns was also regularly provided.

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 Mt Clear Annual Action Plan 2019 (summary)

Key Priority	
<p>With Catholic Social Teaching as our foundation, we will continue to develop effective procedures to encourage a school-wide, shared responsibility for student learning and success, and the development of a culture of continuous professional improvement. (CHECS 3.2 Building Staff Capability)</p>	
Goals	
<ul style="list-style-type: none"> To support the professional growth of each staff member in order to improve their capacity to promote student learning 	<ul style="list-style-type: none"> To further embed the beliefs and philosophies related to PLC (all children can learn to a high standards) To further explore the foundations of student agency and voice
Key Aspects being addressed	
<ul style="list-style-type: none"> Leadership & Stewardship 	<ul style="list-style-type: none"> Learning & Teaching

Aspects that are also to be kept in mind		Strategies
Catholic School Culture	<ul style="list-style-type: none"> Social action and justice 	
Community Engagement	<ul style="list-style-type: none"> Making learning explicit 	
Wellbeing	<ul style="list-style-type: none"> Positive behaviour supports 	<ul style="list-style-type: none"> Needs to be reflected in policies and guidelines Chris Webber- Behaviour, the forgotten curriculum Pg. 15-21