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Contact Details

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|---------------------|--|
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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 2021 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 Schools.

28/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

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 enrolment 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 2021 there were 356 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 long! It has been exhausting, frustrating, heavy. But this does not mean that we have compromised our commitment to every part of life in our school community. The weight of the year has actually meant, in some cases, stronger and better, more connected and more practical.

We are always looking for ways to improve what we do. 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 greatly valued the opportunities to provide information, listen to feedback and respond to questions. The 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.

At times, I have also felt the concern around engaging with families and being supportive of the whole school community. While restrictions shaped how we could conduct our work, this year they have a greater impact on how we relate to each other. We have to be so careful not to widen a divide and work with careful consideration of being exclusive and aware of all in our community.

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 2021. It is always a privilege to be a part of people's everyday lives and offer support where and when needed.

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 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 Edmonds, Elise Jones, Jane Whitear, Skye Ambrosy, Nicole Jenkins, Julianne Hampson, Nathan Jeffrey and 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 are Emmaus to the core! Your work is passionate and committed and fun and you never waiver from the most important part of our row; our students. I thank you for walking with me along the journey over

the last three years and am so excited to see the impact you will have in the classroom in 2022. I appreciate you and I appreciate all that you do for our school.

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, along with watching the awesome growth in our young people - they continue to be a work in progress - as do we!

I look forward to the 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

As for many, this year has again been one of heightened senses, lessons at every corner, but also a year to recognize the importance of the simple things like 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 adversity, sometimes we see opportunity: with the links to meetings enabling some families to participate more regular without the need for caregivers to leave the home is something we hope to maintain in the mix going forward.

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.

2021 has once again proved to be a very challenging time for fund-raising for our school, with several of our planned activities being cancelled due to COVID-19 restrictions, often with little notice.

We wish to thank the families that volunteered their time in July so that we could raise funds with a Bunnings BBQ, a temperature low point but a high point for families to get to know one another.

Our hope for 2022 is that we may be able to re-engage the school community in a range of fun activities that, along with building connections, will also raise much needed funds for our school.

We also look forward to ending the year with our Annual Christmas Raffle.

Current contacts: Renae McCarty-Ferguson, Carli Lamb

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

Our school picnic in March 2021 was a huge success and delight to our eyes to see families gather at school. Children eagerly introducing their new-found friends to their families, new and established families catching up with each other.

We had some family activities, even a fly over by an unplanned flying person (Ultralight)! We were grateful for this special event.

Current Contacts: 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 thank all the families who volunteered to be on the meals roster which helps families in our community in times of need. A special thank you also to Jo-Anne & the admin team who helped out through lockdowns.

Our staff Christmas/Thankyou lunch was held on 8th December. With restrictions again this year, we opted for the monetary donation option from our families with food being sourced from Espresso District & coffees from Combi for a Cause.

Current Contact: Bec Wright (final year)

Canteen

Current contacts: TBC

Sustainability: engaging in projects that highlight sustainability practices and learnings transferable from school to home.

Current contacts: Andrew Edmondston & Melissa Pritchard

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.

Current contacts: Angie Wickham, Ashlee Rodgers, Georgia 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 2021

Catholic School Culture

Goals & Intended Outcomes

- Build the Catholic School Community of faith, hope and love
- To improve planning of Religious Education

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, and until the last week, we have not been able to hold gatherings of groups larger than a class or year level due to COVID-19 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.

For most of the year, it has not been possible to celebrate the Eucharist together. This has impacted on our ability to engage students and staff in communal and prayerful gatherings and imbue in them the reverence, sacred space and ritual that a mass setting provides for us.

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.

Students in Grade 3 celebrate the Sacrament of Confirmation and students in Grade 4 celebrate the Sacraments of Reconciliation and Eucharist.

The impact of COVID-19 on religious gatherings meant that we were not able to work through our normal program. With the larger number of candidates for each sacramental program as a result of 2020 restrictions, we continue to work towards all students 'catching up' on the celebrations as part of their sacramental journey. At this stage, our Grade 5s and their siblings have received their first communion. In 2022, we will include our current Grade 4 students in the Eucharist program.

Teams have made the most of the opportunities to engage in professional learning and support to continue to improve the way we plan learning experiences for our students in the area of Religious Education. Our focus has been on ensuring that we have a guaranteed curriculum across all year levels where strands and learning outcomes from the revised Awakenings Curriculum are sequential and solid across the school.

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
- 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: family-based, parish co-ordinated, school supported
- Support for six parents engaged in RCIA in the parish
- Liturgies and prayer opportunities online during remote learning
- Professional learning for staff

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 focus in this area continues to be 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 'learning at home' model again became part of our normal in 2021, we found that there was a greater area of work to maintain the engagement between home and school - even though we were in each others homes almost every day.

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, 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.

Despite a year of social distancing, there is a strong sense of belonging and pride that continues to exist in our school community and a firm commitment to put energy into rebuilding our sense of connection and welcome. This will be a major focus for our school and the work of the CLT in 2022.

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 2021 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:

- Parent Partnerships

- Approachability
- Parent Input
- School Improvement
- Learning focus
- Transitions
- Stimulating Learning
- Teacher Morale

Leadership & Stewardship

Goals & Intended Outcomes

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

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 again being impacted by the guidelines relating to COVID-19, our Leadership Team took on the responsibility of planning 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 part of the work across the school. 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.

Staff have continued 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.

Work has also progressed with our capital project, with additional work undertaken to strengthen our overall masterplan. The next stage of our works, stage 1 of our current masterplan, is currently at the end of the tender phase with decisions and announcements to be made in the next week. Building will commence in early 2022 with a project cost of \$3.4 million.

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

The administration team at Emmaus, Doris, Emma Mumford, Marika Hayward and Bernadette Prestwood, are committed and hard-working 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 Emmaus welcome. Thank you for your wonderful work!

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional Learning activities undertaken by staff during 2021 includes:

- Religious Education
- Supporting diverse learners - various
- Remote learning
- Letters and Sounds
- MultiLit suite

- Zones of Regulation
- Mandatory Reporting and other sessions relating to child safety
- Staff formation
- Writing - curriculum and pedagogy
- First Aid

| | |
|---|-------|
| Number of teachers who participated in PL in 2021 | 31 |
| Average expenditure per teacher for PL | \$567 |

TEACHER SATISFACTION

Feedback from staff via the 2021 Insight SRC School Improvement Survey indicates some levels of decline in school climate compared to 2018.

While recognising the increasing work demands, stresses of remote learning and an unsettled two years of instruction, staff still ranked School Improvement Focus, Adaptive Behaviours and Innovation highly. There was a decrease in responses in the areas of Engagement and Staff Wellbeing.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 92.8% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 95.7% |
|----------------------|-------|

| TEACHER QUALIFICATIONS | |
|-------------------------------|-------|
| Doctorate | 3.2% |
| 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) | 35.0 |
| Teaching Staff (FTE) | 24.2 |
| Non-Teaching Staff (Headcount) | 18.0 |
| Non-Teaching Staff (FTE) | 12.4 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Learning & Teaching

Goals & Intended Outcomes

- Embed highly effective, engaging and consistent teacher practices across the curriculum
- To improve student writing outcomes
- To improve student spelling outcomes

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 several periods of remote learning were experienced during terms two and three: a total of 24 days was spent at school during term 3 for Grades F - 2 and 20 days for Grades 3 - 6.

The work of the PLC (Professional Learning Community) Guiding Coalition team has continued to focus on the essential learnings required for students to achieve to a high standard. This year has seen a continued focus on the writing curriculum, revision of the maths curriculum and a number of templates and processes to ensure strong, consistent planning across the school.

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.

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 considerable periods of remote learning during terms two and three.

Our overall data picture across the school is very encouraging and pleasing, given the varied learning conditions during the year. This is due to the engagement of students and their families in remote learning, to targeted and intense teaching and learning when we were able to be at school, as well as progression with our strategies such as Letters and Sounds (phonics).

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 off-line learning activities were some of the 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 another year that was so uncertain. Their commitment in time, collaboration, creativity and effort was truly remarkable.

STUDENT LEARNING OUTCOMES

NAPLAN data showed that learning was maintained despite extended periods of remote learning over 2020 and 2021. There were minimal changes in most areas in both Year 3 and 5 data. While the Year 5 data showed a decrease in students meeting the minimum standard in spelling from 2019 to 2021, it is important to note that spelling is a priority for the school in 2022. The Year 3 data, however, showed a significant increase in the number of students meeting the standard. This is most likely a result of our focus in the junior area on phonics over the past few years.

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 | 2019 % | 2020 * | 2019 – 2020 Changes * | 2021 % | 2020 – 2021 Changes * |
| YR 03 Grammar & Punctuation | 92.3 | - | - | 94.4 | - |
| YR 03 Numeracy | 100.0 | - | - | 100.0 | - |
| YR 03 Reading | 94.2 | - | - | 98.1 | - |
| YR 03 Spelling | 88.5 | - | - | 100.0 | - |
| YR 03 Writing | 100.0 | - | - | 100.0 | - |
| YR 05 Grammar & Punctuation | 95.9 | - | - | 94.3 | - |
| YR 05 Numeracy | 100.0 | - | - | 100.0 | - |
| YR 05 Reading | 98.0 | - | - | 92.3 | - |
| YR 05 Spelling | 100.0 | - | - | 88.7 | - |
| YR 05 Writing | 95.9 | - | - | 94.3 | - |

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Wellbeing

Goals & Intended Outcomes

- Enhance the wellbeing of all students and staff

Achievements

The Emmaus learning environment - from the front door to the back turf and across the online connectivity - 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.

Our staff team has 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 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 PAM 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 indicated a decrease in responses. The stronger percentile scores were in the areas of collaboration, personal development, encouraging learning for students in Grades 5 & 6 and connectedness to peers, purposeful teaching for students in Grades 3 & 4.

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 | 94.2% |
| Y02 | 93.8% |
| Y03 | 93.1% |
| Y04 | 94.9% |
| Y05 | 91.6% |
| Y06 | 91.4% |
| Overall average attendance | 93.2% |

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](#).