



Emmaus Catholic Primary School Mount Clear

2022 Annual Report to the School Community



Registered School Number: 2048

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Minimum Standards Attestation

I, Ethan Corfee, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

28/03/2023

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 Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and Mission

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.

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 2022 there were 366 students enrolled at Emmaus as per the August census.

There are four learning areas known as:

- Vornda (Love) - Foundation
- Kanamo (Joy) - Years 1/2
- Mok-borreeyn (Peace) - Years 3/4
- Nyereeka (Dance) - Years 5/6

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

Principal's Report

This year has seen 3 principals at Emmaus. Jo-Anne Bond finished at the end of Term 2, upon when Eileen Rice began in an interim role. Eileen help this position until September when a permanent appointment was made, Ethan Corfee. Suffice to say that there has been much change in leadership and now a period of stability has been prioritised.

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.

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

Thank you to Shell Corcoran for her leadership and passion for CLT. Thank you to members of the various Arms who contribute significantly in terms of time, energy and commitment to your school.

Our school community has walked with many who have experienced sadness, loss, joy and celebration during 2022. It is always a privilege to be a part of people's everyday lives and offer support where and when needed.

It is very much appreciated the time and energy parents have contributed to our school. Your support, guidance, interest, encouragement, challenge and celebration over the year has contributed directly to how our school has continued to be shaped and formed.

It is important 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 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. Working through COVID with staff and students certainly provided 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!

Catholic Identity and Mission

Goals & Intended Outcomes

- Build the Catholic School Community of faith, hope and love
- To improve the practice and understanding of prayer and scripture as part of our learning and personal faith life.

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.

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.

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 parents engaged in RCIA in the parish
- Liturgies and prayer opportunities online during remote learning
- Professional learning for staff

Learning and Teaching

Goals & Intended Outcomes

- Embed highly effective, engaging and consistent teacher practices across the curriculum
- To improve student writing outcomes through structured planning and quality pedagogical practices
- 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.

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.

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 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.

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.

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:

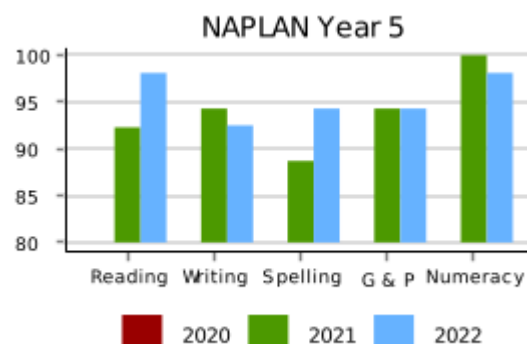
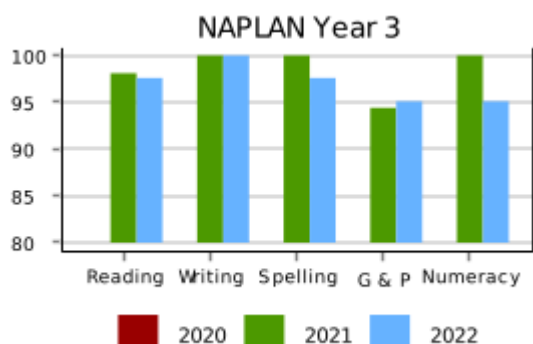
- Fountas and Pinnell
- PAT Maths and Reading
- Non-standardised testing tools
- Student work samples
- Teacher moderation

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	94.4	-	95.1	0.7
YR 03 Numeracy	-	100.0	-	95.1	-4.9
YR 03 Reading	-	98.1	-	97.6	-0.5
YR 03 Spelling	-	100.0	-	97.6	-2.4
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	94.3	-	94.3	0.0
YR 05 Numeracy	-	100.0	-	98.1	-1.9
YR 05 Reading	-	92.3	-	98.1	5.8
YR 05 Spelling	-	88.7	-	94.3	5.6
YR 05 Writing	-	94.3	-	92.5	-1.8

* 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.



Student Wellbeing

Goals & Intended Outcomes

- Enhance the wellbeing of all students and staff
- * Implement the ReLate model to create the preconditions for improved teaching, learning and wellbeing.

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.

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.4%
Y02	88.0%
Y03	87.8%
Y04	88.3%
Y05	88.2%
Y06	85.4%
Overall average attendance	87.3%

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 870 and is active in working to maintain and strengthen practices which ensure the safety of all children. The implementation of MO 1359 came into effect on July 1 of this year. Work was undertaken to ensure all requirements were met and continued attention given to embedding all standards with our school organisation.

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.

Leadership

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.

Emmaus had 3 different principals over the course of 2022. Jo-Anne Bond left at the end of Term 1 and was replaced, in interim by Eileen Rice, who held the position until a permanent appointment was made in September, Ethan Corfee. With such change in leadership in the role of principal, a period of stability going forward has been prioritised.

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, has begun with a project cost of \$3.4 million. It is due to be completed in January 2023.

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, 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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 2022	33
Average expenditure per teacher for PL	\$604

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	88.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS

Doctorate	3.4%
Masters	13.8%
Graduate	10.3%
Graduate Certificate	3.4%
Bachelor Degree	93.1%
Advanced Diploma	3.4%
No Qualifications Listed	3.4%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	37.0
Teaching Staff (FTE)	27.3
Non-Teaching Staff (Headcount)	26.0
Non-Teaching Staff (FTE)	18.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- Enhance the wellbeing of all students and staff
- Enhance connections with parish and with community

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.

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

The 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