



Emmaus Catholic School

A Reception to Year 6 Catholic Co-educational School

You are warmly invited to TOUR our School at any time.*

Meet our students and view our wonderful facilities. Experience the personal approach of a community school, where sustainability, relationships and high quality education, matter.



Please contact us by phone or email to arrange your own tour.

Emmaus Catholic School

2 Todd Street, Woodcroft 5162

8322 7211

info@emmaus.catholic.edu.au

<http://www.emmaus.catholic.edu.au>

*at a mutually convenient time

2 Todd Street, Woodcroft SA 5162
p: (08) 8322 7211 f: (08) 8322 7400
info@emmaus.catholic.edu.au
www.emmaus.catholic.edu.au



Playgroup

Emmaus hosts a supported playgroup called 'Emmaus@Play'. Our playgroup caters for children aged 0-5 years, and their parents/caregivers.

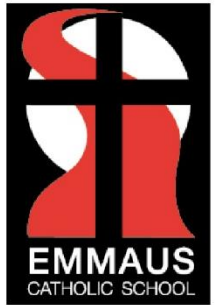
Supported Playgroups provide a structured and positive learning environment in which children can socialise, play and learn. Playgroups are also a great way for parents to meet and share their experiences. Our supported playgroup is run by a co-ordinator who will ensure that you and your child feel welcome and that the environment is both safe and stimulating.

Emmaus@Play is held on Monday, Tuesday and Thursday mornings during school terms, from 9- 10:45am. Bring a piece of fruit and a hat (for you and your child). Numbers for Emmaus@Play are limited to ensure the availability of resources and the safety of everyone.

Cost for Emmaus@Play is \$10 per school term, paid in advance.

Everyone is welcome!

A community on a journey with Jesus.
Connected in faith, learning, justice and love.



Transition Programme for students enrolled at Emmaus

Emmaus Little Learners

Dear Families,

'Little Learners' is a transition programme for all students enrolled at Emmaus to commence Reception in the following year. *Little Learners* will be led by one of our teaching staff, Wendy Moulder who is a specialist Early Years teacher. The programme will be offered once a week, during terms 3 and 4 (either Wednesday or Friday morning) – giving students approximately 20 transition sessions. We see this programme as a transition from Pre-school to Primary school and an opportunity for these students and their families to establish new friendships and become familiar with the school environment and routines. The programme will also provide staff with an opportunity to identify the learning strengths and challenges for individual students, prior to their commencement at school.

While inclusion in this programme is not compulsory, we strongly encourage you to take advantage of this educational opportunity for your child. We understand that for some students this may mean missing a half day Kindy session, though the benefits stand to be significant for all students involved.

Kind regards,

Catherine Gurr
Principal

CURRICULUM OUTLINE

RELIGIOUS EDUCATION

At Emmaus Catholic School we believe that learning in Religious Education best occurs in an environment in which students are invited into a living encounter with the beliefs, values, symbols, rituals, faith and community of the Catholic Church. Religious Education complements the work of parents as the first educators of their children and recognises the primary role of parents and parishes in faith development.

Religious Education is complemented by and integrated into all areas of learning, and by other elements of school life including liturgy, sacraments, prayer, retreats, pastoral care, and outreach.

Through their experiences in Religious Education and the life of the Catholic School, students are invited to deepen their understanding of how Catholics believe, live and celebrate. The Catholic tradition is presented as being close and relevant to the students' lives and culture, rather than being remote and apart from it.

ENGLISH

At Emmaus in English we aim to develop knowledge, skills and understandings about language and literacy and how it is essential for any individual's active and effective participation in their learning and in their local and global communities.

Therefore in all students we will develop:

- The ability to critically and creatively speak, listen, read, view and write with intellectual and emotional engagement, including imagination, passion and confidence, for a range of audiences and contexts;
- Knowledge of the ways language is used for different purposes, audiences and contexts, and the capability to apply this knowledge;
- Knowledge of and respect for diverse varieties of English, including Standard Australian English, and the capability to critically analyse and apply their knowledge;
- Knowledge of a broad range of texts and the capability to critically analyse these texts in relation to personal experiences, the experiences of local and global communities, and the social constructs of advantage/disadvantage in order to imagine more than just futures;
- Capacities to apply learning in English to other Learning areas, to life in the wider community, virtual community, and in accessing further education and training.

MATHEMATICS

Mathematics is a Learning Area that actively promotes capacities associated with abstract reasoning—cognitive capacities essential for individuals to be creative and enterprising. This particular focus has traditionally characterised, and dominated, learning within mathematics.

The Mathematics Learning Area aims to develop in all children, capabilities to:

- understand the social and work purposes, uses and practices of Mathematics and how these relate to each other and shape futures;
- understand and use Mathematical language in creative and critical ways – both terminology and symbols;
- be confident users of Mathematics who choose appropriate and accurate means for exploring the world and conducting their lives;
- gain pleasure from Mathematics and appreciate its fascination and power;
- appreciate that Mathematics is a dynamic field with roots in all cultures;
- apply their Mathematics learning to other Learning Areas, to life in the wider community, to the virtual community and in accessing further education and training.

SCIENCE

Science provides a rational way of understanding the physical world that enables all people to be questioning, reflective and critical thinkers.

The capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds
- communicating scientifically to different audiences for a range of purposes
- using science to link with, and across, other Learning Areas, with lifelong learning, work and community contexts.

STUDIES OF SOCIETY AND ENVIRONMENT

Learning about Society and Environment involves the study of how the life experiences and relationships of individuals and groups are shaped and characterised by particular social, cultural, religious, historical, economic, political, technological and ecological systems and structures which develop in different ways and places and at different times.

The ultimate goal of learning through Society and Environment is that children develop the knowledge, skills and values which will enable them to participate, in a range of ways, as ethical, active and informed citizens in a democratic society within a global community.

INDONESIAN

Language is the human capability that enables us to communicate, learn, think, form judgments and develop values. Learning a language is learning the shared meanings of a group. It is an essential means for participating in the cultural life of a community.

Language learning is an essential component of a broad and balanced curriculum for students in Australia's culturally diverse society.

The Indonesian programme aims to develop in all students:

- their communicative ability in the target language.
- an understanding of a language and how it works as a system, which contributes to their literacy development
- an understanding of different cultures and identities, which contributes to a better understanding of themselves and others
- enhanced social and cognitive capabilities
- expanded general knowledge
- the capacity to apply their learning in languages to other curriculum areas.

ARTS

Arts have many purposes – aesthetic, economic, educational, entertainment, functional, sacred, social documentation, therapeutic and political. All styles of expression described by such terms as traditional, contemporary, popular, folk, commercial and fine arts are represented in arts works.

Learning in arts engages children and students

- In satisfying lifelong involvement and pleasure.
- In generating intellectual rigour and demonstrating a sense of self-worth in individuals and communities.
- In providing a means by which learners can explain, reflect, understand and critique society and imagine better worlds.
- In developing non-literal languages and in discovering subtle ways of communicating
- Enabling them to become active, creative problem-solvers; and offers opportunities to access alternative modes of thinking and feeling that are specific to each arts form.

HEALTH AND PHYSICAL EDUCATION

At Emmaus, we recognise the importance of a well-balanced Physical Education program. The aim of the programme is to assist children to develop physically, socially, emotionally and intellectually. Children are involved in a wide variety of physical experiences which influence their growth and development.

Daily Fitness Program: incorporated with Health Education, leads to the children having greater responsibility in maintaining healthy lifestyles.

Skills Development Program: weekly sports lessons leading to the development and improvement of the children's skills for a variety of sports.

Sports Clinic: organised to supplement the school's skills development program and also introduce children to new sports.

Out of School Hours Sports: Emmaus Catholic School at present fields their own **Netball**, **Cricket**, **Football**, **Basketball**, and **Soccer** teams and we will look to extending into other sports.

DESIGN AND TECHNOLOGY

Technology involves the creation of products, processes and systems to solve perceived problems or meet perceived needs. Design is integral to the creation of new technologies and involves changing one set of circumstances into another. Designing can be complex, drawing on established and new values, skills, techniques, knowledge and thinking to achieve particular goals.

Technology has been central to the development of humankind; humans have used technologies throughout evolution. New technologies continue to develop rapidly and with increasing complexity.

Designing and making are key aspects of human experience and human enterprise. Quality design and technology education contributes to the wellbeing of the individual, society and other species alike – to personal needs and to the common good.

Design and technology education creates technologically literate learners who critique, design and make products, processes and systems.



ENROLMENT POLICY

Emmaus Catholic School caters for children from Reception to Year 6. All children will be expected to participate in the Catholic Religious Education Program including prayer and worship services.

In some instances, the school is not able to accommodate all students who wish to enrol. With each enrolment application the following criteria, in order of priority as listed, will be considered.

1. Catholic Families
 - siblings of children already in the school
 - within the parish
 - who are transferring into the Parish from other Catholic Schools
 - who are transferring into the Parish from other schools.
2. Siblings of children already in the school.
3. Children who are not baptised Catholic but who have one parent baptised Catholic.
4. Children of other Faiths transferring from other Catholic Schools.
5. Practising Christians from other Christian denominations.
6. Children from families who practice their faith in other than Christian Churches.
7. Children from families without a faith background, who support the values of our school.

ENROLMENT PROCEDURES

A copy of your child's/children's Baptismal certificate (if applicable), together with a birth certificate, need to be forwarded to the office with the enrolment form. A \$27.50 enrolment fee per application is required. It is advisable to enrol children as early as possible to assist the school in planning.

ADMISSIONS AND PROGRESSION

The school adheres to the South Australian Commission for Catholic Schools Enrolment Policy on admission and progression of students.

There are two intakes into Reception at Emmaus Catholic School.

The **1st intake** will be at the start of the school year and be available to children who have turned 5 years old on or before April 30th of that school year.

The **2nd intake** will be at the commencement of Term 3 and be available to children who turn 5 years old on or before October 31st of that school year.

Children who commence Reception at the start of the school year will under normal circumstances spend that whole year in Reception and at the commencement of the next school year, will move to Year 1. This means these children would spend 4 terms at a Reception level.

Children who commence Reception at the beginning of Term 3, under normal circumstances, will spend the remainder of the year and the whole of the following year in Reception. This means that these children will spend 6 terms at a Reception level.



Uniform Policy

Emmaus Catholic School – Uniform Policy

Students are expected to wear their uniforms at all times. Whilst wearing the uniform, such as on excursions, before and after school etc, students are representing Emmaus Catholic School and are expected to uphold the image and identity of our community. The uniform must be worn with pride and reflect our image and identity at all times.

Standard of Uniform

Uniforms should be kept clean, well presented and appropriately worn at all times. Over time, uniform items should be replaced if the condition of the uniform becomes unkempt.

Parents/carers are expected to notify their child's classroom teacher of the appropriate reason why their child is not wearing the standard uniform.

The Emmaus uniform has been designed to be inclusive. If you have any queries, please do not hesitate to contact your child's class teacher or the front office.

Uniform Supplier

The Supplier for our school uniform is Lowes Colonnades.

ShopTF/QF44

Beach Road,

Cnr Goldsmith Drive & Noarlunga Centre

Ph: 8326 2528

<https://www.lowes.com.au/catalog/category/view/id/11550/>

Uniform List

SUMMER

Summer Dress	Grey checked summer dress with red piping, with black underpants
Shirt	Banded, grey striped, short sleeved shirt with embroidered school name
Shorts	Grey or black school shorts
Windcheater	Red, v-neck windcheater
Socks	Plain grey, ankle style socks – to be worn with grey shorts
	Plain white, ankle style sock – to be worn with black shorts or dress
School shoes	Black leather school shoes – lace up (velcro or buckle for Junior Primary)
	Brown Roman/T-Bar sandals
Tie	Grey Emmaus tie - optional

WINTER

Pinafore	Winter Emmaus tartan pinafore, bib style, Years R-2
Skirt	Winter Emmaus tartan skirt – Years 3-6
Shirt	Banded, grey, short/long sleeved shirt
Pants	Grey or black school trousers
Windcheater	Red, v-neck windcheater
Socks/Stockings	Grey stockings – to be worn with pinafore or skirt
	Plain white, ankle style socks – to be worn with pinafore or skirt
	Plain grey, ankle style socks – to be worn with grey pants
	Plain black, ankle style socks – to be worn with black pants
School shoes	Black leather school shoes – lace up, velcro or buckle
Tie	Grey Emmaus tie – optional

SPORT

Polo shirt	Emmaus polo with embroidered school name
Shorts	Black shorts with logo
Track Pants	Black track pants with one red, one white stripe
Sports Jacket	Emmaus zipped sports jacket
Socks	Plain white, ankle style socks
Shoes	Sports sneakers, predominately white in colour
Hat	Emmaus bucket hat with embroidered logo

Senior Jumper/Senior Polo

Designed, ordered and worn by senior students with approval from the Principal. Order forms will be sent out to all Year 5 students during Term 4. Senior clothing will be received and distributed to Year 6 students in Term 1.

Hat – Sun Protection Policy

All students and staff are required to wear hats that protect their face, neck and ears e.g. broad brimmed or bucket hats, in terms 1, 3 & 4. Baseball or peak caps are not acceptable. Emmaus bucket hats can be purchased from Lowes or the Emmaus Front Office.

Accessories and Jewellery

Earrings	Studs or sleepers, silver or gold
Necklaces	Only religious permitted
Nail Polish	Not permitted

Hair

Haircuts must not be extreme. Hair is to be kept neat and natural, in line with our school image and identity. If in doubt, families are expected to clarify with school leadership prior to the haircut. Hair must be a natural colour, no patterns or designs to be cut into the hair. A general neat appearance is expected.

- Hair accessories are to be in school colours – red, black or white
- Hair longer than shoulder length must be tied back for both boys and girls
- No mohawks, mullets, rats tails, buzz cuts and no lines or patterns

If hair is not within these specifications, parents will be asked to rectify.

Labelling and Lost Property

Parents/carers are asked to label all uniform items to ensure they are safely returned to children. The lost property basket is located in the Library, should you be missing a uniform item.

\$30 Application Fee paid:

Date:

\$150 Enrolment Deposit paid:

Date:

Student Name

Family Name

Christian Name

to begin Term _____ in 20 _____

in Year level _____



APPLICATION FOR ENROLMENT

Address: 2 Todd Street, WOODCROFT SA 5162

Phone: 8322 7211

Email: info@emmaus.catholic.edu.au

Please note that this enrolment application is an application only and does not guarantee that a place will be offered to your child.

VISION STATEMENT

'A community on a journey with Jesus connected in faith, learning, justice and love for all creation.'

We invite students on a personal journey of their Catholic faith, which recognises the unique presence of God in all people. In partnership, we strive to inspire a passion for learning and equip students to make a positive difference in the world. With a generous and peaceful spirit, we actively participate in the care of God's creation. We foster a welcoming and inclusive community engaged in works of social justice.

OUR VALUES

Faith and Spirituality
Learning
Peace and Justice
Compassion and Forgiveness
Belonging
Personal Responsibility
Respect
Partnerships
Sustainability
Creativity
Global Citizenship

STUDENT DETAIL

Family Name:		Given Names:		Preferred Name:	
Male / Female (Circle)	Date of Birth:	Year of Entry:	Term of Entry:	Year Level:	
Residential Address (where the child mostly resides):	Street:				
	Suburb:			Postcode:	

LANGUAGES AND CULTURAL BACKGROUND

Country of Birth:	<input type="checkbox"/> Australia	<input type="checkbox"/> Other (Please specify)	Nationality:
Is your child of Aboriginal or Torres Strait Islander Origin? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Both Aboriginal and Torres Strait Islander <input type="checkbox"/>			

If born overseas, please state residency status:

Australian Citizen <input type="checkbox"/>	Permanent Resident <input type="checkbox"/>	Temporary Resident <input type="checkbox"/>
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Date of arrival in Australia:		Date of Citizenship (if applicable)	
Visa Type:	Visa Number:	Date Granted:	Expiry Date:

Does the student speak a language other than English at home? ☐ Yes ☐ No

Please indicate the language most spoken at home if more than one:

RELIGIOUS AFFILIATION

Religion:			Present Parish of Worship:		
Sacraments	Parish	Date	Sacraments	Parish	Date
Baptism			Reconciliation		
Confirmation			Eucharist		

PREVIOUS SCHOOLING

Most recent schools and kindergarten/child care attended:			<input type="checkbox"/> Does not attend Kindergarten
Name of School	Date Commenced	Date left	

SIBLING INFORMATION

Names of other children in the family	M / F	Date of Birth	Current School	Year level

FAMILY DETAILS				
PARENT/GUARDIAN 1				
Family Name		Given Name:		Preferred Name:
				Title:
Relationship to Student:		Religion:		<input type="checkbox"/> No Affiliation
Residential Address <i>(where the child mostly resides):</i>	Street:			
	Suburb:			Postcode:
Postal Address <i>(If different from above)</i>	Street:			
	Suburb:			Postcode:
Mobile:		Home:		Work:
Email:				
Occupation:			Employer:	
Date of Birth				
Main language spoken at home				
Country of Birth: <input type="checkbox"/> Australia		<input type="checkbox"/> Other (Please specify)		Nationality:
If born overseas, please state residency status:				
Australian Citizen <input type="checkbox"/>		Permanent Resident <input type="checkbox"/>		Temporary Resident <input type="checkbox"/>
Date of arrival in Australia:			Date of Citizenship (if applicable)	
Visa Type:	Visa Number:	Date Granted:	Expiry Date:	
PARENT/GUARDIAN 2				
Family Name		Given Name:		Preferred Name:
				Title:
Relationship to Student:		Religion:		<input type="checkbox"/> No Affiliation
Residential Address <i>(where the child mostly resides):</i>	Street:			
	Suburb:			Postcode:
Postal Address <i>(If different from above)</i>	Street:			
	Suburb:			Postcode:
Mobile:		Home:		Work:
Email:				
Occupation:			Employer:	
Date of Birth				
Main language spoken at home				
Country of Birth: <input type="checkbox"/> Australia		<input type="checkbox"/> Other (Please specify)		Nationality:
If born overseas, please state residency status:				
Australian Citizen <input type="checkbox"/>		Permanent Resident <input type="checkbox"/>		Temporary Resident <input type="checkbox"/>
Date of arrival in Australia:			Date of Citizenship (if applicable)	
Visa Type:	Visa Number:	Date Granted:	Expiry Date:	

PARENTAL OCCUPATION GROUP AND EDUCATION

	Parent/Guardian 1	Parent/Guardian 2
Information included in the following section will, if your application is successful, be required by the Australian Government as part of the School's statistical reporting requirements.		
Occupation Group Number: (Please refer to the list of parental occupation groups on the next page and place the appropriate number in the box) If the person has not been in paid work for the last 12 months, please enter "8" in the box.		
What is the highest year of secondary schooling completed?	Year 12 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 9 or equivalent or below <input type="checkbox"/>	Year 12 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 9 or equivalent or below <input type="checkbox"/>
What is the level of the <i>highest</i> qualification completed?	Bachelor degree or above <input type="checkbox"/> Advanced Diploma/Diploma <input type="checkbox"/> Certificate I – IV (including trade certificate) <input type="checkbox"/> No non-school qualification <input type="checkbox"/>	Bachelor degree or above <input type="checkbox"/> Advanced Diploma/Diploma <input type="checkbox"/> Certificate I – IV (including trade Certificate) <input type="checkbox"/> No non-school qualification <input type="checkbox"/>

GLOSSARY

Bachelor degree	Includes Postgraduate Degree, Masters Degree, Graduate Diploma, Graduate Certificate, Bachelor Degree (with Honours) and Bachelor Degree.
Certificate I to IV (including trade certificate)	Includes Certificate I, Certificate II, Certificate III, Certificate IV, Trade Certificate, Advanced Certificate, Apprenticeship Certificate, Traineeship Certificate
Diploma/Advanced diploma	Includes Advanced Diploma, Associate Degree and Diploma

RELATIONSHIPS

Please complete the following to assist with communication

<input type="checkbox"/> Parents live together with student	<input type="checkbox"/> Parents separated	<input type="checkbox"/> Parents divorced	<input type="checkbox"/> Father Deceased <input type="checkbox"/> Mother Deceased
With whom does the student normally reside	<input type="checkbox"/> Both Parents	<input type="checkbox"/> Mother Only <input type="checkbox"/> Father Only	<input type="checkbox"/> Shared/ Other Arrangement
Communication regarding to day to day matters is to:	<input type="checkbox"/> Both Parents	<input type="checkbox"/> Mother Only <input type="checkbox"/> Father Only	<input type="checkbox"/> Guardian
Copies of School Reports should be sent to:	<input type="checkbox"/> Both Parents	<input type="checkbox"/> Mother Only <input type="checkbox"/> Father Only	<input type="checkbox"/> Guardian

PARENTAL OCCUPATIONAL GROUPS

Group 1: Senior management in large business organisation, government administration and defence and qualified professionals

Senior executive manager/department head in industry, commerce, media or other large organisation.

Public service manager (section head or above), regional director, health/education/police/fire services administrator

Other administrator (school principal, faculty head/dean, library/museum/gallery director, research facility director)

Defence Forces Commissioned Officer

Professionals generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; intensify, treat and advise on problems; and teach others.

Health, Education, Law, Social Welfare, Engineering, Science, Computing professional

Business (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer)

Air/sea transport (aircraft/ship's captain/office/pilot, flight officer, flying instructor, air traffic controller).

Group 2: Other business managers, arts/media/sportspersons and associate professionals

Owner/manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business

Specialist manager (finance/engineering/production/personnel/industrial relations/sales/marketing)

Retail sales/services manager (shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency)

Arts/media/sports (musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official)

Associate professionals generally have diploma/technical qualifications and support managers and professionals.

Health Education, Law, Social Welfare, Engineering, Science, Computing technician/associate professional

Business/administration (recruitment/employment/industrial relations training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager)

Defence Forces senior Non-Commissioned Officer

Group 3: Tradesmen/women, clerks and skilled office, sales and service staff.

Tradesmen/women generally have completed a 4 year Trade Certificate, usually be apprenticeship. All tradesmen/women are included in this group.

Clerks (bookkeeper, bank/PO clerk, statistical/ actuarial clerk, accounting/clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)

Skilled office, sales and service staff.

Office (secretary, personal assistant, desktop publishing operator, switchboard operator)

Sales (company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher)

Service (aged/disabled/refugee/child care worker, many meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor)

Group 4: Machine operators, hospitality staff, assistants, labourers and related workers

Drivers, mobile plant, production/processing machinery and other machinery operators.

Hospitality staff (hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper)

Office assistants, sales assistants and other assistants.

Office (typist, word processing/data entry/business machine operator, receptionist, office assistant)

Sales (sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker)

Assistant/aide (trades' assistant, school/teachers' aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant)

Labourers and related workers

Defence Forces ranks below senior NCO not included above

Agriculture, horticulture, forestry, fishing, mining worker (farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand)

Other workers (labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor)

If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.

If the person has not been in paid work in the last 12 months, enter "8" in the box.

ADDITIONAL NEEDS AND CONSIDERATIONS FOR STUDENTS

(The following questions are to assist us in facilitating the smooth transition of students into the school setting)

- | | | |
|----|--|--------|
| a) | Does your child have any achievements or talents? | YES/NO |
| b) | Does your child have any learning needs? | YES/NO |
| c) | Has your child attended any specialised agencies, special schools, units or centres? | YES/NO |
| d) | Has your child been assessed by a specialist service (such as speech pathologist, occupational therapist, psychiatrist, psychologist, audiologist, optometrist or other specialist clinic or service)? | YES/NO |
| e) | Does your child have any special needs or considerations? (e.g. disabilities, allergies, restrictions on physical activity) | YES/NO |
| f) | Does your child require any special provisions to be made by the school (e.g. medication, disabled access etc) | YES/NO |
| g) | Does your child have any infectious diseases? | YES/NO |
| h) | Has your child ever been suspended from, expelled or refused admission to another school? | YES/NO |
| i) | Is there any other information that the school should be aware of in order to meet your child's educational needs? | YES/NO |

If YES to any of the above questions, please give details, using attachments if necessary.

I/We consent to Emmaus Catholic School obtaining information about my/our child, where necessary, from previous schools or agencies/professionals.	YES/NO
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OTHER INFORMATION

Do you have any outstanding school fees with another school?	YES/NO
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Please include the following documents when submitting your Application for Enrolment Form, together with the applications fee of \$30 (GST Inclusive and non-refundable)

- | |
|---|
| <input type="checkbox"/> A copy of the birth certificate (or extract) (or current passport) |
| <input type="checkbox"/> Visa or Citizenship papers if born outside Australia |
| <input type="checkbox"/> Latest school report and/or reference from previous schools |
| <input type="checkbox"/> Copies of any national test results (eg NAPLAN) where available |
| <input type="checkbox"/> Baptismal and other sacramental certificates |
| <input type="checkbox"/> Any Court order, Parenting Plan or related information affecting your child |
| <input type="checkbox"/> Documentation relating to special needs (any reports, action plans, assessments etc) |

Please state your reasons for choosing Emmaus Catholic School for your child's education:

I declare that all information provided in this application is, to the best of my knowledge, true and accurate.

(Both parents/guardians
to sign if possible)

Name _____
Signature _____
Date _____

Name _____
Signature _____
Date _____

PRIVACY INFORMATION AND PARENT/GUARDIAN DECLARATION

1. The School collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the School to provide schooling to the pupil and to enable them to take part in all the activities of the School.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
3. Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts, and Public Health and Child Protection laws.
4. Health information about students is sensitive information within the terms of the Australian Privacy Principles under the Privacy Act. We may ask you to provide medical reports about students from time to time.
5. The School from time to time discloses personal and sensitive information to others for administrative and educational purposes, including to facilitate the transfer of a pupil to another school. This includes to other schools, government departments, the Catholic Education Office, the South Australian Commission for Catholic Schools, the School's local diocese and the parish, Schools within other Dioceses, medical practitioners, and people providing services to the School, including specialist visiting teachers, sports coaches, volunteers and counsellors.
6. Personal information collected from students is regularly disclosed to their parents or guardians.
7. In situations where parents are separated, it is the policy of the School to release school reports to the mother and father of the student upon request. It is also our policy to allow both mother and father to attend parent/teacher interview upon request. However, the School will abide by any court orders which prevent the release of such information.
8. The School may store personal information in the 'cloud' which may mean that it resides on servers which are situated outside Australia.
9. In the event of default of payment of fees, the School may refer the default to a debt collection agency. If this occurs, personal information will be disclosed to the agency and you will be responsible for the collection costs.
10. The School's Privacy Policy sets out how parents or students may seek access to personal information collected about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the pupil, or where students have provided information in confidence.
11. The School's Privacy Policy also sets out how you may complain about a breach of privacy and how the School will deal with such a complaint.
12. As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
13. On occasions information such as academic and sporting achievements, student activities and similar news is published in School newsletters and magazines and on our website. Photographs of student activities such as sporting events, school camps and school excursions may be taken for publication in School newsletters and magazines and on our website. The School will obtain separate permissions from the students' parent or guardian prior to publication. We may include students' and students' parents' contact details in a class list and School directory.
14. If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose this information to third parties.
15. In applying to enrol my child at this school I/we accept that s/he will be educated in the Catholic faith within a Christian educational environment.
16. I/we accept that support of school staff and cooperation concerning school activities is essential.
17. I/we accept that we will abide by school policies as amended from time to time.
18. I/we accept that participation in camps is compulsory and that membership in school sporting teams takes priority over competing sporting interests.
19. I/we accept that the School reserves the right to suspend or expel a student for serious or continued breaches of school rules, regulations and/or policies, including conduct which brings into disrepute the good name and reputation of the School.
20. I/we accept the standards the School sets regarding grooming, uniform and personal presentation.
21. I/we accept responsibility for the payment of tuition fees and other costs associated with the education of my/our child as determined and amended from time to time by the School (except where exemptions/remissions have been sought and granted). The school must be given a full term's notice in writing prior to the student's withdrawal. Without such notice, the School reserves the right to charge a full term's fee.
22. I/we give consent for the School to contact any other Catholic school which my child has previously attended for the purpose of ascertaining my/our fee paying record.
23. I/we accept that the School does not accept liability for damage or loss of any personal possessions of students and that insurance for my child's personal possessions is my responsibility.

I acknowledge and, if my application is successful, accept all of the above terms and conditions (clauses 1-23).

Mother/Guardian (signature) _____ Date: _____

Father/Guardian (signature) _____ Date: _____

I/we give consent to my/our personal details (contact name, telephone number, address) being disclosed for pastoral support to the Parish in which we reside.

YES/NO

In due course you will be contacted regarding your application for enrolment. If you accept an offer of enrolment, the terms and conditions detailed in this *Application for Enrolment* are incorporated in the Enrolment Contract.



Annual School Fees 2021

Our commitment to our school families is to offer a high quality Catholic education that is accessible and affordable.

Full Fee	\$ 2,700
Lower Income Fee	\$ 1,620

What is Included:

The tuition fee above covers all tuition, levies and charges for each child's education.

Extracurricular activities, camps and uniforms are excluded and will be charged separately.

Our laptop rental programme for years 3-6 is also an additional charge and there will be a further letter sent home shortly explaining these costs.

Lower Income Fee:

To be eligible for the lower income fee, you need to qualify as a low income family. This is determined by your family's gross income and is a \$ value set by the State Government.

In 2021, your family's gross income needs to be below approximately \$60,264 for a family with one school-age child. (The limit will vary depending on how many dependent children you have.)

Proof of income is required and applicants will need to apply via the [State Government's School Card scheme](#).

<https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme>

If you have any questions about applying for the lower income fee please contact Vickie Richardson.

Not eligible for School Card?

Families not eligible for school card but are experiencing financial difficulty or may just fall outside of these income limits, are asked to contact Vickie Richardson to discuss their situation.

We believe a family's financial circumstances should not be a barrier to a student accessing a Catholic education.

If you are concerned about your ability to pay schools fees, we strongly encourage you to have a discussion with us. All discussions and arrangements are in the strictest confidence.

Sibling Discounts

Discounts are available for families with more than one student attending our school.

Full Fee 2021

No. of Children	Fee	Total
1st Child	\$2700	\$2700
2nd Child	\$2295	\$4995
3rd Child	\$2065	\$7060
4th Child	\$700	\$7760

Lower Income Fee 2021

No. of Children	Fee	Total
1st Child	\$1620	\$1620
2nd Child	\$1380	\$3000
3rd Child	\$1240	\$4240
4th Child	\$700	\$4940

Payment Options

Payment Methods

Payments can be made in full or by an approved payment plan. We encourage all families to set up weekly, fortnightly or monthly direct debit payments

Payment options include:

- **Direct Debit** – deductions from your bank account (forms available from the office).
- **Credit Card** – Visa or Mastercard (forms available from the office).
- **Centrepay** – a deduction from Centrelink payments (forms available from the office).
- Cash or Cheque

Payment options

There are two options which you can choose to pay your school fees. You can make your payments by direct debit either weekly, fortnightly, monthly if full payment cannot be made at the beginning of the year. All families **will be required** to set up a direct debit to pay all fees in full before end of the calendar year.

If the entire annual fees are paid in full by 28th February 2021 there will be a 5% discount available on the total school fees. This is in recognition of the assistance advance payment gives to the school's cash flow. This discount is unavailable for fees which are already receiving discounts other than Sibling Discount.

Full Fee 2021

	Weekly (44 weeks)	Fortnightly (22 fortnights)	Monthly (10 months)
1 Child	\$61.36	\$122.72	\$270.00
2 Children	\$113.52	\$227.04	\$499.50
3 Children	\$160.45	\$320.90	\$706.00
4 Children	\$176.36	\$352.72	\$776.00

Lower Income Fee 2021

	Weekly (44 weeks)	Fortnightly (22 fortnights)	Monthly (10 months)
1 Child	\$36.81	\$73.63	\$162.00
2 Children	\$68.18	\$136.36	\$300
3 Children	\$96.36	\$192.72	\$424.00
4 Children	\$112.27	\$224.54	\$494.00

If you need assistance meeting payments or have any questions, please call or make an appointment to see Vickie Richardson on 8322 7211.