

ANNUAL REPORT 2020

EMMAUS CATHOLIC SCHOOL



PRINCIPAL REPORT

2020 was a year that none of us will ever forget!

It was a year like no other, which impacted all of us in different ways. For much of the year, parents and visitors were not allowed on site, not allowed to attend Assemblies or even Sports Day. Inter school and club sports were cancelled and for a time, excursions and camps were cancelled too - even our Year 6 Canberra Trip was called off! Our senior students were allowed only one parent at their Graduation dinner, we couldn't go to Mass for a time and then when we could, we weren't allowed to sing!

Still, COVID taught us a lot about gratitude. We learned to appreciate things that we could do. Things many of us had taken for granted. We were even more grateful for our health and the health of our families, we were grateful for the technology that kept us connected when we couldn't be with each other in other ways, we were grateful for puzzles and time spent with family, and we were grateful that we could come to school and be with each other.

In the face of so much uncertainty and the ever changing 'restrictions', we still accomplished so much:

Catholic Identity

After Ash Wednesday, Masses were interrupted with COVID restrictions. As we prepared to move to online learning at the beginning of term two, our APRIM, Paul Mensforth, together with Chaplain, Joy Saba, prepared family prayer packs that were sent home with the learning packs that students worked through for the first two weeks of term two.

We also created a giant banner for our fence, 'YOU ARE LOVED', designed to encourage all community members and let them know that God loves everyone and is with everyone always – especially during a pandemic! We received many comments from neighbours and others in the community that were moved by this gesture.

High Quality Teaching and Learning

For the first time, all Catholic schools undertook a new survey that was introduced for all students from R to year 12. The survey called the 'Classroom Pulse Check In', was developed to ascertain how students were feeling about school.

The link between student well-being and academic outcomes has been well researched. As educators, we know how important wellbeing is for learning. Evidence shows that when students develop their social and emotional skills for wellbeing, health and safety, there is a direct impact on their learning outcomes. <https://studentwellbeinghub.edu.au/educators/evidence-and-research/>.

This survey will continue to be taken by all Catholic school students, in week 4 each term. Staff are monitoring these results to ensure the success and happiness of all Emmaus students.

In 2020 we introduced a new whole school spelling programme– Progressing Literacy Development (PLD) which has our students spelling like champions. Data we are collecting shows that spelling improvement has exceeded prior years, across all year levels and we were almost disappointed that NAPLAN was called off this year. We are looking forward to testing our students' improved spelling knowledge against the NAPLAN benchmarks in the future.



PRINCIPAL REPORT

After considerable training and consultation, in 2020 we launched our new school rules which we called 'The Emmaus Way'. There are three basic expectations:

1. Be respectful
2. Be a learner
3. Be safe

To ensure everyone's safety, happiness and learning, everyone in our community is expected to follow the Emmaus Way, all of the time. This has been very successful with students and staff easily able to recall and recite these basic expectations. When a student forgets or disregards the rules, staff have been instigating Restorative Conversations which together with logical consequences, have replaced the 'pink slips'. Staff have reported a decline in the number and severity of behaviour issues to be dealt with.

In 2020 we announced our inaugural Music Captains and awarded 3 Music Scholarships for the first time. Both of these initiatives grew out of our strategic intention to grow the Music programme at our school, making it school of choice for Music in the south. The six ensembles in 2019 grew to seven in 2020 with the introduction of the percussion ensemble. We employed an additional guitar and voice tutor to cater for the demand in our instrumental music programme. In total we had 86 students (40% of all students) involved in the instrumental programme, ensemble programme or both programmes.

Inclusive and Responsive Community

Many of our regular community events were cancelled in 2020 but we did manage to go ahead with a few, some of which were recorded for families to enjoy from home. Excellence Assemblies, Ms Gurr's Holiday Reading Challenge, Grow Your Brain Day, Emmaus Feast Day and Hot Chocolate Fridays – all went ahead.

Sports Day wasn't the same without the crowds of spectators but with the help of a drone, we were able to stream the races and speeches which was popular with parents who couldn't be there.

In 2020 we convened a new Maintenance Committee which reports to the School Board. Members of our maintenance Committee include: our Grounds Person Ian Boys, Bursar, Vickie Richardson and Deputy Principal, Gary Pascoe together with Ashley Fry, Alex Brotherton, Tom Gallasch and Simon Westgarth. In 2020 this group researched solutions to reduce the muddy situation our oval gets into through the soccer season. They also collected and compared quotes, collectively making a decision to install new drainage down the eastern side of the oval. We have to wait until this winter to see what difference this makes to our oval.

In 2020 we published our first Year Book. I am very proud to begin distributing these books this evening. I am very grateful to our small Yearbook committee, Carla Payton, Stevie Smith, Ellen Gurr and Georgia Richardson. If we have enough interest in a Year Book for 2021, we will be looking for parent volunteers to assist with some of the proofing.

Exceptional Resources and Facilities

One of our most significant achievements in 2020 was the completion of our Early Years building and play areas. This has transformed the top end of our school and increased the space available to students and therapists working with students from our school. To enable this build to happen we endured a messy six months with 6 early years groups working out of a variety of different spaces including the Art Room, Indonesian Room, Fun and Games Room, Assisi, the old IT room and Playgroup and Little Learners worked out of the Library!

I am forever grateful to the Early Years teachers that packed up and moved out to these different spaces and then rolled up their sleeves to move into new spaces before the beginning of the new school year. I also appreciate that Indonesian and Fun and Games didn't have a home base during this time which was difficult for those teachers too. It was definitely some short term pain for a long term gain. We are glad the build is over and are looking forward to the benefits of these beautiful new spaces.

The staff toilets also had a makeover in 2020 which was well overdue, given the use of these facilities over the last 26 years. Not on the scale of the Early Years build but appreciated by staff.

In conclusion

The way we live, work and learn will never be the same after 2020 but I am grateful for the year we shared together. I want to thank all community members for the support that they have shown to each other and our school. Whether you are a parent, child or staff member we got there in the end - and we did it together!

Catherine Gurr
Principal

SCHOOL INFORMATION

School Type	Primary R-6, Co-educational
School Sector	Catholic, Non-government
ICSEA	1035
Total Enrolments	237
% Indigenous Enrolments	0%
% Language Background	8%



STUDENT ATTENDANCE

To manage non-attendance, teachers undertake a roll call every morning on SEQTA by 9.30am. Student absences are checked by the Front Office staff, against the list of messages received from parents/carers. If a student is not present and there is no notification regarding a child's absence, the parents/carers are contacted via SMS. In the case of continued non-attendance, teachers raise the issue with families for their attention and notify Leadership. In the case of ongoing chronic non-attendance, Leadership are informed and work with the Chaplain and family to remedy the situation. Reports to the Child Abuse Report Line and CESA Principal Consultant, are also made.



82%

Average School Attendance

Due to COVID 19 Pandemic, attendance averages are lower in 2020.

STUDENT ACHIEVEMENT



Fifth consecutive year Emmaus students have won scholarships to senior schools



Assessments

Teachers at Emmaus use a broad range of assessments to find out what our learners know - in order to plan appropriate teaching sequences to meet the needs and to challenge all students. Other common forms of assessment the school uses include: Progressive Achievement Tests in Mathematics and Reading, Running Records, diagnostic assessments, Oxford Word Lists, class based tests and the use of task specific rubrics.

WORKFORCE COMPOSITION

41 Staff - this can be broken down as follows:

- 20 teachers and 23 ESO staff
- ESO staff work in administration, educational support, library, OSHC and grounds and maintenance
- 36 female staff and 6 male staff
- 14.1 Fulltime Equivalent Teachers (FTE)
- No staff member identified as Aboriginal or Torres Strait Islander
- Staff attendance in 2020 was 92% and staff retention rate from 2019 to 2020 was 96%.



Teacher Standards and Qualifications

Bachelor - 21 Staff

Masters - 3 Staff

Graduate Diploma - 6 Staff

Graduate Certificate - 8 Staff

Diploma - 1 Staff

Certificate IV in School Support - 2 Staff

Certificate IV in Disability - 1 Staff

Certificate IV in Finance - 1 staff

Certificate III in Frontline Management - 1 staff

21

***staff hold a
Bachelor
Degree***

3

***staff hold a
Masters
Degree***





COMMUNITY SATISFACTION

92%

The staff treat their children with respect

90.4%

High expectations of student behaviour

74.2%

Satisfied with how their child is progressing morally

70.3%

There is respect for social issues (eg race and disabilities)



WHAT PEOPLE ARE SAYING ABOUT OUR SCHOOL



“

We are so glad to be a part of such a great school community.

Thanks Emmaus staff, teachers and any P&F helpers that make these things happen! - Francesca

Student Satisfaction



76%

**Feel connected
to the school**

—

77%

**Have an emotional
engagement with
teachers**

—

69%

**Feel high levels
of happiness**

FINANCE

INCOME	2020
Commonwealth Government Grant Funding	\$2,136,855
South Australian Government Grant Funding	\$685,165
Student Fees	\$437,583
Other Income	\$466,659
Commonwealth COVID-19 assistance income	\$634,001
Total Income (Excluding Interest Income)	\$4,360,263

Expenses	2020
Employee Benefits Expense	\$2,518,701
Maintenance Expenses	\$110,183
Levies	\$136,893
Depreciation	\$259,612
Other Expenses – tuition	\$153,586
Other Expenses – administration	\$298,831
Total Income (Excluding Interest Income)	\$3,477,806
OPERATING SURPLUS FOR THE YEAR	\$882,457
Interest Income	\$6,452
Interest Expense	\$4,741
Net Finance Income	\$1,711
Total surplus for the year	\$884,168
Other comprehensive income for the year	-
Total Surplus and other comprehensive income for the year	\$884,168



GOALS ACHIEVED



- Developed The Emmaus Way
- Introduced the PLD Program
- Increase in enrolments
- Early Years building refurbished
- Introduced Music Scholarships
- Introduced Music Captains
- Introduced a Percussion Ensemble
- 2020 Year Book
- Created a new Maintenance Committee

