

ANNUAL REPORT 2022

EMMAUS CATHOLIC SCHOOL



PRINCIPAL REPORT

2022 was, yet again a year of change! We needed to pivot depending on the COVID climate, which seemed to move between a soaring epidemic at the beginning of the year, to a 'Covid – what is that?' mentality towards the latter half of the year, where we were able to relax procedures and begin to recall what it was like pre-COVID.

2022 like 2020 and 2021, provided us with new challenges and obstacles that we successfully navigated around, and which impacted all of us in different ways. The beginning of the year was difficult as only our younger students were able to be on site, while the older students started on remote learning. As a school that prides itself on community, this really came as a blow to all of us, children, staff and parents, as we scrambled to go ahead with as many community events as we could.

Despite this tumultuous beginning our wonderful community of resilient students and committed staff achieved a great deal – maintaining those events that have held importance and significance here at Emmaus such as:

- Grandparents' and significant persons day
- Sports day, Colour Run day, Crazy Sock day and a Book Week Parade
- Disco, camps and excursions
- Countless playgroup and Little Learners activities, picnics and liturgies
- Christmas Carols /evening

We also experienced many new activities and inaugural celebrations such as:

- The opening of our MacKillop Centre & Chapel and our Aspire Building.
- Children's University culminating in the Awards Ceremony at UniSA
- Enrichment at Emmaus:
- Including Lighthouse Project and Art Club and Dance Club

I especially thank our families for your endless support and commitment to making these events special for all involved.

Catholic Identity

Emmaus is committed to high quality Catholic education and are continually investing in staff training and development to ensure contemporary Religious education is delivered to students. In 2022, six teaching staff took part in 'Made in the Image of God' Program, where an understanding that all humans are made in the image of God and therefore deserving of the utmost dignity and honour and that our sexuality is a fundamental dimension of the human person.

Social Justice remained at the forefront in living out our Catholic call to action, through many awareness and fund-raising days. Catholic Charities Carnival Day saw the Emmaus community raise substantial funds, supporting local Catholic Charities within South Australia. The Mini Vinnies team was especially active, hosting a Winter Sleep out and putting together Christmas hampers with St Vincent de Paul members.

Continued...

The official opening and naming of the MacKillop Chapel & Centre and Aspire was a highlight of the 2022 school year. Emmaus hosted Archbishop O'Regan together with Professor Denis Ralph, Chair of the South Australia Commission for Catholic Schools and Dr Neil McGoran, Director of Catholic Education South Australia. The two buildings have provided valuable opportunities for students to come together to learn, play and pray.

High Quality Teaching and Learning and Well Being

We have three key responsibilities as educators: to teach students to read, be numerate and brave little souls with the grit and determination to face the worlds challenges and succeed.

In 2022 we saw the consolidation of an extended leadership team aimed at redirecting the school's focus and mission to drive improvement across the whole school. Apart from our Leader of Learning position, which was assumed by Lauren Adams, we created two new Positions of Responsibility: Early Years Coach – Danielle McNab and Primary Years coach - Alicia Sandercock. Lauren, Danielle and Alicia are all highly experienced and experts in their knowledge and understandings of contemporary pedagogy. Together they were the driving force of this work, closely working with their learning communities and the leadership team. Working in consultation with CEO System Coaches, they support teachers in the delivery of data driven, researched based literacy and numeracy approaches, and assisted the collection of data and other assessment to develop, strengthen and support teachers with their literacy and numeracy strategies and programs in the classroom. Additionally, these leaders worked with teachers to identify students at risk and to coordinate effective strategies for intervention and improvement.

Lauren has also been appointed to drive our work with Clarity to ensure it is reflected in all learning environments. With the key concepts visibly evident and embedded in daily practice:

- Learning Intentions
- Success Criteria

Our questions:

- How are we assisting all children striving for excellence?
- Evidence of impact – how do we know we are making a difference?

In 2022 we saw the need for a Learning Diversity Leader; a person who could support families with children requiring extra support in school. Danielle McNabb won the position and began her work in Term 4 2022. Danielle's role is broad and encompasses coordinating our intervention programs. Updating NCCD, liaising with families, supporting teachers and leading the P&F.

I would like to thank Danielle for her contributions to Emmaus so far – she has many hats to wear but has quickly become a valuable member of the leadership team.

Sustainability

In 2022 our Youth Environment Leadership Program (YELP) flourished with 10 students from Years 3-6 taking on the position of Environmental Leader in our school. These students made a commitment to making a difference at Emmaus and beyond by holding fortnightly Save the Earth Club lunch time meetings, inviting students across the school to partake in sustainability and environmental activities. Our leaders met with other like-minded students from schools around the south once a term to partake in the YELP Forum hosted

by Green Adelaide. These students did us proud in Term 4 by hosting the forum, proudly showcasing our beautiful school grounds and environmental initiatives.

Excitedly, our Biodiversity Garden, which we won a Green Adelaide Grassroots Grant for back in 2020, finally kicked off and was completed at the end of Term 3. The garden was implemented to improve the ecologically sustainable management of water and soil in this area. It has been designed to include: a swale to capture run-off from hard surfaces in the space, improving water quality and ecological management of this resource; the re-establishment of increased biodiversity of local native flora; and the establishment of bird and bat boxes, lizard sanctuaries, bee hotels and other elements to support the life cycles of local native fauna.

I would like to thank Lauren Adams for her commitment to sustainability and leading the way in this area. Lauren's enthusiasm and dedication to making the world a better place for all has been both inspirational and motivational.

For further information regarding sustainability please refer to the separate report from Lauren Adams. Gifted Education

A new committee was formed, comprising of Andrea de Dezser, Kristy McKay, Alicia Sandercock, and myself, to support Gifted Education at Emmaus - Enrichment@Emmaus. We began work on an Emmaus Policy and put together a document outlining how we can more accurately identify gifted children, how we will go about supporting and extending them, and what activities we can offer, such as radio and podcasting, chess and checkers, cross year level learning, and becoming involved in Children's University. Supporting us in this space is Dr Rebecca Napier, Gifted Education Consultant, CEO.

Branching out of Gifted Education was the creation of Enrichment@Emmaus. Under this, we formed two new groups:

- Art Club with Andrea Dezser, who offered lessons for children showing high ability and passion in this area.
- Math Masters
- Children's University

I would like to take this opportunity to thank Alicia, Kristy, and Andrea for their commitment to this program, for being creative, showing initiative and going above and beyond! Our students have and will benefit immensely from being part of this initiative.

Progress for All; All of the time

In Term 3 of 2021 we also began working with Travis Bartlett from Progress for All; All of the Time and in 2022 we create an Emmaus Electronic Data Wall. Travis is working with leadership and all teachers and this data wall will continue to be a focus for our daily work in 2023. We reviewed and updated our annual assessment cycle to provide up to date data to display student progress. Together with Clarity, this work was intensive and formed the majority of our teaching and learning professional development for teachers. Our data wall is comprehensive and responsive to new information; it informs our practice for every single student in the school. 2022 also saw the development of a purposeful and comprehensive assessment cycle. This has now become part of our teaching practice with teachers testing all students with the same assessment at the same time.

Emmaus Way

After considerable training and consultation, in 2020 we launched our Positive Behaviour Education Procedures. 'The Emmaus Way' is our whole school expectations – for every activity and aspect of the Emmaus Community. These expectations are consistent in all classrooms, on sports carnivals, excursions and camps, as well as in our OSHC service.

'The Emmaus Way' is guided by:

- Our core belief that everybody, created in God's image, matters and matters absolutely.
- Our core belief that in our humanness, we make mistakes and forgiveness helps us to grow to become the best version of ourselves.
- Our core belief in the importance of high expectations in behaviour and learning.
- Our goal to further increase student learning outcomes by increasing accessible learning time.

'The Emmaus Way' has three basic expectations:

- 1.Be respectful
- 2.Be ready to learn
- 3.Be safe

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 in conjunction with logical consequences.

Each week in our Student Memo all classes are reminded of a particular aspect of the Emmaus way and what it looks like in real life at school.

Music

In 2022 we announced our Music Captains for the second year. The Music Captains initiative grew out of our strategic intention to grow the Music program at our school, making it a school of choice for Music in the south. The six ensembles in 2019 grew to seven in 2021. We employed an additional guitar and voice tutor to cater for the demand. Last year we had 60 students participating in instrumental lessons, many of whom were learning multiple instruments, and a further 23 involved in the Catholic School Music Festival Choir.

Sports Committee

In late 2021 we convened a new Sports Committee which reports to the School Board. Members of our sports Committee included: PE Teacher, Sarah Clancy, Ashley Fry, Dale Sutton, and Kylie Vogt. Toward the end of 2021 this group created a survey to gauge interest in children wanting to play netball and basketball for Emmaus and researched new sporting equipment and resources. In 2022 we saw the conception of both the netball and the basketball teams. These continued to flourish through out the year and we hope both sports continue in popularity in 2023.

The Sports Committee was instrumental also and saw the new MacKillop Centre open which enabled more sports to be played in this space. In addition to this, the courts are scheduled to be resurfaced in early 2023 and we are also hoping to get some shade over this space too. This is very exciting!

Resources and Facilities

This was a big year for improving and expanding our facilities! We were grateful when we finally got to move our OSHC Centre into the MacKillop space and our children were finally able to use the hall for games, activities, assemblies, school events and Masses.

Both the Aspire building and our MacKillop Chapel and Centre provide a wonderful space and place that connects us all, children, staff, families and parishioners. It is a place in which community can thrive, where we recognise, celebrate and share our unique gifts and talents. In essence, it is a place where we can all belong. This is deeply important to us.

In conclusion

The way we live, work and learn will never be the same after what we have endured over the last couple of years. I am so grateful for the time we shared together. I want to thank all community members for the patience and support that they have shown to each other and our school. Thank you to the Board members, who I feel are the most committed and supportive Board a principal can ask for - thank you for your commitment to Emmaus.

To Ashley Fry as Chair of Board. Your ongoing support, loyalty and positive attitude has truly been appreciated.

Thank you to our new and dynamic leadership team – Danielle McNab, Lauren Adams and Alicia Sandercock for their unwavering support, and together with Nicola Gill, we form a dynamic, united and loyal leadership team.

And finally, thank you to our most amazing staff who come to work each and every day with a smile on their faces, a positive attitude, working with our precious young people in a compassionate, empathetic and kind way.

There is something very special about our Emmaus family – it is something we never want to take for granted so we work hard to hold onto the essence of this. And because we recognise its uniqueness we practise gratitude and are thankful for each and every one who contributes to this wonderful school culture.

Suzanne Budd
Principal



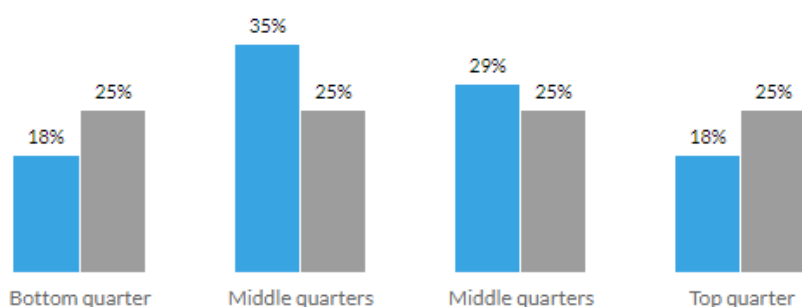
SCHOOL INFORMATION

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1036
Average ICSEA value	1000
School ICSEA percentile	63

Distribution of Socio-Educational Advantage (SEA)



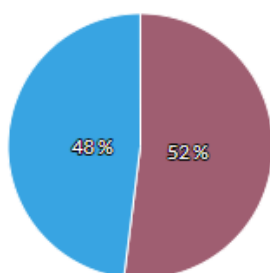
■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Students

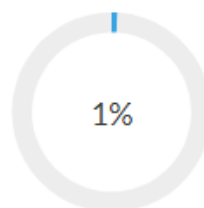
Total enrolments: 289

- Boys 139
- Girls 150



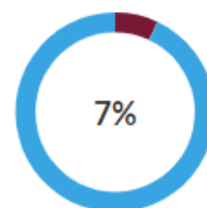
Full-time equivalent enrolments: 289.0

Indigenous students



Language background other than English

- Yes (7%)
- No (93%)
- Not stated (0%)



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.



90.5%

Average School Attendance

Lower average due to advice from SA Health to remain home if unwell

STUDENT ACHIEVEMENT

2016

2017

2018

2019

2020

2021

2022

Seven consecutive years of Emmaus students achieving college scholarships and/or entry into a secondary school academic program



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 Dibels, Booker diagnostic assessments, Oxford Word Lists, class based tests and the use of task specific rubrics.

WORKFORCE COMPOSITION

56 Staff - this can be broken down as follows:

- 5 Leadership, 21 teachers and 30 ESO staff
- ESO staff work in administration, educational support, library, OSHC and grounds and maintenance
- 48 female staff and 8 male staff
- 21 teachers equivalent to 14 fulltime Equivalent Teachers (FTE)
- 1 staff member identified as Aboriginal or Torres Strait Islander
- Staff attendance in 2022 was 93% and staff retention rate from 2021 to 2022 was 98%.

2022

School facts

School sector	Non-government
School type	Primary
Year range	R-6
Location	Major Cities

School staff

Teaching staff	24
Full-time equivalent teaching staff	18.8
Non-teaching staff	16
Full-time equivalent non-teaching staff	8.2

Teacher Standards and Qualifications

Bachelor - 24 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



24

staff hold a
Bachelor Degree

3

staff hold a
Masters Degree



COMMUNITY SATISFACTION

92.9%

**Staff are
welcoming to my
family and me**

96.4%

**The School's facilities
and grounds provide a
stimulating and
welcoming
environment**

85.7%

**My child feels
safe at school**

82.2%

**The teachers
understand my
child/ren's needs**

82.2%

**The teachers
believe that my
child will succeed**

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

EMMAUS CATHOLIC SCHOOL
FOR THE YEAR ENDED 31 DECEMBER 2022

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

	Note	2022 \$	2021 \$
Income			
Commonwealth Government grant funding		3,116,805	2,688,462
South Australian Government grant funding		921,287	822,281
Student fees		568,812	505,277
Capital grants		190,192	362,830
Other income		503,624	578,035
Commonwealth COVID-19 assistance income		-	-
Income (excluding interest income)		5,300,720	4,956,885
Expenses			
Employee benefits expense	4	3,265,424	2,910,807
Maintenance expenses		151,550	131,927
Levies		219,836	157,662
Depreciation		413,322	369,227
Other expenses - tuition		261,020	224,028
Other expenses - administration		262,859	241,449
Total Expenses (excluding interest expense)		4,574,011	4,035,100
OPERATING SURPLUS/(LOSS) FOR THE YEAR		726,709	921,785
Interest income		1,163	3,782
Interest expense		36,273	49,172
Net Finance Costs		(35,110)	(45,390)
Total surplus/(loss)		691,599	876,395
Other comprehensive income for the period		-	-
Total surplus/(loss) and other comprehensive income		691,599	876,395

Goals Achieved



- Development of high performing leadership team.
- Refined the Learning Diversity Leader and pedagogical coaches roles.
- Systematic collection and analysis of data via new management tool.
- Progress monitoring of each child to track student progress.
- 10 Teachers trained in Orton Gillingham Literacy training.
- Opening of Occasional Care Centre.
- Continued significant enrolment growth.
- Official opening of the Mary MacKillop Centre and chapel housing new OSHC Space, Instrumental Suites, and refurbishment of Multipurpose Hall.
- Created additional What's the Buzz sessions.
- Created additional Tier two intervention – Macq Lit and Mini Lit .

