

School Name St. Joseph's North Ipswich

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Contact Person Martin Lewis

## Principal's Foreword

### Introduction

St. Joseph's School is a Catholic co-educational primary school, catering for students from Prep to Year 7. The Sisters of Mercy founded St Joseph's in 1913. The school and its community are part of St Joseph's parish and is located on Pine Mountain Road, North Ipswich. As a Christ-centred learning community, inspired by the mercy values of humility, care and respect, St. Joseph's strives for equity and excellence in education.

At St. Joseph's we bring our vision alive by working together as a welcoming learning community reflecting Mercy values and traditions. We celebrate and value the gifts and talents of all students, parents and staff. We strive to provide a rich learning environment for all students. We believe that God has given us the responsibility of stewardship through respect and care of creation.

We strive to follow our motto 'To Work and Pray'.

## School Profile

St. Joseph's North Ipswich is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational  or Single Sex

Year levels offered: Primary  Secondary  P-12

Total student enrolments for this school 410

Total Enrolment 410 Girls 187 Boys 223

## Characteristics of the student body

St. Joseph's North Ipswich is situated in the Ipswich area where the majority of our students come from middle socio-economic, English speaking families. The majority of students were born in Australia, but respect the diversity of other cultures.

Our students are fortunate to have families and a community that value the importance of education. They are co-operative, enthusiastic learners with many demonstrating great effort in academic pursuits, sport and the arts.

Extracurricular activities are prevalent among the student body with many having private music, drama and dancing lessons, as well as playing various sports. The majority of our students continue their secondary education at local Catholic high schools.

## Our distinctive curriculum offerings

- \*Religious Education
- \*Chinese from Year 4-7
- \*Expressive Arts
- \*Instrumental Program
- \*Bluearth
- \*KidsMatter
- \*Choir
- \*Sporting Activities
- \*Music Specialist
- \*Public Speaking
- \*Year 6/7 Leadership
- \*Swimming Program Year 1-7
- \*Camp Program Year 5
- \*Canberra Trip Year 6/7

## Extra curricula activities

- \*Instrumental music lessons-piano, violin, guitar, strings, band
- \*Sacramental Program through the Parish
- \*Sporting organisations running programs after school
- \*Outside School Hours Care
- \*Chess lessons

## How Information and Communication Technologies are used to assist learning

St. Joseph's has wireless access to all classrooms across the school. All teachers have access to a laptop. All students have access to digital technology, including laptops, iPads, IWB and video cameras.

ICT is a focus in the Teaching and Learning Framework, and are embedded in the curriculum.

Technologies are used in classrooms as a tool in the learning process. Some activities would include:-

- \*literacy block
- \*mathematics investigations
- \*research
- \*tools for presenting information
- \*iPads in the Early Years.

All staff are engaged in ongoing professional learning to enhance their knowledge and understanding of ICT.

## Social climate inclusive of pastoral care and our response to bullying

St. Joseph's is a very welcoming and vibrant community. The pastoral life of the school is enriched through the Pastoral Worker. There is a very active and supportive Parents and Friends Association that holds special events including the annual fete, discos and Mother's and Father's Day stalls.

Our School Positive Behaviour Plan emphasises three rules:

Be Safe, Be Respectful, Be a Learner.

The objectives of our bullying policy are:

- \*Prevention- to actively counter bullying at the school, to provide strategies to resolve conflict and respect differences and promote mental health
- \*Intervention-to raise awareness among staff, students and parents about bullying, to create a school environment where all students, staff and parents feel safe and welcome and to create a climate where it is okay to talk about bullying and ask for help.

## Parent, student and teacher satisfaction with the school

All evidence gathered about parents, student and teacher satisfaction indicates very high levels of satisfaction with the school. Surveys involving parental input into school decisions indicate strong involvement and satisfaction with the standards and goals of the school. Anecdotal evidence of student and teacher satisfaction also indicate approval of the way the school operates and the values it espouses. Feedback through interviews, discussions and parent evenings show ongoing support for the school and parental, students and staff involvement in social, liturgical and educational practices is very high.

## Parent involvement in their child's education

Parents and caregivers are actively encouraged to be involved in their child's education. Parental involvement in organisations such as the Parents and Friends Association and the school fete is very high. Parents support all school functions and initiatives and offer substantial monetary support to the many charitable activities undertaken by the school. Parental support for the tuckshop, uniform shop, working bees and the other school activities is very healthy.

Parents have many opportunities to be directly involved with their child's education. Reading groups, Prep help, sports groups and music groups all benefit from the extensive support of parents. Parents are very supportive of Parent/Teacher meetings and Parent Information Nights and strongly support school policies and initiatives.

## Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	27	15
Full-time equivalents	21	9
Indigenous		

## Qualifications of all teachers

Highest level of attainment	Percentage of teachers and leaders at the school attaining this level
Doctorate	
Masters	7
Post Graduate Diploma/Certificate	
Bachelors Degree	93
Diploma/Certificate	

## Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was \$ 36 000

The major professional development initiatives were as follows

- \*Reading to Learn
- \*Religious Education/ACARA
- \*First Aid
- \*Mandatory Student Protection and WHS
- \*LIFE
- \*Autism/Aspergers, Students with Special Needs

## School Income by Funding Source

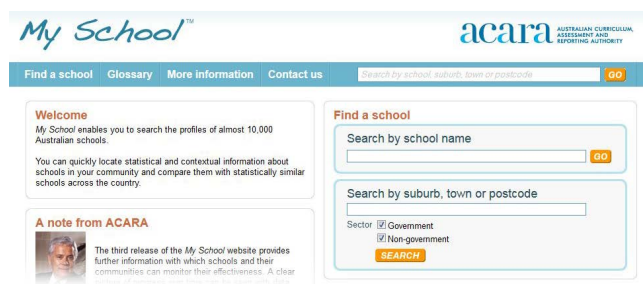
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Where it says 'Search by school name', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



## Average staff attendance rate

The staff attendance rate was 97.93 % in 2013.

## Proportion of staff retained from the previous school year

From the end of the 2012 school year, 98 % of staff were retained by the school for the 2013 year.

## Key Student Outcomes

Whole School Attendance Rate	94	%
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Prep Attendance Rate	N/A		Year 4 Attendance Rate	95	%
Year 1 Attendance Rate	94	%	Year 5 Attendance Rate	93	%
Year 2 Attendance Rate	95	%	Year 6 Attendance Rate	95	%
Year 3 Attendance Rate	95	%	Year 7 Attendance Rate	94	%

## Policy and practice to manage student attendance

Brisbane Catholic Education uses a system called eMinerva. Each day teachers mark the roll twice (at 8.30am and 2.30pm) recording students present and those absent.

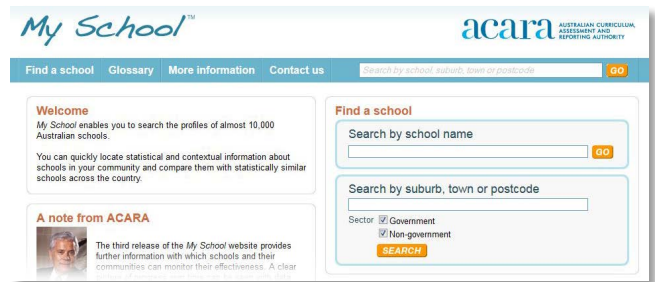
Students who arrive late or leave early are to be signed in by parents at the office. Students are then given a slip to give to the teacher when they enter the room. If parents are picking their child up early they are to come to the office, sign out their child and wait for their child to come to the office area. All late and early notices are recorded on eMinerva (roll system) by the school secretary.

Students who take holidays during term time are required to have written permission by parents. These notifications will then be filed as part of our records. Those leaving for more than two weeks are to fill out an official office form, signed by the parent, signed by the teacher and principal and an indication of what work will be completed. These forms are also kept on file.

## Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with links for 'Find a school', 'Glossary', 'More information', and 'Contact us'. A search bar is located on the right side of the navigation bar, with the text 'Search by school, suburb, town or postcode' and a 'GO' button. Below the navigation bar, there is a 'Welcome' section with a brief description of the website's purpose. To the right of the welcome section is a 'Find a school' section with two search boxes: 'Search by school name' and 'Search by suburb, town or postcode'. Below these search boxes are radio buttons for 'Sector' with options for 'Government' and 'Non-government', and a 'SEARCH' button.

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