Principal’s Foreword

Introduction

St Ambrose’s is a single stream school of approximately 300 children. We pride ourselves on being a family orientated school, where students feel safe and are able to express themselves in a variety of ways. Being a small school, we are able to offer your son or daughter exceptional pastoral care within a caring Catholic environment and have close links with the Parish and local community. Curriculum strengths include Literacy, Numeracy and Integrated Arts, which are given a high priority at the school. Throughout the school community there is a strong sense of family, warmth, caring and spirituality. Our buddy system ensures that the younger children have an older child who looks after them. Jesus Christ is at the centre of the life of our school family and our curriculum. We demonstrate this by Making Jesus Real in our everyday actions towards each other. We aim to educate the whole child: academically, physically, emotionally and spiritually. Our Key Learning areas form part of an integrated curriculum. We also provide opportunities that include sacramental programs; special needs support; private music lessons; school band; study of Japanese culture; school Gardening Curriculum and specialist Integrated Arts program.

School Profile

St Ambrose’s 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 287

Total Enrolment 287

Girls 152

Boys 135
Characteristics of the student body

80.5% of our student body are Catholic.
3.8% of our student body have English as a Second Language.
2% of our student body have Indigenous Heritage.

Our distinctive curriculum offerings

In conjunction with the standard Key Learning Areas guided by relevant Queensland syllabus documents St Ambrose’s School offers;

• A Religious Education Program and Jubilee Sacramental program
• We are a Making Jesus Real School
• School Environmental Program - centred around our school garden this program is designed to promote awareness of environmental issues and encourage sensible environmental practices
• Chess Program - this program introduces children from Year 3 - 7 to the game of chess with subsequent development of thinking skills
• Integrated Arts Program - students from P-7 engage in this specialist program that focuses on the Arts as a key component of a balanced educational program
• Japanese Language - students in Years 6 and 7 are provided with comprehensive lessons in learning the Japanese language
• Blue Earth Program from P-7 - using this program as a basis students are provided with a balanced physical education program
• Excursions Program - students are provided with the opportunity to enhance learning through a variety of excursions conducted throughout the year
• Year 4 students have an overnight camping experience
• Year 5 & 6 students have a 3 day/2 night camping experience
• Year 7 students have excursion to Canberra each year
• Buddy system for children in Prep & Year 7
Extra curricula activities

Music tuition - students can enrol to learn a variety of musical instruments. Coordination of a school band is also provided through this activity. This is facilitated by Musicorp.

Chess program offered to Year 2 - 7 students

Meinjin Writers Camp

Readers Club

Student Representative Council

Creative Force

Varied after school sporting activities

Inter-school Maths Competitions


Community Events: Parents & Friends ‘Habits’ each term

How Information and Communication Technologies are used to assist learning

The current administration recognised the need for more access by all students. The decision was made to purchase further laptops and to find a company that could support us and our growing IT needs. Formatt were employed and a regular schedule for a technician to visit was established. The staff then set about creating a scope and sequence of learning for IT that would ensure consistency in approaches to teaching IT.

At St. Ambrose’s Information, Communication and Technology play a pivotal role in creating children who can interact in a modern world that is their future.

In 2013, children in Year 4 are part of a Contemporary Learning in a Technology Rich environment through the 1:1 laptop program. This requires a high level of communication with parents re how this flexible contemporary learning will be sustained.

IT education begins in the Early Years with practical, hands on approach to discovering technology and progresses through the school to develop a skills and knowledge base that will create Reflective and Self-Directed.

Social climate inclusive of pastoral care and our response to bullying

The faith community of St Ambrose’s School has a very strong sense of community caters for the children’s academic, physical, social and spiritual well-being. The children are cared for in a supportive environment which nurtures their sense of belonging and heightens their self worth.
Parent, student and teacher satisfaction with the school

St Ambrose’s provides many opportunities for teachers and parents to liaise, correspond and discuss student programs and progress. Through data gathering from the development of whole School Renewal Plan, parents, children and staff see St Ambrose’s School as a welcoming community where children are cared for in a supportive environment which nurtures their sense of belonging and heightens their self worth. P&F Minutes of Meetings provide a comprehensive feedback and regular School and P&F Newsletters. Also feedback to the principal through Enrolment Interviews from new families consistently endorse the positive reputation of the school.

Parent involvement in their child’s education

Our school has a very active Parents & Friends Association that enhances the great community feel of our school through arranging a variety of functions and contributing to school based decision making. Parents are actively engaged in the support of school educational programs through our volunteer network. We encourage parents to take a keen interest in our school and are most welcome and encouraged to become involved on a regular basis in the following:

- Parent / Teacher Meetings [twice a year] and Parent/Teacher Education Evenings on specific topics
- Specific Task Groups for varying projects; Classroom Liaison Officers; P&F Executive; Jubilee School Council Representatives
- Contribution to development of Whole School Renewal Plan
- Take an active role in Parents & Friends
- Assisting with Tuckshop and special days
- Volunteer in classrooms and on excursions

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>16.7</td>
<td>5.4</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>17%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>17%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>66%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td></td>
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</tbody>
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Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $34825.
The major professional development initiatives were as follows:

Appreciative Enquiry
Contemporary Learning in a Technology Rich Environment
National Curriculum - Pedagogy and Assessment in History, English,
Digital Citizenship
Habits of the Heart
1:1 laptop program
CPR
Leading Learning

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 97.89 % in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 96.7 % of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95.6 %</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>96.4 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>94.3 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>97.8 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95.9 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>94.1 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>92.9 %</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>94.4 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Class teachers marking electronic roll twice a day.
Secretary contacting parents who have not notified the school of student absence by 10:30am.
Sign In/Out books in school office to be used by parents when students are arriving late or attending an appointment.

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/.

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