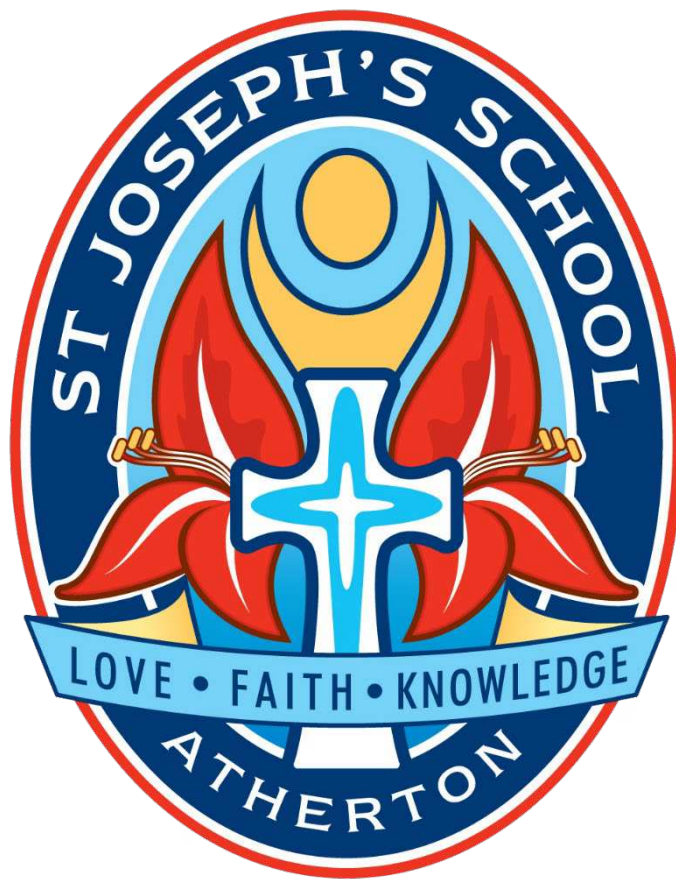


Parent Information Handbook



2022

	Page
Our School Mission Statement	3
History of the School	4
Enrolments	5
Prayers – Liturgies – Sacraments	5
Curriculum – General	6
School Times	8
Arrivals and Departures	8
Leaving School Grounds	9
Absentees	9
Illness and Accidents	9
Communication	12
School Fees	13
School Levies	14
School Uniform	14
Home Learning.....	17
Positive Behaviour for Learning.....	19
Behaviour/Consequences Matrix	19
General.....	22

ST JOSEPH'S PARISH SCHOOL ATHERTON

Address: Cnr Jack and Alice St Atherton 4883

PO Box 829, Atherton 4883

Principal: Mrs Rita Petersen

Administration Officers: Mrs Annette Born, Mrs Rhiana Meaney
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School Telephone: (07) 4095 9000

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Parish Priest: Fr Mathew Kochuveetil

Parish Telephone: (07) 4091 1125

CATHOLIC EDUCATION

Learning with Faith and Vision

Knowledge set in the context of **faith** becomes **wisdom** and life **vision**.

*Honouring the Past
Inhabiting the Present
Imagining the Future*

Catholic Ethos

- The mission of Catholic schools is to be more than providers of high quality education, advancing the common good of Australian society. Their belief in the ultimate intrinsic value of each student is based on a distinctive educational vision inspired by the example and message of Jesus Christ.
- Through their culture, ethos and mission, and through the commitment of their staff and their educational programmes, Catholic schools demonstrate that there is no separation between learning and living the Christian life.
- Catholic schools teach that a life lived in the love of God and in the Christian community service of others has purpose and meaning. The 2008 Melbourne Declaration on Educational Goals for Young Australians recognises the importance for all young Australians of developing spiritual goals.

Dear Parents and Carers,

St Joseph's is a school where parents are valued as the first educators of their children. We strive to work together to support our students so they can develop their full potential. We do this by working in partnership with the parent body and wider community.

We value highly a learning environment that promotes attitudes of respect and courtesy to each other and a sense of responsibility to oneself, others and community. Self-discipline in students together with high expectations by administration with regards to good behaviour, protects the rights and responsibilities of fellow students and creates a favourable learning environment where quality learning and teaching can take place.

As a Catholic school, we strive to develop the many aspects of the students within our care. Not only do we provide quality teaching and learning, but we also strive to develop the social, emotional and spiritual dimensions of the students. This is why the words, 'love, faith, knowledge' are on our school logo. We strive, each day to show the face of Jesus to others through our actions.

Any families wishing to enrol their children at St Joseph's will be expected to uphold the values of the school. St Joseph's has a special charism, based on the Mercy tradition. Families who join our school are called to participate actively in maintaining the special character of the school's faith and cultural identity. We are a community of learners who are seeking knowledge of the world and most importantly, of its Creator. By sending your child to this Catholic school you openly, and at some personal cost, affirm your belief in Catholic Education. What we endeavour to offer at St Joseph's is far more than just 'another education'. Our commitment is to bring together faith and learning in ways that are real and meaningful to our own lives and which ultimately reflect the life and message of Jesus Christ.

Yours in providing the very best in Catholic Education,

*Mrs Rita Petersen
Principal*

VISION & MISSION



IDENTITY STATEMENT

St Joseph's School is a Christ-centred professional learning community founded in the Mercy tradition. Inspired by our patron, St Joseph, and Venerable Catherine McAuley, we embody the Mercy charism and live out our school motto, "*Love, Faith, Knowledge*"

VISION

Our vision is for high levels of learning and wellbeing for all, in a nurturing, collaborative and dynamic Christ-centred environment.

MISSION

Our mission statements are developed from the collective commitments we have made as a school community to ensure that our Catholic values and vision are visible through word and action. We achieve this vision as a *community* through the lens of our school motto, *Love, Faith, Knowledge*.

Love & Faith

- Proclaim the Good News at a personal, communal and global level through a comprehensive, integrated curriculum that develops the whole person.
- Ensure all members of the school community are immersed in opportunities for deeper engagement with the mission of the Catholic Church through liturgical celebration, prayer, reflection and opportunities for formation, leadership and involvement in ministry through hospitality and service to others.
- Promote social and restorative justice practices in a caring and supportive environment where human dignity and diversity are valued and respected.
- Live in respectful relationship with all of creation and with responsible commitment to care for the Earth.

Knowledge

- Provide innovative learning and teaching that is contemporary, dynamic and challenging.
- Engage in professional practice which is informed by data analysis, current research and quality resourcing.
- Commit to excellence and enable everyone to actively participate in their learning through differentiated instruction; empowering them to be critical, creative and reflective thinkers.

Community

- Provide a place of welcome that is hospitable and inclusive of all.
- Promote and maintain a strong commitment to uphold positive and professional relationships with the school and wider community by working collaboratively to achieve high levels of learning and pastoral care.
- Celebrate learning, achievement and culture, recognising the contributions and unique gifts of all.

HISTORY OF THE SCHOOL

St Joseph's Parish School is an integral part of the Cairns Diocese and the Atherton Catholic Parish. Located approximately one hour's drive from Cairns, Atherton sits within the heart of the naturally beautiful and agriculturally rich Atherton Tablelands. Despite changes over the years in response to the changing needs of our families and society, St Joseph's Parish School has remained committed to providing its students with a well-balanced and relevant education and curriculum.

St Joseph's Parish School was founded by the Sisters of Mercy in 1923. The first teacher who was not a Sister of Mercy began in 1966 and the first principal who was not a Sister was appointed in 1986. Today the school is staffed by a strong group of dedicated teachers and school officers who continue the mission of Catholic Education begun so many years ago by the Sisters of Mercy.

Today, there are approximately 250 students enrolled in Prep – Grade 6 at St Joseph's School as it continues the goals of Catholic Education: to foster a Christian community and a belief in the message of Jesus Christ alongside a balanced and quality education. Students are drawn from Atherton itself and a number of surrounding towns such as Herberton, Yungaburra, Tolga, Malanda and Walkamin.

St Joseph's School is a welcoming community where parents/carers are encouraged to become actively involved in various dimensions of school life. Our students enjoy the benefits of a dedicated and committed group of parents who work together with the school staff in providing the best educational environment we can. There is such a diversity of avenues for parent involvement that almost any gift or talent parent may have can be a blessing for our school.

St Joseph's School is blessed to have a skilled staff who commit themselves to being nurturers of the faith as part of their role as Catholic Educators.

ENROLMENTS

Parents wishing to enrol their children are required to contact the School Office for an Enrolment Application Package. Alternatively, you may complete an online enrolment application through the school's website. Once you have completed the Confidential Application Form and returned it to the office with a copy of your child's birth certificate, an appointment for an enrolment interview with the Principal will be organised.

Enrolment Procedure– Prep

To enrol in the Preparatory Year, children must meet the following Queensland Government age requirements:

- **Enrolments for the Preparatory Year**

To be eligible to enrol in the Preparatory Year, a child must turn 5 by 30th June in the year they enrol to attend. Documentary evidence for the date of birth of your child is essential.

To assist in any future possible sacramental preparation, we also require an extract or a copy of the child's Baptismal Certificate (if Christian).

Enrolment Forms

Enrolment forms are available from the school's office at any time. **Implicit in the acceptance of an enrolment is the willing compliance by both students and parents of the expectations and standards set by the school.**

Enrolment Procedure– Other Years

As a Catholic Primary School we are obliged, where vacancies exist, to accept children who are transferring from other Catholic schools. However, in keeping with the enrolment policy of this school, non-Catholic students are always welcome on the grounds that they support the values of the Catholic Church and are willing to take part in all school activities, including Religious Education, and prayer/worship services (often called "Liturgies" or "Mass" or "Eucharist").

In addition to the information contained on the enrolment form, parents should provide to the school:

- Copies of reports from the previous school attended
- Details of anything out of the ordinary in respect to the child's health e.g. any special allergies, treatment, etc.
- Details of any disability, impairment or syndrome the child has
- Details of any medication to be taken while at school
- Reasons why the child might not be able to participate in sporting activities
- Any reasons why the child may not be performing as well as he/she should

It is essential that parents provide full disclosure in these matters in order that an accurate assessment can

PRAYERS – LITURGIES – SACRAMENTS

be made as to the educational and/or pastoral needs of your child.

At the centre of any Catholic community is the celebration of the Eucharist (also known as "Mass"). It is from the Eucharist that we remember the life and message of Jesus, which nourishes the way in which each Christian lives this out in his/her own life. The Eucharist is a special form of prayer.

Developing an appreciation for and disposition towards prayer is an important part of a Catholic education. Care is taken to ensure that children are encouraged and led to an appreciation of prayer in such a way that they feel free to develop at their own rate and in their own particular way.

As regards teaching prayer with students, the school:

1. Teaches the traditional prayers of the Church (handed down through the generations)
2. Develops in students the ability to pray from their own hearts; a conversation with God
3. Provides a regular time for prayer each day
4. Provides opportunities for the Sacrament of Reconciliation
5. Offers example by way of the staff praying together
6. Develops the practice of intercessory prayer for the needs of others
7. Delivers a sequential programme of formal religious education
8. Develops an awareness of the religious dimension in every facet of life
9. Involves students in developing the liturgies and masses we celebrate
10. Provides opportunities for both whole-school and year level prayer

Religious Education

Formal Religious Education lessons are held regularly. They aim to help students come to a sound understanding of God, the Holy Spirit and the person of Jesus Christ. They also aim to give students knowledge of the Roman Catholic Church's traditions and teachings. In accordance with Diocesan Policy, St Joseph's follows the Brisbane Religious Education Guidelines. Teachers use these guidelines to plan and develop units which aim to meet the requirements of individual classes.

Liturgy/Worship

Liturgies (student-led prayer services and masses) are advertised through the school newsletter. It is our expectation and a condition of enrolment that all students fully participate in all liturgical activities. All parents and friends are warmly invited and encouraged to share in these celebrations. Your children enjoy having you there.

Sacraments

Parents of students baptised in the Roman Catholic faith are offered the opportunity to prepare their children for the sacraments of Reconciliation, Confirmation and Eucharist (usually done in Year 4, Terms 1 and 2 respectively) through parish-based programs. Parents are notified of meetings and preparation sessions via a letter, our weekly school newsletter and St Joseph's Parish Bulletin.

Exact dates for Sacramental programs are confirmed in Term 1 of each school year following notification from the Parish-based Sacramental Team.

Full and active participation in school prayer and worship is required of all students.

CURRICULUM – GENERAL

The primary school program aims at the growth and development of the total person. The school includes in its goals not only the development of knowledge, but also the spiritual, physical, intellectual and emotional skills and values necessary for participation and leadership in a rapidly changing world.

At St Joseph's, we implement the Australian Curriculum, as approved by the Queensland Board of Non-State Schools.

Social and Emotional Learning

St Joseph's Parish School implements the *Second Step* Social and Emotional Learning Program. Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education

professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

Ways in which you can help your child to succeed at school

It is no mystery that parent participation in the life of a school and in their children's schoolwork plays a remarkable role in determining the achievement levels of students. Parents really make all the difference in the world when it comes to how their children handle their schoolwork. This can be achieved without any special expertise, or too burdensome an investment of time or effort.

Communicate regularly with your child's teacher

You can solve problems if you know what they are. You can help make sure your child is doing work on time and thoroughly, if you know what is expected and when. Your child is more likely to live up to expectations if he or she knows that you are aware of when good work or poor work is being done. When schools work together with families to support learning, children tend to succeed, not just in school but also throughout life.

Talk to your child about his or her schoolwork

Your interest will be a great motivator. You may be able to help your child solve problems. You may be able to help fill in some gaps by drawing on your own knowledge.

Become familiar with your child's bookwork

Does work look organised, complete and as though effort has been put into it? Can you quiz your child on facts recorded in his or her books? Can you test his or her skills?

Make sure your child goes to school ready for business

Children know what it means to be serious about something. For important events one must have correct and complete equipment, good self-presentation and punctual habits.

Read your child's assignments/ projects before they are submitted and after they are returned

You may be able to help your child avoid errors and learn from mistakes made. You will be able to help ensure that sufficient time is being put into assessable work. Once students experience success, they normally become more self-motivated. You can help them experience success.

Help your child develop good study habits

Create a home environment that encourages learning. Negotiate set times for study with which are never interfered. Help your child stick to a timetable. Don't allow work to be done in front of the television or with the radio or CD player on.

Reward and praise your child

Set some short goals and help your child achieve them. Provide or point out the rewards (praise can certainly be one of these.) Set medium and long-term goals. Write them down. Review them with your child regularly.

Work when your child works if you have the opportunity

Study can be lonely especially if you know everyone else is off having a good time. If you can read in company with your child or do some other quiet work you may help him or her to be settled in his or her tasks.

Have high expectations and encourage ambition

Express high, but not unrealistic, expectations for your children. Expectations and what we are prepared to accept play an important part in what we get from others and ourselves. Persevere.

SCHOOL CALENDAR

In accordance with the Queensland State Government Department of Education, the school year consists of two semesters (four terms).

Please check our website or the Parent Portal for the dates for the school year as well as the dates for the Pupil Free Days. There are four pupil free days each year.

SCHOOL TIMES

8:20am	Staff supervision
8:40am	School commences (Session 1)
10:50am	First Break (Main lunch time)
11:25am	School resumes (Session 2)
1:25pm	Second Break
1:50pm	School resumes (Session 3)
2:55pm	Final dismissal

Our school has a 27.5-hour teaching week which is 2.5 hours longer than Education Queensland. These extra hours allow us the freedom to integrate and develop Religious Education without detracting from other subject areas.

Supervision by the staff of the school is defined as being between 8:20am and 3:20pm.

ARRIVALS AND DEPARTURES

As classes commence at 8:40am it is not necessary for students to be at school any earlier than 8:30am. It is important that students arrive at school before classes commence. Official supervision on school grounds does not begin until 8:20am and so parents are discouraged from leaving students on school grounds before this time. Students arriving early must sit in the undercover area and wait for the rostered teacher to commence duty.

Students who arrive to school after the 8:40am bell are required to be signed in by their parents and collect a late slip from the Office and hand this to the class teacher. They will then have their attendance marked. Regular late arrivals seriously hinder students' learning and ability to develop regular routines and organisational skills.

Students are obliged to leave the school grounds immediately upon dismissal, unless waiting for the arrival of parents or buses. Students waiting to be collected by parents are required to wait beside the bus shelter in Alice St, or in front of the Office on Jack St. All students should be collected by 3:20pm at the latest. If parents are unavoidably detained, they should notify the school office.

Our duty of care prohibits us from allowing students to wait in any other areas. Play equipment and sandpits, etc. are also prohibited for this reason.

If, at any time, your child's normal routine for departure is interrupted (e.g. has to be picked up by a neighbour or relative, or has to walk to someone's place), please ensure that the school is aware of these changes.

LEAVING SCHOOL GROUNDS

Children are not permitted to leave the school grounds during school hours including first break and/or second break. Parents are also asked to co-operate in ensuring that students are not given errands to do at the Bank, Post Office, etc during school hours.

Early Departures: For those students who need to be released prior to the close of school at 2:55pm, the Early Release Register, located in the School Office will need to be filled in giving details of time and reason for leaving early.

ABSENTEES

If a student is absent for whatever reason, parents are asked to contact the school by 9am. It is school procedure to follow up on student absences which are unexplained. A courtesy text is sent at approximately 9:30am each day, if students have not been marked present on the roll by this time.

A note is also required if a student is unable to participate in any aspect of the school program (eg sports, physical education, etc).

ILLNESS AND ACCIDENTS

When your child is enrolled at school, we will seek information from you which will enable us to act, as far as possible, in accordance with your wishes, should the necessity arise. There is a responsibility on the part of parents, to ensure that our school records remain up-to-date in regards addresses and telephone numbers. In cases of an accident, whether at school or on an excursion, we will first assess the basic seriousness. Where only basic first aid is required, we will administer using the supplied basic first aid kits and may not necessarily contact a parent immediately. In more serious cases, but which do not require emergency services, we will attempt to contact a parent first. If the situation requires emergency services we will contact them first and then a parent at the earliest opportunity. If a parent is unavailable at home or by phone, the school will take steps to have the ambulance transport the child to hospital if necessary.

Illness at School

If a child falls ill at school, the Principal (or their delegate) will be notified and after a short period of observation, a decision will be made regarding resumption of normal classes or the contacting of parents/carers.

Medication

All medication needs to be registered and administered through the Office. Where a student has medication prescribed by a medical practitioner, to be taken while at school, parents must complete an Administration of Medication Authorisation at the Office. The student's medication must include the pharmacist's label including their name and written instructions for administration. The medication must be lodged with the school office for security purposes. No medications should be kept in a student's bag. Asthmatic students may keep their puffers on their person. Non-prescription medications should not be brought to school and will not be administered by school staff. School staff are unable to administer over the counter medications, including Panadol, without a doctor's authorisation.

Exclusive Diseases

The school is obliged to follow the Health Department's exclusion regulations. Information on exclusion from school periods is as follows:

Chicken Pox	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised people and less in immunised people.
Cold Sores	Exclude young children unable to comply with good hygiene practices while sores are weeping (sores should be covered with a dressing where possible).
Conjunctivitis	Exclude until discharge from eyes has ceased unless non-infectious conjunctivitis.
Cytomegalovirus	Exclusion not necessary.
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours.
Diphtheria	Exclude according to public health unit requirements.
Enterovirus	Written medical clearance is required confirming the virus is no longer present in the child's bowel motions.
Glandular Fever	Not excluded.
Haemophilus Written influenza type b (Hib) school,	Exclude until child has received appropriate antibiotic treatment for at least 4 days. medical clearance from doctor or public health unit is required to return to school, confirming child is not infectious.
Hand, foot and mouth.	Exclude until all blisters have dried.
Head lice	Exclusion is not necessary if effective treatment is commenced prior to the next attendance day.
Hepatitis A3	Exclude until at least 7 days after the onset of jaundice or illness. Written medical clearance from doctor or public health unit is required to return to school, confirming child is not infectious.
Hepatitis B & C	Exclusion not necessary.
HIV/AIDS	Exclusion not necessary.
Influenza	Exclude until well.
Measles	Exclude until at least four days since the onset of rash. Written medical clearance from doctor or public health unit is required to return to school, confirming child is not infectious.
Meningitis (bacterial)	Exclude until well and has received appropriate antibiotics.
Meningitis (viral)	Exclude until well.
Meningococcal	Exclude until child is well and has received appropriate antibiotics. Written infection medical clearance from doctor or public health unit is required to return to school, confirming child is not infectious.

Molluscum contagiosum	Exclusion not necessary.
Mumps	Exclude for 9 days after onset of swelling.
Norovirus	Exclude until they have not had any diarrhoea or vomiting for 48 hours.
Parvovirus	Exclusion not necessary.
Pertussis (Whooping Cough)	Exclude until child has received 5 days of appropriate antibiotics or for 21 days from the onset of coughing. Written medical clearance from doctor or public health unit is required to return to school, confirming child is not infectious.
Poliomyelitis	Exclude for at least 14 days from onset of symptoms and case has recovered. Written medical clearance from doctor or public health unit is required to return to school, confirming child is not infectious.
Ringworm/tinea/scabies	Exclude until the day after appropriate treatment has commenced.
Roseola ('baby measles')	Exclusion not necessary.
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
School sores (impetigo) exposed	Exclude case until has received appropriate antibiotics for at least 24 hours. Sores on areas must be covered with a watertight dressing.
Shigella	Exclude until diarrhoea has stopped for 48 hours and two stool samples negative, as per public health unit requirements.
Streptococcal sore throat	Exclude until well and has received antibiotic treatment for at least 24 hours.
Thrush (candidiasis)	Exclusion not necessary.
Tuberculosis (TB) return to	Written medical clearance is required from Queensland Tuberculosis Control Centre to school, confirming child is not infectious.
Typhoid, paratyphoid	Exclude from school until there is written medical clearance from doctor or public health unit confirming child is not infectious and has met public health unit requirements.
Whooping cough	See pertussis
Worms	Exclude if loose bowel motions present.

Head Lice

The occurrence of head lice is the most common insect infestation in humans throughout the world. In Queensland, infestation occurs mainly in children of primary school age. However, head lice infestation may affect people of any age, nationality, gender or socio-economic status. It is as much a social issue as a health or educational issue and the way that it is approached can have significant influence on a student's emotional, social and educational development.

Head lice do not pose any serious health risks but can be difficult to manage.

Schools have a responsibility for minimising risk to school community members of being affected by head lice while at schools, but parents have responsibility for prevention, detection and treatment of head lice

among their own children.

Guidelines for minimising the presence of head lice at school and managing head lice incidents include:

1. Kill the lice by using an appropriate shampoo / lotion
2. Remove the eggs (nits) by regular combing with a fine tooth comb
3. Prevent re-infestation by:
 - a) regular checking every week
 - b) checking and treating other family members
 - c) cautioning children not to use others' brushes and combs

Further information on the treatment of head lice is available from your pharmacist.

Hair must be treated before returning to school.

COMMUNICATION

A vital component of our work together as partners in education is the building and maintenance of good communication. The following avenues are utilised to ensure good two-way communication.

Newsletter (electronic; distributed by email)

In an endeavour to keep parents fully informed regarding events, happenings and programs occurring in our school. A newsletter is compiled and distributed by email every fortnight, on a Tuesday, to each family. Parents are requested to 'look' for this newsletter as well as check with your children in case other notes are sent home.

Parent Portal (online; access by username and login)

All parents and primary carers of enrolled students have access to the Parent Portal. This is an online space where parents will have access to a range of important information regarding the school and your children (including news, events and forms). The Parent Portal is accessed via The Parent Portal tile on the school website. First time users will need to select the option below the login space for getting a new password. Your login will be the email address that you nominated with the school at enrolment (or subsequently updated).

Interviews-Teachers

Parents wishing to speak to class teachers are invited to contact the teacher to arrange a suitable time.

Teachers are unable to arrange or conduct interviews with parents or receive phone calls during teaching time. Parents should feel welcome to contact the class teacher at the appropriate times when any concern or query presents itself. The classroom teacher should be the first port of call for a parent query.

Interviews- Principal

Parents are welcome to make an appointment to discuss a matter with the Principal by contacting the school office. It is important, however, that if it is a matter involving your child that you have first discussed the matter with your child's classroom teacher, where appropriate.

Student Assessment

Schools have always had a responsibility to assess the achievements of their students. The main purpose of assessment is to provide guidance of one form or another: to the student, so that he/she can identify his/her weakness and strength; to parents, so that they are aware of their child's progress; and to teachers to evaluate the effectiveness of teaching programs and techniques.

At St Joseph's, assessment is of the cumulative type, with evaluation taking place throughout the school year. To supplement student assessment, a session of oral reporting (parent/teacher interviews) is arranged for each semester. These are generally held at the end of Terms 1 and 3. During these sessions teachers confer with parents regarding the attainments and behavioural patterns of students. A written report card is issued at the end of Terms 2 and 4.

Parents and Friends' Association

The School's Parents and Friends' Association exists to enrich the education and learning of our children through active participation between families, students and staff.

The objectives of the Parents and Friends' Association are:

- To promote the educational, cultural, spiritual and material welfare of the students
- To recognise that every parent has the right to choose the kind of education for their child
- To exist to help the school in a number of ways by providing resources and services that the school may not be in a position to provide
- To develop collaboration between parents and school staff
- To promote the principles of Catholic Education
- To foster a distinctive Christian environment in the school
- To provide a medium of support, information and involvement of parents and school staff
- To provide a medium for parents to participate at the Diocesan, State and National levels

St Joseph's Parish School has a very supportive and active Parents and Friends Association. The school relies heavily on the interest and involvement of parents in so many ways to develop and improve the school. The best way to achieve this is to have every family represented at Parents and Friends functions and meetings.

All parents belong to this association and are invited to come to the meetings during the school year. The meetings are usually held termly, usually on a Wednesday in the first few weeks of term, commencing at 6.00pm in the staffroom. The AGM is held each June. The school newsletter advertises the date and time of each meeting. You are urged to take an interest in your child's school. Remember, children like to know their parents are actively involved in school events.

Whole School Assembly

A whole school assembly is scheduled for Friday afternoon, commencing at or just after 2:20pm in the basketball court. This is an important point in the week where we pray as a community, sing the National Anthem, hand out awards, acknowledge birthdays and pass on important notices. We also encourage parents and carers to keep us informed of significant achievements that their child has attained, so that as a school we can recognise and congratulate them on their success. There are many occasions, outside the school, where students are achieving wonderful things.

Parents and Carers are encouraged to attend these assemblies and any other school gatherings.

SCHOOL FEES

As our school is part of a system, our need to charge fees arises from the policy of successive governments over the years that significantly lower per capita grants provided for students in non-government schools compared to students at Education Queensland schools. This means tuition fees and levies must be charged, but at the same time, ensures we are able to maintain some independence as a system and achieve the ideals of the Catholic Church in operating schools.

It is appreciated that some families may face hardship in meeting these fees. It is important that families who want to access a Catholic Education for their children are not excluded because they do not have the means to pay fees. A discount of up to 70% on tuition fees is offered to parents holding certain categories

of health care or pension cards. Discounts on fees are granted on an annual basis and require renewal at the start of each year upon showing a current card. Enquiries regarding fee discounts can be made to the school's Office Manager. Parents who do not hold such cards, but experience financial hardship all the same, may make an appointment to discuss their circumstances with the Principal. Evidence of income and other information may be required to ascertain eligibility for a discount.

Accounts are sent out each term. Fees can be paid on a weekly/fortnightly/monthly or termly basis according to your preference. Direct debit, BPay, EFTPOS and CentrePay are also available. Payment may be made at the school office. If paying by an internet transfer method, please include your unique 10-digit reference code which you will find on your statement to ensure the payment is credited to the correct family account. School fees are due two weeks after the date of issue.

SCHOOL LEVIES

Resource Levy

A resource levy will be charged for each child enrolled at St Joseph's School. This levy covers the cost of providing resources to students including: art and craft materials, IT resources and subscriptions, supplementary learning materials and teaching aids for the classroom.

Activities Levy

This levy is used to cover the costs of excursions and activities which your child may participate in. This would include:

- swim programme (Years 2, 4, 6)
- Arts Council/visiting School Performances
- Bus transport for certain school events
- excursions

P&F Levy

At the conclusion of 1998, it was decided to institute a fundraising levy to replace the many small fundraising projects which occurred throughout the course of the school year. This levy meant that there would be a more equitable sharing of the fundraising load across the whole parent body. This levy was kept at a minimal level as it was agreed that the large events such as the Debutante Ball and End Of Year Concert would still be a part of the P&F fundraising activities. This levy is charged on a per family basis.

Capital Levy

A Capital Levy is charged on a family basis. This helps to pay for new buildings and finance long-term maintenance and up-keep of our classrooms and other facilities. Long-term maintenance needs include: periodic replacement of carpets, re-painting, replacement of electrical fittings and plumbing and general refurbishment to ensure that what we have now is adequately maintained.

SCHOOL UNIFORM

The school uniform is to be worn with pride by students of St Joseph's Parish School. The uniform is a sign that a student is a member of the St Joseph's community and the appropriate wearing of our uniform demonstrates pride in our school, respect for self and respect for others. Lack of the correct uniform or part thereof, is to be explained in a note to the class teacher and must only be temporary.

Uniform Shop

The school operates a uniform shop. Most uniform items are available through the uniform shop. Opening times are advertised in the school newsletter.

A second-hand uniform pool is also in operation at the school. Parents are encouraged to donate any uniforms/shoes etc. that your child may have out-grown. A staff contact is available for access to these uniforms during school hours. The uniform shop is also run during the week before school commences in January.



School Uniform

*NB: Shirt, shorts, skorts and hat are **only available** from school Uniform Shop.*

Purchasing these second-hand outside the school may result in non-compliant/non-current items.

Summer:

Boys	Girls
<p>Shirt: prescribed school polo shirt</p> <p>Shorts: prescribed school embroidered shorts</p> <p>Hat: prescribed school wide-brimmed hat or prescribed school legionnaire hat</p> <p>Socks: navy blue fold-down socks (ie: “anklet” socks not permitted)</p> <p>Shoes: either black leather school shoes (lace/Velcro) or plain black joggers (lace/Velcro). Flat-bottomed and/or canvass shoes, eg: “volleys”, are not to be worn.</p>	<p>Shirt: prescribed school polo shirt</p> <p>Shorts/skorts: prescribed school embroidered shorts or skorts</p> <p>Hat: prescribed school wide-brimmed hat or prescribed school legionnaire hat</p> <p>Socks: navy blue fold-down socks (ie: “anklet” socks not permitted)</p> <p>Shoes: either black leather school shoes (lace/buckle/Velcro) or plain black joggers (lace/Velcro). Flat-bottomed and/or canvass shoes, eg: “volleys” or “ballet flats”, are not to be worn.</p>

Winter:

As per the summer uniform, except the following items may also be used.

Boys	Girls
<p>Jumper:</p> <ul style="list-style-type: none">navy blue jumper with school logo (<i>available only from the school</i>)plain navy blue jumper/pullover in either a full-zipped, V-neck or round neck style (<i>available from a number of stores in the district</i>) No Hoodies <p>Tracksuit: plain navy blue fleecy, with no stripes or other distinguishing marks</p> <p>Skivvy: a navy blue skivvy may be worn underneath the school polo shirt (<i>available from a number of stores in the district</i>)</p>	<p>Jumper:</p> <ul style="list-style-type: none">navy blue jumper with school logo (<i>available only from the school</i>)plain navy blue jumper/pullover in either a full-zipped, V-neck or round neck style (<i>available from a number of stores in the district</i>) No Hoodies <p>Tracksuit: plain navy blue fleecy, with no stripes or other distinguishing marks</p> <p>Skivvy: a navy blue skivvy may be worn underneath the school polo shirt (<i>available from a number of stores in the district</i>)</p> <p>Tights: plain navy blue tights (ie: <i>not</i> leggings or sheer stockings) may be worn underneath the regulation shorts or skorts only.</p>

Sports Uniform:

Sports uniform will consist of a sports shirt and prescribed school embroidered shorts or skorts.

Sports shirts were introduced in 2018 and are currently an optional extra. There will be a phasing in period over the next few years, before it becomes a part of the compulsory attire. Sports shirts will only be worn

on the relevant PE day or school sporting days.

For sports, appropriate footwear which provides adequate support may be changed into for the duration of the activity.

School Hat

Prescribed blue, wide-brimmed or legionnaire style hat.

The school hat must be worn to school each day. NO HAT - NO PLAY is a firm rule (no exceptions).

Visual Reference for Essential Elements of the Uniform

The following image shows the uniform elements currently regulated. A display of uniform items is maintained by the uniform shop convenor.

What Your Uniform Should Look Like

Prescribed School Uniform—Polo and Shorts or Skorts available from school only



This skort is the only style to be worn. Available from

Prescribed Wide Brim Hat available from school

Navy Blue Headband or Scrunchie.

NO MULTI COLOURED HAIR ACCESSORIES

Black leather school shoes or plain black joggers with no coloured stripes or laces .



Prescribed Legionnaire Cap available from school only

**Navy Blue *FOLD DOWN* to ankle socks
NO ANKLE SOCKS**



Optional Jumper with school logo available from school only



**Plain regulation navy Full zipped jumper, V/round necked sweatshirt pullover/ tracksuit with option of a regulation navy blue sleeveless pullover. NO HOODIES
· Tracksuits - plain navy blue fleecy, no stripes etc.**

HOME LEARNING

Home Learning at St Joseph's is considered an important extension of school that focuses not just on task achievement, but also on the organisational and time management skills that are fostered through its completion. To get better, students need practice. It takes time to develop knowledge, skills, and the self-direction required to complete home learning effectively. Leading education researcher John Hattie (2008) states, "The effects are highest, whatever the subject, when homework involves rote learning, practice, or rehearsal of the subject matter." The guidelines for home learning that have been adopted at St Joseph's adhere to this guiding principle.

Home reading forms a significant part of our Home Learning Expectations and it is expected that all students will continue to practise their reading skills and strategies, at home. To facilitate home reading, students will borrow books from our school library. These books will include texts of interest, as well as Home Readers.

The following expectations are put in place to support this aspect of Home Learning:

- students will record the titles of the books they have read in their reading record or school diary (parents may assist)
- parents will sign the reading record or school diary to acknowledge that reading has occurred a minimum of 4 times per week
- students will bring their reading record or school diary to school for checking on the required day
- teachers will sign the reading record or school diary of every student, to acknowledge that reading has occurred across the week

Regular opportunities to practise other basic skills will also be incorporated in home learning tasks, where stated.

Expectations:

Grade Level	Tasks/Activities		Frequency
Prep No formal learning tasks are expected – a love of reading and learning to be encouraged	Student Reads	Student reads Home Readers, practises Sight Words and/or Letters and Sounds	• 10 minutes – a minimum 4x per week
	Adult Reads	Adult reads to child for approximately 10-15 minutes	• As often as is possible (great bedtime routine)
	Reading Record	Adult records the book titles that have been read each week, supported by a signature	• Weekly, brought to school on library day for teacher signing
	Show and Share	Prepare for and practise Show and Share items	• On a roster basis
Year 1 Informal and enjoyable – lots of reading is encouraged and a love of learning fostered	Student Reads	Student reads Home Readers and practises Sight Words	• 10 minutes – a minimum 4x per week
	Adult Reads	Adult reads to child for approximately 10-15 minutes	• As often as is possible (great bedtime routine)
	Reading Record	Adult records the book titles that have been read each week, supported by a signature	• Weekly, brought to school on library day for teacher signing
	Simple activities	Student completes activities when assigned by the classroom teacher eg simple tasks to support the development of literacy and numeracy skills or preparing for class presentations	• On a roster basis • Activities may be provided on occasion

Grade Level	Tasks/Activities		Frequency
Year 2 Informal and enjoyable – lots of reading is encouraged and a love of learning fostered	Student Reads	Student reads Home Readers and practises Sight Words as appropriate	<ul style="list-style-type: none"> • 10 minutes – a minimum 4x per week
	Adult Reads	Adult reads to child for approximately 10-15 minutes	<ul style="list-style-type: none"> • As often as is possible (great bedtime routine)
	Reading Record	Adult records the book titles that have been read each week, supported by a signature	<ul style="list-style-type: none"> • Weekly, brought to school on library day for teacher signing
	Short tasks	Student completes short tasks when assigned by the classroom teacher eg skills practice, preparing for class presentations, collecting various materials or information for in-class work	<ul style="list-style-type: none"> • On a roster basis • Activities may be provided on occasion
Years 3 and 4 Formal modes gradually introduced - lots of independent reading	Independent Reading	Student reads Home Readers and texts of interest	<ul style="list-style-type: none"> • 15 minutes – a minimum 4x per week
	Short tasks	Complete short tasks assigned by the classroom teacher eg skills practice, preparing for class presentations, collection of materials, reading responses, spelling strategies	<ul style="list-style-type: none"> • Weekly tasks / class speeches as per roster or schedule
	Reading Record	Adult records the book titles that have been read each week, supported by a signature	<ul style="list-style-type: none"> • Weekly, brought to school on library day for teacher signing
Years 5 and 6 Formal modes introduced – lots of independent reading and home study included	Independent Reading	Student reads Home Readers and texts of interest	<ul style="list-style-type: none"> • 20 minutes – a minimum 4x per week
	Short tasks	Complete tasks assigned by the classroom teacher eg skills practice, preparing for class presentations, collection of materials, reading responses / reviews, spelling strategies	<ul style="list-style-type: none"> • Weekly tasks / class speeches as per roster or schedule
	Diary Management	Manage diaries eg record the book titles that have been read each week, supported by a parent's/caregiver's signature	<ul style="list-style-type: none"> • Daily, brought to school for entries • Weekly, brought to school on library day for teacher signing

All students are expected to use either 'My Reading Record' or 'My Student Diary' to record book titles and pages read.

Non-completion

If a student is unable to complete Home Learning, parents are asked to sign their child's 'My Reading Record' or 'My Student Diary' with a short note to the classroom teacher to explain. Students will not receive formal consequences for non-completion, however failure to complete home learning on a regular basis will be followed up with students and parents by the classroom teacher.

Learning beyond the classroom

We acknowledge that some students may wish to complete additional Home Learning activities that extend beyond the minimum requirements. We encourage any student who may wish to engage in further learning about various concepts or topics of interest and who want to prepare, create or produce something to represent what they have learned. These beyond the classroom activities would be negotiated tasks. They do not replace reading or other teacher assigned tasks. These tasks would be self-directed and would be acknowledged by the teacher by providing opportunities for students to share what they have learned with their peers.

POSITIVE BEHAVIOUR FOR LEARNING

As a Catholic School, within the Diocese of Cairns, St Joseph's School places great importance in the belief that each person is made in the image of God, and our ethos is to provide a safe and supportive environment for all.

Our PB4L approach is a research evidence based framework and process for schools to organise their systems, practices and use of data in the area of student behaviour. At St Joseph's we look to **define, teach, and support** appropriate student behaviours.

St Joseph's school rules are **THREE clear expectations** and are defined by the PB4L motto which is: www.theMercyWay@SJA

- **We are Safe**
- **We are Respectful**
- **We are Learners**

As a school community, we have implemented a school-wide approach to teaching our students the importance of being responsible, respectful, safe, inclusive of others and have a positive attitude to learning.

The flow chart (on pages 20 - 21) outlines the basic steps followed when dealing with behaviour that is inappropriate and contrary to the values and expectations of St Joseph's Parish School.

At all stages, students are listened to and provided with support in an endeavour to promote and encourage positive relationships with each other.

To deal with hurtful actions/words or bullying at St Joseph's we encourage the students to do **The High 5**. This involves the students taking responsibility for their actions. **The High Five** involves, in successive order:

1. Ignore
2. Walk away
3. Talk friendly (ie: trying to resolve a misunderstanding)
4. Talk firmly (eg: "Stop, I don't like that.")
5. Report (to a teacher or other staff member)

If students witness others being harassed we expect them to:

1. Say "I understand"
2. Show concern
3. Tell the offender to stop
4. Help the student being targeted to move
5. Report (to a teacher or other staff member)

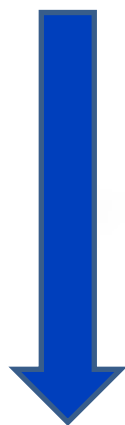
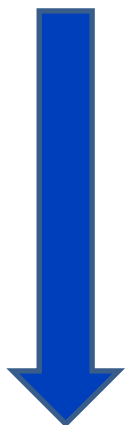


It is only through the students and staff working together that we can limit bullying within the school.

Behaviour/Consequences Matrix

Behaviour	Minor	Major	Critical
Physical Contact and Aggression	<ul style="list-style-type: none"> Wrestling in a playful manner Hands-on, pushing, shoving, pulling, pinching, tackling in rough play Pushing and shoving in lines Hitting with hats Snatching Spitting (on ground) Kissing Throwing objects 	<ul style="list-style-type: none"> Repeated minor behaviours Wrestling with intent to gain power Aggression through rough play eg punching, hitting, kicking, shoulder charging Biting Spitting (at someone) Inappropriate bodily contact Using an object as a projectile with an intent to injure 	<ul style="list-style-type: none"> Repeated Major behaviours Fighting - Physical assault Possession of a weapon Inappropriate touching Indecent exposure Behaviour that is potentially harmful to self or others
Inappropriate Language	<ul style="list-style-type: none"> Accidental swearing (if hurt or frustrated) – No intent Silly minor taunts eg <i>your mother's fat, you're an idiot</i> Put downs in games Gossip Backchatting Making threats 	<ul style="list-style-type: none"> Repeated minor behaviours Deliberate swearing directed at another student, teacher or any other person in the school community Major taunts that are pre-meditated or ongoing including personal attacks and racist comments Gossip which is harmful to someone's reputation Carrying out threats Non-verbal gestures of a threatening nature 	<ul style="list-style-type: none"> Repeated Major behaviours Inciting acts of violence Screaming abuse Use of explicit sexual language
Defiance/Non-compliance/Disrespect	<ul style="list-style-type: none"> Being out of bounds in the first instance Being in a classroom without a teacher present Ignoring teachers' directions Ignoring the bell Playing in the toilets Littering Refusal to complete work Incorrect uniform Playing in lines Running in walking areas Non-completion of homework Chewing gum or throwing on ground 	<ul style="list-style-type: none"> Repeated minor behaviours Misuse of toilet facilities Arguing with a teacher Consistently not following school rules Consistently out of bounds Lying Stealing eg rubbers, pencils Throwing food with the intent to hurt, humiliate and/or bully Stealing items from lunch boxes Dacking Harm to someone or property with gum 	<ul style="list-style-type: none"> Repeated major behaviour Theft eg money, items of value Harmful/illegal substances
Disruption	<ul style="list-style-type: none"> Interrupting when someone is speaking Consistently speaking to others instead of listening Being late to class 	<ul style="list-style-type: none"> Repeated minor behaviours Blatant refusal or repeated refusal to follow instructions Running away – leaving learning area Consistently being late for class 	<ul style="list-style-type: none"> Repeated major behaviour Leaving school grounds Truancy Throwing furniture or other objects Prolonged disruption that causes class to exit the room

	<ul style="list-style-type: none"> Disrupting teaching by entering the room loudly Disrupting the lesson by banging hands on table, calling out, being out of your seat, making noises 	<ul style="list-style-type: none"> Consistently interrupting the teacher and lesson by calling out, banging desk, being defiant in an effort to disrupt the lesson or teacher Excessive disruption 	
Bullying & Harassment	<ul style="list-style-type: none"> Unfair play Taking equipment Running through and disrupting others' games Ganging up (non-consistent or physical) Leaving someone out of a game Name calling or rhyming (non-consistent) Targeting people to get them out during games Laughing at someone when they get out Intimidating behaviour in the first instance eg (If you tell the teacher, I'll ...) 	<p><u>Continual and targeted:</u></p> <ul style="list-style-type: none"> Name calling Ridiculing or laughing at another person about <ul style="list-style-type: none"> Appearance Sporting ability Learning ability Beliefs Gender Exclusion of a person from games Serious physical ganging up in games Stealing or destroying another student's property Threats or personal comments about another's family Words and actions which promote self-harming behaviours 	<ul style="list-style-type: none"> Repeated major behaviour Intentional racism Inciting self-harm or suicide Abusive comments, especially about <ul style="list-style-type: none"> Gender Faith Race
Technology Violation	<ul style="list-style-type: none"> Use of mobile phones Off task internet use Inappropriate handling of devices 	<ul style="list-style-type: none"> Inappropriate text messages, social media Using someone else's login details Deleting or interfering with another student's work Accessing inappropriate websites and images Plagiarism 	<ul style="list-style-type: none"> Repeated major behaviour Online bullying Accessing pornographic material Taking and/or sharing inappropriate photographs or content Posting content online which is damaging to the reputation of students, staff or the school
Property Misuse	<ul style="list-style-type: none"> Throwing equipment, smashing constructions whilst packing up Scribbling on personal items or body Misuse of library books and classroom resources Leaving sporting and play equipment out after lunch Cutting up erasers Littering Jumping on poppers 	<ul style="list-style-type: none"> Repeated minor behaviours Vandalism or defacing of others' or school property Food fights 	<ul style="list-style-type: none"> Repeated major behaviour Deliberate destruction of school property or personal property



<h1>Immediate Response</h1>	<p>Strategies to Manage Minor Behaviour</p> <p>Teacher responses may include:</p> <ul style="list-style-type: none"> • Rule reminder (verbal or visual) • Signal Non-Verbal Cue • Redirect • Reteach expected behaviour • Proximity • Ignore/Attend/Praise • Give a choice • Restitution • Student stands or moves to a nominated position within the classroom • Student Conference • Student is removed from the area of the playground where the behaviour is occurring • Student is sat out of play in an area designated by the teacher • Student walks with the teacher for a period of time • Student to pick up rubbish • Movement break • Zones of Regulation conversation with teacher or SLO. • Uniform Reminder Slip • Homework Slip <p>Teacher may record incident in Engage</p> <p>PARENTS <u>MAY</u> BE CONTACTED</p>	<p>Strategies to Manage Major Behaviour</p> <p>Teacher responses may include:</p> <ul style="list-style-type: none"> • Student goes to buddy class • Thinking room referral • Call for Leadership support <p>Teacher must record incident in ENGAGE</p> <p>Leadership Team member responses may include:</p> <ul style="list-style-type: none"> • Thinking Room/Thinking Sheet • Time out in the office • Office detention • Students completes a <i>Thinking Sheet</i> • Student completes lines to reinforce expected behaviours • Re-entry and restore relationship • Restorative conversation • Make restitution • Check-in/Check-Out • Student sent home • Referral to school counsellor or other external agencies • Social skills groups • Individual Behaviour Support Plan • Negotiated Playground contract • Exclusion from: <ul style="list-style-type: none"> ○ Representative sport ○ Incursions/Excursions ○ Special Events <p>Leadership Team member records responses in ENGAGE</p> <p>PARENTS <u>WILL</u> BE CONTACTED Either by phone or behaviour slip (<i>Thinking Sheet</i>)</p>	<p>Strategies to Manage Critical Incidents</p> <p>Principal or Assistant Principal responses may include:</p> <ul style="list-style-type: none"> • Detention • Student sent home • Internal suspension • External suspension • Exclusion • Police contact • Referral to school counsellor, CES support personnel or external support agencies • Individual Behaviour Support Plan • Re-entry and restore relationship • Restitution • Exclusion from: <ul style="list-style-type: none"> ○ Representative sport ○ Incursions/Excursions ○ Special Events <p>All responses recorded in ENGAGE</p> <p>PARENTS <u>WILL</u> BE REQUIRED TO <u>ATTEND</u> A MEETING</p>

GENERAL

Casual Dress Days

Casual Dress Days are held occasionally as advertised in the newsletter and by individual notices. These are occasionally held to raise funds for various worthy causes. No singlets, midriffs or clothing with inappropriate images/themes are permitted; and closed-in shoes, as well as a hat, are always still required.

School Library

An excellent library and resource centre has been established at the school. Borrowing facilities are available to the students and parents. Loans are limited. To protect books in transit students are expected to have a library bag. It is expected that books damaged, or lost, through careless handling will be replaced by parents. A replacement fee applies to each lost or damaged item.

Digital Technologies

The role of Information Technology within education is a growing area which is shaping culture and transforming society as a whole. Important to the task of providing a wholistic education is the very real need for schools to empower learners as critical users, consumers and creators of Digital Technologies.

There is no doubt that the expansion of knowledge is ongoing and access to Digital Technologies is essential for effective lifelong learning. Catholic Education has a duty to help learners shape the future in a socially just and life enhancing way.

Here at St Joseph's School, we endeavour to provide all students with very real and significant opportunities to learn about and to be effective and responsible users of Digital Technologies. All computers are networked by wireless and/or data cabling. Students in all year levels have access to computers or chromebooks and appropriate programs as well as printing facilities.

Sport

All children are given the opportunity to participate in the school's sporting program. Organised games and skills development are a regular and important component of the school curriculum. Participation in these programs is compulsory and we confidently anticipate your support in encouraging your child to take part. A note must be given to teachers which details reasons if a child is to be excused.

Swimming

St Joseph's offers a swimming programme according to the Health and Physical Education Curriculum for students in Years 2, 4, 6. It is co-ordinated by our staff in conjunction with swimming instructors at the Atherton Public Pool. All programs are funded through the activities levy as part of your school fees.

School Photos

Professional class, individual and family photos are taken each year. Parents who wish to purchase photos must order and pay for them before they are taken. Details are sent home as soon as they are received from the photographer.

School Excursions

Excursions form an important part of the school program. These are usually class-based and are designed to reinforce and consolidate what the students have been learning. Class notes in conjunction with the newsletter keeps parents abreast of any up-coming excursions. Excursion costs are included in your activities levy.

Custody Matters

Where the school is provided with documentation regarding particular court orders that are in place, the school will make every effort to ensure that such orders are adhered to in accordance with the conditions outlined. Parents are advised that the school will under no circumstances take sides in such matters and can only act on the directions given by a court of law. It is up to the parents concerned to resolve the legal aspects in such cases and to provide the school with written proof of any alterations to decisions, as handed down by the courts. It is also the parents' responsibility to keep the school up to date on any changes to court orders. Unless court orders determine otherwise, the school usually communicates with the parent designated at enrolment as the primary contact person.

Lost Property

It is inevitable that, from time to time, children's belongings will be mislaid or lost. All found items are placed in the Lost Property Box which is located outside the tuckshop door. Parents should encourage children to check the box when items have been lost. Parents are invited to check it at their own convenience. It is essential that all property, especially hats and jumpers, be marked clearly with the child's name. Regular checks are necessary to ensure that the name is still visible. Any unnamed uniform items unclaimed at the end of term will go into the second hand uniform pool.

Uniform Shop

As mentioned in the School Uniform section, the school operates a uniform shop which provides most uniform items. Opening times are advertised in the school newsletter. The uniform shop is also run in the week before school starts in January.

A second-hand uniform pool is also in operation at the school. Parents are encouraged to donate any uniforms/shoes etc. that children may have out-grown.

Bookclub

The school participates in the Ashton Scholastic Book Club scheme. Brochures outlining details of the books and their appropriateness for a child's reading level and interests are sent home to enable appropriate choices to be made and order forms completed. Orders must be handed to the Office in an envelope with the correct money or cheques made payable to the School by the due date.

Tuckshop

The day to day management of the St Joseph's School Tuckshop is overseen by a paid Tuckshop Convenor who is supported by volunteer parents on a roster basis. Currently the Tuckshop operates each Wednesday, Thursday and Friday. The Tuckshop is always on the look-out for additional parent helpers. It's a great way to meet and socialise with other parents as well as provide a valuable service to the school community.

Bus Transport

Bus services to most outlying areas, transport children to and from school each day. A teacher supervises the boarding of the buses each afternoon. A school policy is in place governing essential procedures for managing student departures where they catch a bus. Please consult this policy.

Pedestrian Crossing Supervisors

The Queensland Department of Transport is responsible for the provision of Road Crossing Supervisors. Supervisors currently manage the Alice Street Pedestrian Crossing each morning and afternoon. Parents can promote and support the teaching of road safety by modelling to students the correct use of the crossing. Crossing the roads at the corners of Jack and Alice Streets is a highly dangerous practice, particularly at drop off and pick up times.

Bicycles

Cyclists must wear helmets when riding. On arrival, all bicycles must be placed in the racks provided near the walkway. Bicycles must not be ridden in the school grounds. Borrowing and lending of bicycles is strictly forbidden at all times. Finally, the school can take no responsibility for bicycles damaged or stolen.

Security

It is important that students do not bring valuable items or large amounts of money to school as the school is not able to accept responsibility for loss of damage to these items. When bringing these items is unavoidable, it is suggested that these are left in the office for safekeeping.

Extreme weather conditions

In the event of cyclones or flooding, students will be sent home after parents have been contacted. In emergency situations the local radio stations will broadcast messages with regard to school operation.

Emergency Procedures & General Evacuation Drill

The School has an evacuation procedure in place in the event of fire, bomb threat or natural disaster. The staff and students are aware of the procedures and regular practices are carried out. Evacuation maps and procedures are displayed in all areas of the school.

Sun- Safe Policy

At St Joseph's School, we have a '**Hat to Play**' procedure to reduce the risk of sun-related skin damage. This applies to all playground activities including Physical Education lessons, sports activities, etc.

Student Details

It is important that parents inform the school of any changes in address, contact names, telephone numbers, medical conditions or other particulars stated on the original Enrolment Form. This information must be given to the school as soon as a change occurs for the safety and well-being of your children.

Volunteers

St Joseph's School welcomes the active involvement of parents (and sometimes grandparents or other interested members of the community). We are also proactive in meeting our student protection obligations to ensure student safety is our priority. Under the legislation, parents do not require a Working with Children Blue Card to work as a volunteer to support activities involving their own children. Grandparents and other community members do require a Blue Card in order to volunteer their services at school. All volunteers must undertake mandatory training to work within the school. This training covers Student Protection and other safe work practices at school. This training must be completed annually.

**SHOULD YOU HAVE ANY FURTHER ENQUIRIES PLEASE DO NOT HESITATE TO CONTACT
THE SCHOOL OFFICE
PLEASE CHECK OUR WEBSITE OR THE PARENT PORTAL FOR SCHOOL POLICIES**

WE ENCOURAGE ALL PARENTS TO BE ACTIVELY INVOLVED IN YOUR CHILD'S EDUCATION. YOU CAN DO THIS BY VOLUNTEERING FOR ANY NUMBER OF ACTIVITIES WITHIN THE SCHOOL, FROM TUCKSHOP AND CLASSROOM SUPPORT TO P & F ACTIVITIES, SUCH AS WORKING BEES AND FUNDRAISING EVENTS.



