



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

St Anthony's School, Dimbulah

Motto	To seek, to strive, to find, for love of God.
Address	3 Hyde Street, DIMBULAH QLD 4872
Postal Address	PO Box 128, DIMBULAH QLD 4872
Phone Number	07 4093 5319
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Email Address	principal.dimbulah@cns.catholic.edu.au
Web Site	http://www.sta.qld.edu.au
Total Enrolments	44
Year Levels Offered	P-6
Student Population	Co-Educational
Principal	Ms Kath Porter
Parish Priest	Fr Michael Szymanski PP
Parish Number	(07) 4092 1077





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About our School

St Anthony's Primary School is an integral part of the Catholic Education Diocese of Cairns and the Parish of St Anthony's located in Dimbulah. Our school is situated about 1.5 hours west of Cairns on the Atherton Tablelands.

The school was originally built in 1965 by Parishioners but had the dual purpose as a school during the week and a church on Sunday. In 1966 the school was staffed by the Sisters of St Joseph until the mid 80's when lay teachers were introduced. The school is situated on traditional land of the Barbarum people.

Our school has a welcoming feel with a group of dedicated and motivated parents who assist with the provision of the best educational environment possible for their children to ensure maximum outcomes for student learning. Close relationships exist between the school and the wider community offering outreach opportunities for our students to be active participants in the mission of the Church.

St Anthony's currently offers an educational range from Prep to Year 6. By putting the wellbeing and learning of all students at the centre of our teaching, we focus on individualised learning for all students. The school is committed to the goals of inclusion and diversity within a supportive school environment.

St Anthony's School class structures are multi-age in nature with grouping of students dependent on the curriculum needs of the learner. We provide an Innovative Learning Environment catering for individuals based on each student's own progress and goals. P/1/2, 3/4, 5/6 or P-6 configurations are common and groupings vary according to student progress. The school provides a wide variety of learning experiences for students through following the Australian Curriculum in all Learning Areas and encouraging students to take ownership of their learning by tracking and engaging with their own data.

The school is considered a small rural school with 44 students currently enrolled (as at 2020). Neighbouring schools include Dimbulah State School (Prep-Year 10) and Mutchilba State School (Prep - 6). The closest Catholic Primary School is St Thomas of Villanova (P-6) in Mareeba.

Families are mostly from farming or cattle station backgrounds and some students travel to school from further outlying areas such as Mutchilba and Almaden, utilising the available bus services.

Catholic Life and Mission:

Spiritual Development

The Religious Education element of our whole school curriculum is embedded in the everyday life, relationships and culture at St Anthony's. We recognise the presence of God in our school community in each of our students, staff, parents and in the extended members of our wider school family. The sacredness of our people, their lives and our school life together is affirmed and celebrated. Celebration of liturgies and the Sacraments are an integral part of the formal, public prayer and worship at St. Anthony's. Our staff nurtures conscious and active participation in the prayer life of the school. We aim to develop a variety of approaches to ritualising everyday life in our school using words, actions and symbols in light of the Gospel. Our Religious Education curriculum aims to develop the religious literacy of all of our students to provide a foundation for them to critically inform their participation in the life of their faith communities and in wider society.

In 2020 we were unable to participate in community events due to COVID – 19 including the Dimbulah Lions Festival, Anzac Day and the Great Wheelbarrow Race. Our school community actively plans and implements structures and practices reflective of Catholic social teaching for justice, peace and ecological sustainability.

The school community reflects the diversity of society with families of differing cultural, ethnic and socio-economic backgrounds. The school caters for diverse learning needs within an atmosphere of mutual respect and where individual differences are valued. St Anthony's is an integral part of the Parish community. The spiritual growth and welfare of each student, along with sound educational practices is a shared responsibility of the parish priest, principal, staff and parents under the supervision of both Catholic and Government Educational authorities.



Characteristics of Student Body

St Anthony's is a Catholic Primary school offering a co-educational experience from Prep to Year 6.

With a total enrolment of 44 students in 2020, 15 girls and 29 boys. There are currently 8 students listed on our National Consistency of Data (NCCD), 4 students identifying as First Nations students and 9 students with a language other than English.

A Demographic study conducted in the area in 2018 due to a decline in numbers indicated a drop in families with young children living in the area would filter through the schools in the years to come. Student numbers at Dimbulah State School, Mutchilba State School, Kindergarten and Day Care facility also dropped.

The area has become attractive recently for families from overseas to settle on farms and the trend is an increase in numbers in recent years.

SCHOOL EFFECTIVENESS FRAMEWORK

St Anthony's School conducted a review process in 2019. The following condensed summary of findings and recommendations have been the focus for school improvement in 2020. Due to COVID-19 some of the recommendations will now be actioned in 2021.

Domain 1 – A Lived and Celebrated Catholic Identity

Recommendations:

- Continue to build and strengthen Catholic Identity through the renewal of the Mission, Vision and Values of the school

Action:

- We established a committee to review our school values that will underpin school processes and policies. Through consultation with parents, staff and parish members we have finalised our school values this year and we are working towards revising the Mission and Vision statements with staff in 2021.

Domain 2 – An Explicit Improvement Agenda

Recommendations:

- Measure impact of Professional Learning Teams to improve teaching and learning and align targets and timelines to determine the next stages of learning

Action:

- Provision of teacher release time and setting of targets to align with CES in the area of teaching and learning through Professional Learning Teams was put on hold in 2020 and will be addressed in 2021. Staff have continued to strive for student improvement but have experienced difficulties around continuity of learning through the COVID-19 timeframe.

Domain 3 – Analysis and Discussion of Data

Recommendations:

- Continue to build teacher capacity in using data to inform improved student progress and teaching practices

Action:

- Teacher capacity in reading data to improve student progress and teaching practices is ongoing and will continue to be a major focus in 2021.

Domain 4 – A Culture that Promotes Learning

Recommendations:

- Continue to seek new enrolments to be included in a safe and supportive environment

Action:

- The school has continued to grow in 2020 to 44 students.



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Domain 5 – Targeted use of School resources

Recommendations:

- Continue to develop staff capability in the effective use of technologies in learning

Action:

- Developing capacity in the use of Google Classroom and Zoom meetings for teaching and learning has been a major focus for staff in 2020. Support in this area with Blended Learning through Project Alpha has been provided by CES and will continue to be a focus in 2021.

Domain 6 – An Expert Teaching Team

Recommendations:

- Develop a process for formalised feedback to teachers

Action:

- Expectations around planning are explicit and a curriculum checklist has been developed together with a formal meeting each term with Principal or APRE to review planning and classroom teaching processes.

Domain 7 – Systematic Curriculum Delivery

Recommendations:

- Continue to provide extra release time for teachers to plan and review curriculum units and assessment

Action:

- Extra release time this year has been difficult to sustain due to the availability of relief staff with COVID-19 restrictions. In 2021 staff will continue to be released twice a term to review student data, adjust teaching and learning and review assessment.

Domain 8 – Differentiated Classroom Learning

Recommendations:

- Build staff capacity to further establish and embed classroom practices and strategies to differentiate learning experiences for a full range of students

Action:

- The diversity in student enrolment in 2020 has been supported with Professional Learning opportunities for all staff including school officers in the areas of Disabilities, EAL/D and Behaviour to ensure a school wide consistent approach to understand strategies in differentiating for all learners in the school.

Domain 9 – Effective Teaching Practices

Recommendations:

- Establish and implement an agreed school-wide pedagogical framework
- Build and implement a classroom observation and feedback process to provide timely support and advice on classroom practice

Action:

- Depending on the future focus, Blended Learning and pedagogies relevant to this delivery will be a focus in 2021.

Domain 10 – School Community Partnerships

Recommendations:

- Continue to develop parent and community engagement

Action:

- COVID-19 has meant developing alternate strategies for parent and community engagement to best inform and involve stakeholders in decision making. New strategies such as utilising Zoom meetings for P and F Committee meetings has been explored and will be implemented in 2021 through a television in the library with audio and video capabilities.



School Annual Improvement

In 2020, St Anthony's School through consultation developed the following goals for their School Annual Improvement Plan. The complete document can be found on the CES website.

- Plan and implement pedagogical practices that address **differentiated learning** for all students through tracking, monitoring and reviewing student data in targeted areas of literacy and numeracy. Future direction in curriculum planning will be to cater for the increase in EAL/D students and differentiating for all our learners in a small school setting.
- For students **to sustain growth in writing**. Collecting, analysing and monitoring data to inform best practice in the classroom by using the rubrics created by CES to develop consistency. Develop a Sequence and Scope to reflect current changes in integrated unit plans and to upskill teachers in their pedagogy through working individually with the CES Literacy Coach throughout the year.
- **To embed the Catholic Ethos and Charism** in the school by identifying 'what', 'how' and 'who' in the Religious Life of the School document. Staff engagement and embedding in our planning the charisms of the school with St Anthony and St Mary of the Cross MacKillop.

Distinctive Curriculum Offerings

St Anthony's offers curriculum flexibility in its multi-age setting. Not all students function at an age-appropriate level, so data is collected, individual students are tracked and teaching is differentiated for each student or small group. Class structures are typically P/1/2, 3/4 and 5/6 with very small classes, typically less than 20 students. Class structure flexibility allows students to move within the school and grouped according to their needs.

Extra Curricular Activities

Students are encouraged to participate in extracurricular activities when they are available. Students were selected for District and Peninsular sports in 2019 but 2020 saw events postponed due to COVID-19. Availability of staff and declining numbers continues to restrict availability of activities. Many students travel to nearby Mareeba or Atherton each afternoon to access available facilities. Dimbulah offers soccer, swimming, Tae Kwon Do and horse sports seasonally.

Social Climate

St Anthony's School is committed to ensuring that links are maintained with various agencies, organisations and groups within the wider community. Integral to the mission of St Anthony's School is our commitment to supporting parents as the first and primary educators of their children. We assume the belief that schooling is a partnership operation. Being a small school creates a family atmosphere at St Anthony's. The other benefit of a small school is the capacity for everyone to become involved in the social and family orientated events held each year.

Pastorally our families are close and support each other in times of need. The school has a positive behaviour management system in place in each classroom and any bullying incidents are reported through the staff and then followed up by the Principal with individual meetings with students and parents should the need arise. A school counsellor is available to students and will contact parents regularly to monitor student progress.



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Parent Engagement

St Anthony's School is fortunate to have a significant level of parent involvement within the school community. Parents contribute to and support the school in various ways:

- Participation in school celebrations
- Sporting Events and Carnivals
- Regular Parents and Friends Meetings
- Parent Information Evenings
- Transition Days
- Working Bees and social events
- International Food Day
- Under 8's Day
- Leadership Camps and Excursions
- Catholic Education Week Mass
- Sacramental Program
- Fundraising events such as Wheelbarrow Race, Lions Festival and the Mutchilba Dinner

Parent Satisfaction

The Annual Survey for Parents was based on the school's response to remote learning during Term 2 due to the COVID-19 pandemic and its restrictions. Feedback was sought regarding:

- Engagement in remote learning
- The supporting role in their child's education
- Communication
- Wellbeing
- Timely and relevant information
- Skill development through remote learning

The school used this feedback to enhance student learning throughout Term 2.



Staff Reporting Data

Qualification Highest level of attainment	Doctoral / Post- doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	0	0	6	1	1

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	8	6.50
Non-Teaching Staff	6	4.08
Indigenous	0	0

Professional development	
Funds expended	\$3,346.00
Staff Involved	100%

Major Professional Development Initiatives

In 2020 school funds were not fully expended on teacher release due to COVID-19 but alternative online study courses were sourced. School personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- TREWTH Conference
- APRE Conference
- NCCD Moderation Meetings and Training
- SAIP Team Meetings and Planning
- Student Protection Training
- Workplace Health and Safety Training
- Library Assistant PD Day
- NAPLAN online Training
- Administration Officer PD
- First Aid Training
- EAL/D training
- NCCD training
- Project Alpha – Blended Learning PD
- OLT – Supporting Challenging Behaviour

Attendance & Retention	
Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	98%
Percentage of teaching staff retained from the previous school year	87%



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Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Feedback was sought during Term 2 from Parents and used to enhance remote learning.



Student Reporting Data

Average student attendance rates:

Prep	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
93.06	91.39	90.63	93.42	89.19	93.62	97.57

How non-attendance is managed by the school

The school has a higher percentage of non-attendance than other Cairns schools. As a small school we manage the situation individually. Each extended absence is managed by the Principal in consultation with the individual family. Non-attendance is recorded each day with a phone call to parents for an explanation and offer of assistance if the situation is for an extended period.

Beginning of the school year can be disrupted with flooding each year as many families travel through creeks and rivers to attend school. Flooding has a major impact on attendance in Term 1.

Some families are involved in the running of stock (cattle/horses) and require their children to assist with mustering for an extended time during the dry season. A lack of available transport to a bus service when the family are mustering in a remote area makes their attendance difficult. The school manages these individual absences with confidentiality and sensitivity.

All family holidays outside of school holidays are discouraged and communicated in newsletters and verbal conversations with families.

Student Satisfaction

The Annual Satisfaction Survey for Students did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Student input was sought through the remote learning feedback process.



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NAPLAN

Reading, Writing & Numeracy Results - Year 3, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

Reading, Writing & Numeracy Results - Year 5, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.



Funding Reporting Data

Income 2020

Australian Government recurrent funding	\$1,071,100
State/Territory Government recurrent funding	\$130,105
Fees, charges and parent contributions	\$17,382
Other private sources	\$29,749
Total gross income (excluding income from government capital grants)	\$1,248,336

Deductions 2020

Income allocated to current capital projects	\$0
Income allocated to future capital projects and diocesan capital funds	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$3,842
Subtotal	\$3,842
Total net recurrent income	\$1,244,494