



St Finbarr's School, Quilpie

Catholic co-educational primary school
Diocese of Toowoomba

Annual report 2020

Address	PO Box 34 Jabiru Street Quilpie QLD 4480		Phone number	07 46215200	
email	quilpie@twb.catholic.edu.au		Principal	Genny McNair (Term 1-3) Kara Marsh (Acting Term 4)	
Year levels	Prep-Year 6		Enrolment	31	
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	no	Vacation care	no
Contact person for information about the school and school policies			Genevieve McNair		

The school's mission

We the members of the St Finbarr's School community, aim to create a safe, inclusive and supportive learning environment in which we live Gospel values daily. Through excellence in teaching and learning and exposure to a wide range of educational and cultural experiences, we aim to instil in our students a love and enthusiasm for learning. We aim to support each child's learning pathway and encourage self-knowledge and self-discipline to develop a positive attitude and a resilience of mind and heart.

Distinctive curriculum offerings

Flexibility of curriculum delivery

The Key Learning Areas of the Australian Curriculum are taught across two multi-age classes: Prep to Year 3 and Year 3 to Year 6. Teachers have flexibility in their planning and delivery of the Australian Curriculum with all students receiving instruction appropriate to their individual needs and ability levels. This structure allows for flexibility in learning and teaching, to meet individual student needs, with all students receiving instruction at their ability level through whole class, small group and individual instruction as well as peer tutoring. School officers are fully utilised by classroom teachers to support individual and small group instruction within the classrooms.

Critical and creative thinking

Our students develop skills as critical and creative thinkers and are encouraged to search for answers to questions, to use technologies, people and places beyond the classroom and develop deep understandings of the ideas embedded within the curriculum.

This helps students develop higher order thinking and problem-solving skills and more easily transfer their skills, knowledge and understandings to real-life situations they may encounter throughout their lives.

Values education

Academic learning is enhanced by ensuring students achieve socially, emotionally, spiritually and creatively. Our unique whole school values program investigates topics such as respect, honesty, caring, fairness, determination, responsibility, tolerance, self-respect, resilience and forgiveness.

Students are supported in living these values daily and are given opportunities to practise these in community activities and through our Mini Vinnies group. This develops their understanding of their responsibility not only within their family and school but as members of a much wider community.

The school runs a special “You Can Do It” program that instils confidence in students to help strengthen student self-belief and build their social-emotional skills. The program is student-centred and is a whole-school approach to building resilience, student relationships and wellbeing.

Extra-curricular activities

Extra-curricular programs offered at St Finbarr’s School are designed to enhance students’ academic learning. Students who get involved in additional activities at school learn life skills in a fun and engaging way.

Students learn how to work in a team, make new friends, build courage to try new things and are motivated to do more as they experience success outside the classroom.

Students engage in activities that include sport, the arts, music, community celebrations, social justice projects and regional and district competitions and events.

Extra-curricular opportunities include

- Mothers’ Day assembly and luncheon
- Father’s Day Fun Day
- St Finbarr’s fete - students organise and run stalls with teachers and staff
- Under 8’s day celebrations
- Anzac Day - participation in the community march, service and serving at the ANZAC luncheon
- celebrations of Feast Days including St Joseph, St Patrick and St Mary of the Cross
- prayer assemblies such as Pentecost and Easter and family liturgies
- Remembrance Day - participation with the community
- celebrations of NAIDOC week and Harmony Day
- Catholic Education Week
- school camps including sporting and instrumental music camp, biennial Canberra and snowfields camp.

Community service

The Finbarr's Friends in Action Group raise awareness and funds for charities including the St Vincent de Paul Society, Caritas, Mary Mackillop Foundation and a number of other local and well-known charities.

Social climate (including pastoral care and student behaviour support)

St Finbarr's is a very welcoming and inclusive school. Families play a large role within the school community and are encouraged to work in partnership with staff to ensure the best learning outcomes for students.

A whole school Behaviour Support Plan has been developed in consultation with the school community to support students to reach their full potential through proactive behavioural support strategies and clear expectations of student behaviour.

At St Finbarr's we work closely with parents and families to provide support and care for all students and we are committed to

- providing all students with opportunities to develop positive behaviours and self-discipline within a supportive community
- the implementation of effective learning and teaching strategies that are based on an understanding of child development and pedagogy
- valuing the individuality and dignity of each student and member of the school community
- fostering positive, open relationships of all within the school community.

Each person in the St. Finbarr's community has a right to enjoy a safe and supportive environment free from fear of bullying or harassment. Bullying by any means is not tolerated.

The Australian Student Wellbeing Framework has been adopted to promote the wellbeing of all students. Counselling and Guidance services are available for students through the Toowoomba Catholic Schools Guidance Officer. Our staff have current qualifications in First Aide and have completed Mental Health First Aide training.

Characteristics of the student body

Of the 31 students attending St Finbarr's in 2020, one third identified as Indigenous and 100% of students have English as their first language. 29% of students are Catholic, 13% Other Christian, 10% Anglican, 3% Uniting and 32% did not state or have no identified religious affiliation.

Students come from families who mostly live in town and some from rural properties.

The local demographic is rural/remote and low socio-economic. Most families are employed in service industries including police, hospital, schools, local council and other government agencies. Other families are self-employed or employed in local small businesses.

Parent/carer involvement

As a Catholic school we are committed to nurturing active partnerships with families and providing parents with opportunities to engage meaningfully in the life of the school community as the student's learning journey is enriched through positive, reciprocal relationships and shared responsibility.

Parents are encouraged to

- participate in School Board/P&F meetings
- participate in P&F activities – catering, school fete and mystery holiday, tuckshop, and working bees
- provide feedback through school surveys and forums

- attend school assemblies, family Masses and prayer services with students
- participate in parent/teacher interviews and information evenings
- support their children by attendance at class/school events.

School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at www.myschool.edu.au.

Staff

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	4	4	2
Full-time equivalents	3.2	2.3	0.9

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0%
Masters	25%
Bachelor Degree	75%
Diploma	0%
Certificate	0%

Professional Development (participation and expenditure)

2020 School Budget Allocation: \$2,000

The following information is an overview of staff participation in professional development at St Finbarr's for 2020.

- New teacher induction – teaching and learning, curriculum, OHS, emergency procedures, Code of Conduct, Student Protection,
- Staff refresher training – OHS emergency procedures, Code of Conduct, Student Protection
- Reading Improvement Strategy training and refresher training
- Inspire Maths Strategy training
- Staff Formation and Identity – History and Charism of the school
- Student protection contacts training
- You Can Do It – Social Emotional Learning for All training
- Bishops Inservice Day
- First Aid and CPR
- Learn to Swim and Life Saving
- Early Years Network

- LST Network
- APRE Network
- Principal Forums

Student attendance

Average whole of school student attendance rate (expressed as %)

93%

Student attendance for each year level (expressed as %)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94%	94	99%	94%	94%	89%	90%

Description of how non-attendance of students is managed by the school

Members of the Quilpie community are disadvantaged due to distance. Non-attendance of students can be the result of instances such as flooding, siblings in boarding school, doctors' appointments several hours away or daily distance travelling.

A genuine effort is made by parents and staff to ensure that students have work to complete when they will be absent for extended periods of time.

St Finbarr's completes its roll electronically and this is done in the morning and after lunch. Hard copies of rolls are also kept in classrooms for teacher reference, fire drill and lockdown procedures.

If students are absent from school, parents are required to notify the school. In cases where the student is unexpectedly absent and information from parents has not been forthcoming, the parents are phoned, asked to explain the absence and give an indication of when they anticipate the child will be returning to school. The parents are asked to send a note along with the child explaining the absence when the child/children return to school.

Prolonged absences from school without explanations result in a phone call/meeting with the principal to discuss the situation.

National Assessment Program Literacy and Numeracy (NAPLAN) results

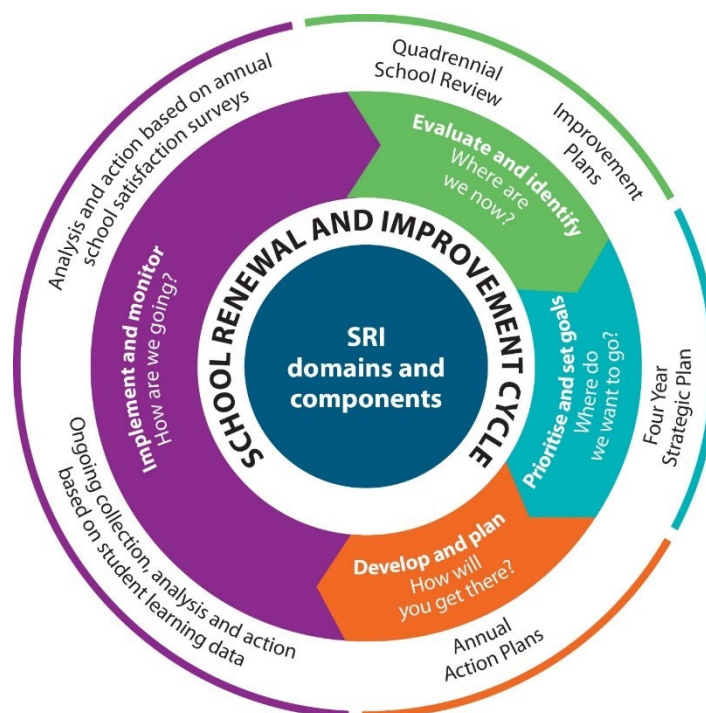
The National Assessment Program Literacy and Numeracy (NAPLAN) did not occur in 2020 due to COVID-19.

School renewal and improvement

Overview of procedures

Since October 2017, all schools/colleges operated by The Corporation of the Roman Catholic Diocese of Toowoomba, have committed to the Toowoomba Catholic Schools School Renewal and Improvement Procedure (SRIP). This adapted a procedure called Excellence in Catholic Education (EiCE) which had been in place since 2012.

The diagram below shows the elements of the SRIP and the relationship between the elements.



SRIP requires all thirty-one schools/colleges to continually self-review their effectiveness using SRI domains and components and develop and implement strategic and annual action plans as a result. The domains and components describe what TCS believes to be the characteristics of a high-quality Catholic school.

As a part of the SRIP all schools also engage in a TCS Quadrennial School Review (every four years) where a panel external to the school but drawn from senior TCS and TCSO personnel works with the school community to review their effectiveness. The panel consists of three or four members, depending on school size, and the panel spends two or three days in the school. Usually seven or eight schools will be involved in a TCS Quadrennial School Review each year.

In addition to the SRIP, schools are required to undertake the Non-State Schools' Accreditation Board's (NSSAB's) review and report annually to the school community to comply with Regulation s.20(d).

Parent, staff and student satisfaction

Biannually, St Finbarr's engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2019 are shown below.

Parents

100% of parents satisfied with children's educational progress at the school.

Staff

100% of staff satisfied overall with educational progress of students.

Students

93% of Years 5 - 6 students satisfied with their learning at this school.