



**St Dymphna's Parish School,
ASPLEY**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Dympna's is a Catholic coeducational school on the north side of Brisbane. St Dympna's Catholic School seeks to provide a quality Catholic learning environment reflecting the Josephite spirit, so that our students are faith filled and prepared to make a difference. We aspire to be a community which truly reflects the vision of God's love for all. This school offers a rich curriculum including religious education, excellence in academic pursuits, a rich arts program as well as many and varied sporting opportunities. Extensive grounds provide diverse play opportunities for children of all ages. Up to date technology is available across the school and is complemented by a modern resource centre incorporating a media room and technology hub.

We enjoy a close, supportive relationship with our Parish. Together we walk in God's Light.

School progress towards its goals in 2021

2021 School Goals included:

Catholic identity

- To depth our school community's spirituality through deeper knowledge and understanding of Catholic tradition and anthropology.

St Dympna's continued to be a Dialogue School with a team participating in Year 2 of the retreat program and bringing feedback home to the school community. From this initiative it was decided the staff would participate in the Spirituality Formation modules. Two were completed during 2021, and this process will continue into the future.

Parent Education through APRE notes in newsletter about church seasons and celebrations.

Catholic Perspectives were considered across all subject areas during planning times.

Learning and teaching

- To optimise every student's progress and growth with a specific focus on Literacy and Numeracy and to ensure that classroom teaching practices reflect the Australian Curriculum.

St Dympna's continued to plan, assess and report using the Australian Curriculum in all learning

areas. The BCE Model of Pedagogy informed collaborative, responsive short cycle planning with a focus on unpacking cognitive verbs in the Learning Intentions and differentiation opportunities based on reviewing student data. The importance of unpacking vocabulary in all subject areas continued to be a focus. Moderation of work samples and the use of ACARA documents provided opportunities for consistency of reporting. Feedback strategies will be a focus in 2022.

A focus on developing Assessment Capable Learners supported student engagement and success in NAPLAN and online learning during COVID.

Professional development in Numeracy using BCE module resources was commenced (Modules 1 & 2) and continues in 2022 with the support of a BCE EO- Mathematics to embed practices in planning, curriculum delivery and assessment.

External extension opportunities offered to students were well supported and very successful.

The three cross curricula priorities within the Australian Curriculum were strongly considered during planning sessions.

Relationships and wellbeing

- To sustain a safe and supportive learning and teaching culture where human potential is nurtured and encouraged.

St Dympna's staff continued to implement PB4L strategies. The APA conducted action research across the lower grades using a model for Social Thinking skills to support student and staff wellbeing. The Learning Support Team offered 'structured play' activities for children needing to develop the social skills to engage successfully with peers in the playground.

The school continues to promote our school saint as patron for Mental health and Wellbeing and participates in Wellness Week during the middle of each term. The Guidance Councillor was proactive in resourcing mindfulness activities to support students and staff.

St Dymphna's - EXPLICIT IMPROVEMENT AGENDA 2022 (EIA)



According to the National School Improvement Tool (NSIT), "the school leadership team and/or governing body establish and drive a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement need to be set and communicated to parents and families, teachers and students, with accompanying timelines" (ACER 2012, p. 2).

The evidence-based School's Explicit Improvement Agenda (EIA) should focus, and to some extent narrow and sharpen the whole school's attention to core learning priorities.

Improvement Area: Implement consistent pedagogy in mathematical problem solving

Strategies	Specific strategies for improvement	Monitoring the improvement area	Responsibilities and accountabilities	Timelines (3, 6 or 12 months)	Resources	Improvement targets/success measures	School targets
	What are the strategies the school will implement to address the improvement focus?	What will be the expected outcome/impact? How will we monitor to know we are on track to success?	Who is responsible for this action? Who will need to be involved?	What is the expected timeframe for the improvement focus to have an impact? What milestones are anticipated? Is a phased approach needed for change to occur? If so, what are the phases?	What support, structures or other resources are needed to enable these actions and strategies?	Specific improvements sought in student performance. What evidence or targets will be used to measure this impact?	
Problem Solving Strategies	<p>Provide Professional Development (PD) in evidence based effective practices in mathematics - Key Dimensions No 3 Problem Solving</p> <p>Document whole school identified mathematical problem solving strategies so students have a problem solving process and the agency to use it.</p> <p>Name a school-wide pedagogical approach for the teaching of problem solving (LESR)</p> <p>Engage with BCEO staff to ensure alignment with the new Australia Curriculum</p> <p>Continue to enhance Assessment Capable Learners (ACL) strategies.</p>	<ul style="list-style-type: none"> All Teachers have a mathematical problem solving goal in their PLP Teachers will be able to articulate evidence based effective practices Teachers will be able to formulate ways that they will embed these practices in the classroom and use feedback to move the learning forward. Students are able to articulate a range of problem solving strategies Classrooms have evidence of problem solving anchor charts Evidence in planning of LESR 	<p>PLL to lead</p> <p>planning sessions</p> <p>from week 6 Term 1</p> <p>1</p> <p>Principal to assist</p> <p>in planning</p> <p>sessions All</p> <p>Teaching staff</p> <p>PLL with Teachers</p>	<p>Planning Cycle from week 6 Term 1 (EIA)</p> <p>Term 2 Problem Solving Twilight</p> <p>Full engagement terms 2 and 3</p> <p>Targets/ success measures evident Term 4 week 3.</p>	<p>Utilise expertise from outside sources e.g. BCE EO Michael Cinni, Peter Sullivan (Resources)</p> <p>Develop PPT for school based practices to utilise for staff development</p> <p>Release time for teachers to work with PLL to plan for strategies in the classroom.</p> <p>Published materials –</p> <ul style="list-style-type: none"> APSMO materials (3-6) SPIRE AMTA MAV 	<p>Target the number of students achieving a "C" standard or above in Mathematics to 85%.</p> <p>(P-2) Children can engage in a mathematical conversations to solve a simple problem.</p> <p>98% of students in year 3-6 achieving - .55 or above effect size in PAT M.</p> <p>Triangulation of student achievement data across mathematics (NAPLAN, PAT M and SRS)</p>	<p>100% classroom teachers are confident and competent in utilising the expected school-wide practices by the end of Term 3.</p> <p>100% teachers engaging in focused teaching practices that enhance the teaching of problem solving by the end of Term 3</p> <p>As evident in LW&T's >80% of students can:</p> <ul style="list-style-type: none"> Refer to problem solving anchor charts Articulate a problem solving strategy that have used successfully Identify an alternative strategy that they could try

Our school at a glance

School profile

St Dympna's Parish School is a Catholic school administered through the Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	649	352	297	3

Student counts are based on the Census (August) enrolment collection.

St Dympna's is a diverse school community. The student population draws from across the globe, Europe, North America, South America, Africa and Asia. This means a diversity of faiths as well. Apart from various Christian faiths including Anglican, Baptist, Lutheran and Orthodox, we also have Hindu, Sikh, Buddhism and Islam. Priority during enrolment is given to Catholic families. The school successfully caters for the diverse needs of the student body. In 2021 there were a number of students with a disability as identified through the state EAP criteria and Commonwealth NCCD criteria. From prep to year 6 the curriculum is adjusted to meet the needs of learners. Approximately half of our prep students each year are siblings, and we have some second and third generation families. Our reputation within the area is enviable. Many students have one or two siblings at St Dympna's School. Our students attend a wide array of secondary schools, Catholic, Independent and State. There is significant interest from families in the new coeducational college, Holy Spirit College which will open in 2022. Most students draw from Aspley as well as the surrounding suburbs of Carseldine, Bridgeman Downs, Zillmere, Geebung, West Chermerside and McDowall.

Curriculum implementation

Curriculum overview

St Dympna's curriculum is planned directly from and informed by:

- the Australian Curriculum (ACARA)
- the Religious Education Guidelines of the Archdiocese of Brisbane which this year included reviewed Scripture Texts (2021)
- Brisbane Catholic Education Learning & Teaching Framework and Early Years Policy
- Brisbane Catholic Education's Model of Pedagogy
- Brisbane Catholic Education's Effective & Expected Practices.

School, Year level & Class level planning focuses on:

- Religious Education Planning focused on teachers becoming familiar with updated Core Scripture texts
- Establishing positive classroom environments to engage learners
- Collaborative planning and moderation
- Ongoing responsive cycles of learning and teaching based on data sources
- Teaching explicitly and differentiating to move each student's learning forward towards the success criteria
- Latest research in how to improve student learning
- Developing the Literacy of all subject areas
- Delivery of quality online learning opportunities (COVID response)
- Online support for parents during online learning due to COVID.

Assessment & Reporting

Assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. Students are assessed against the ACARA achievement standards that:

- provide an expectation of the quality of learning students should typically demonstrate by a particular point in their schooling
- emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply knowledge expected of students
- comprise a written description and illustrative student work samples
- support formative and summative assessment practices
- provide a basis for consistency of assessment and reporting (Shape of the Australian Curriculum v 2.0, 2010, 77)
- Review of formal report template to include A – E scale.

Extra-curricular activities

- Extensive music program including the opportunity to learn an instrument from year 2 in strings (violin, viola, cello) band instruments (flute, clarinet, saxophone, trumpet, trombone, percussion) keyboard, piano and guitar and/or join one of the four choirs
- Zone 6 & District Sport opportunities
- Camps – Outdoor education Year 5 & Moreton Island Year 6
- Leadership programs for senior students
- Under 8's day
- ICAS assessments
- Brainways Gifted & Talented Competitions
- STEM activities
- Public Speaking Competition – All Saints, Albany Creek
- Debating – Qld Debating Union Primary competition
- APSMO Maths Olympiad (Years 5 & 6) Maths Games (Year 4 Extension)
- Problem Solving Competition – All Saints Albany Creek.

Other Initiatives

St Dymphna's has established a RAP working party whose responsibility is to create and implement Reconciliation Initiatives within the school community.

How information and communication technologies are used to assist learning

In partnership with parents/carers, students are empowered to become digital citizens through the development of knowledge and skills to use and apply information communication technologies in real life tasks. These tasks include accessing and organising information, problem-solving, decision-making, communication, creating and reasoning. There are both benefits and challenges in the use of information technology, especially in online environments. We partner with parents/carers to foster a safe ICLT environment.

St Dymphna's School takes a whole school approach to digital citizenship. All students in Years 1 to 6 participate in a structured program introducing age-appropriate aspects of digital citizenship such as online safety and security, accessing online content, use of social media, communication and publishing. All students are also asked to sign a statement at the beginning of each school year to demonstrate an awareness of the expectations of ICT use. Parents/Carers are asked to sign this statement at this time as well.

The children of St Dymphna's School are provided with every opportunity to experience 'technology' in all its forms. They are assisted to develop the skills necessary to meet the demands of the present and future. The school has invested significantly to provide the infrastructure and ready access to relevant technologies for all students as appropriate for their learning needs. This has allowed students to present their knowledge and skills in innovative and creative ways. We have a one-to-one iPad program

for Years 1 to 6 and Prep students have easy access to technology. Technology related playtime activities are also offered.

Students with identified needs/disabilities have access to specialised technology support/programs e.g., iPad Accessibility, Read Write Gold, dyslexic keyboards, Speech to Text, Scario pen, Spelling Aid to support differentiation in accessing the curriculum.

Social climate

Overview

The social climate of Saint Dympna's school is welcoming and harmonious. Using our School Vision and Mission statement as a guide we set out to maintain a safe and supportive learning environment for both our staff and students. Following BCE guidelines around 'Positive Behaviour for Learning' we developed our own school expectations which build on our school motto to 'Walk in God's Light'.

At the beginning of each year class covenant expressing agreed upon expectations are established. The staff also develop an annual covenant which is expressed as a commitment to the school community.

Beginning each week as a whole school with our School Prayer and recital of the school's behaviour expectations builds both community and a desirable school climate. This is reinforced at school assemblies where students' efforts and attitudes are recognised and rewarded, including a special 'Kids in the Candle' awards given each fortnight to one member of each school house colour. There is a lucky draw from the WALK tickets given to students by staff over the past fortnight for those particularly demonstrating our 'WALK'.

Social and Emotional learning skills are promoted within a structured Buddies program at our school which is overseen by our Student Support Team (SST). This program draws on the best resources to support students in developing the appropriate soft skills needed for learning.

These initiatives result in a learning culture where there is very little need for the use of anti-bullying strategies. What we do offer for children having some social difficulties or anxiety is a Supported Play program which our Support Staff manage at play breaks. The employment of a full-time guidance counsellor lends support in responding to a diverse range of social and emotional needs within the student body. There are also opportunities for structured supervised play within our Library and School Hall. Any antisocial behaviour is addressed by responding to student needs through the implementation of Targeted and Personalised support.

We take the issue of wellbeing very seriously and midway through each term have a Wellness Week to highlight ideas to promote wellbeing and to remind us to slow down and draw breath and take some time out. For example, we encourage meditation, nature play and creativity as well as checking in if others are 'OK'.

Our school also has a parent Pastoral Care network.

The Parents and Friends Association have sub committees that plan social activities as well as fundraise. Parents are regularly invited to participate in grade level or whole school celebrations and events, as well as to volunteer with classrooms activities, though this was restricted during 2021 due to Covid regulations.

The whole school community supports the parish Christmas appeal donating both food and gifts.

St Dympna's has a unique relationship with pre-prep providers whom we meet with annually to support students' transition to school.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	98.2%
School staff demonstrate the school's Catholic Christian values	99.1%
Teachers at this school have high expectations for my child	95.6%
Staff at this school care about my child	97.4%
I can talk to my child's teachers about my concerns	100.0%
Teachers at this school encourage me to take an active role in my child's education	93.9%
My child feels safe at this school	96.5%
The facilities at this school support my child's educational needs	98.3%
This school looks for ways to improve	91.7%
I am happy my child is at this school	96.5%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	93.4%
I enjoy learning at my school	97.9%
Teachers expect me to work to the best of my ability in all my learning	95.8%
Feedback from my teacher helps me learn	94.2%
Teachers at my school treat me fairly	93.2%
If I was unhappy about something at school I would talk to a school leader or teacher about it	82.7%
I feel safe at school	92.7%
I am happy to be at my school	93.2%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2020
Working at this school helps me to have a deeper understanding of faith	94.0%
School staff demonstrate this school's Catholic Christian values	90.0%
This school acts on staff feedback	95.8%
This school looks for ways to improve	95.9%
I am recognised for my efforts at work	84.0%
In general students at this school respect staff members	96.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	98.0%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

We invite the parents to be present at as many functions and events as possible throughout the year, in particular to prayer, ritual and celebration such as fortnightly assemblies which begin with prayer and include the giving of student awards. Beyond school hours and to further connect with the parish we have a monthly school\parish joint children's mass.

Parents are encouraged to attend and support various school events. In 2021 this was difficult at times due to Covid restrictions. Other events include our annual Performing Arts Day and Christmas Carols.

Guest speakers and volunteers could not access the school. The school's biggest community event is the annual fair which was cancelled in 2021 due to COVID restrictions.

St Dympna's School welcomes students with diverse needs. Parents and school personnel meet regularly to develop and modify goals to assist students to access the Australian curriculum.

Pre prep providers are invited to St Dympna's School to discuss the skills that students need to successfully transition to a school community.

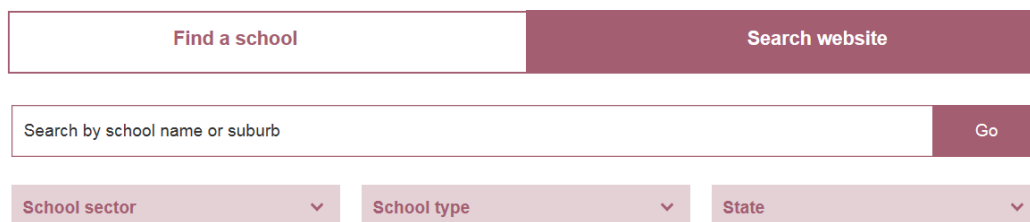
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	46	38
Full-time Equivalents	40.2	17.7

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	14
Graduate diploma etc.**	6
Bachelor degree	21
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 was \$12,000. Most of this learning was facilitated at school level due to the pandemic.

The major professional development initiatives were as follows:

- Staff engaged in improving their ICLT skills to effectively use a variety of online platforms to deliver home schooling.
- Assessment Capable Learners.
- Unpacking and implementing the revised Scripture Texts for the RE Curriculum.
- Spirituality Formation Modules.
- Fostering positive Mathematical Mindset.
- Embedding Effective and Expected practices.
- Accessing support for students with needs - unpacking the school's curriculum plan with a focus on support procedures and processes.
- Participated in NCCD moderation process and mastering ENGAGE platform for data collection.
- Responding to student behaviour needs and the use of the PB4L strategies.
- Skilling and building teacher capacity to include evidence of differentiation as part of the regular planning cycle.
- Structured Word Inquiry
- Mathematical Problem Solving.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	95.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.1%

Average attendance rate per year level			
Prep attendance rate	94.8%	Year 4 attendance rate	95.7%
Year 1 attendance rate	95.8%	Year 5 attendance rate	96.2%
Year 2 attendance rate	95.1%	Year 6 attendance rate	96.8%
Year 3 attendance rate	94.8%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

St Dymphna's recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic outcomes. Our school has a responsibility to record student attendance and respond to instances of irregular attendance. It is important for our school to investigate the patterns and underlying causes of nonattendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Class rolls are marked twice per day:

- AM rolls by 9.00am
- PM rolls after second break and by 2pm

This is monitored by the office staff.

An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school. An SMS message will be sent to the Main Contact by approximately 9.30 am each day. Class teachers will follow up any unexplained absences by contacting the student's Legal Guardians.

Extended absences (non-health related) of more than 10 consecutive school days will require prior approval from the principal.

Late Arrivals and Early Departures

A student is considered to have arrived late any time after the 8.30am bell. All students arriving late must be signed in by a Legal Guardian at the School Office and will be given a late slip. This slip needs to be presented to the teacher when arriving in class. If they do not have a late slip, they are to be sent to the school office to sign in. The late arrival information will be entered by office staff. School Office staff will contact the Legal Guardian of any student arriving late unaccompanied. As with Late Arrivals, all students leaving early must be signed out at the School Office by a Legal Guardian.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

5. Click on the *My School* link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field on the left with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right of the search bar.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.



8. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.