

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

Annual Report 2019

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



Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

A major focus for St Dympna's is the continual development of excellence in learning and teaching to ensure that all students are making progress. Data collected across each year level each term tracks the progress of every student. Implementing Brisbane Catholic Education's Expected and Expected Practices supports this goal. Ensuring that the school Catholic identity is maintained as a focus influences daily practices of support which ensure the wellbeing of all community members is considered. A highlight for 2019 was the development and launch of a new school logo which captures the school history and Curriculum differentiation and diverse pedagogical practices support the needs of all learners promoting excellence, progress as well as student voice. We will continue to work on attendance promoting family holidays during the school holidays rather than during term time.

Goal	Progress
To continue to develop excellence in learning and teaching	Achieved
To continue to develop the school's Catholic Identity	Achieved
By the end of November 2019 90% of year 3 to 6 students will have a Writing Analysis score of 20 to 24.	Achieved
Increase student voice in our culture for learning.	Achieved
By the end of 2019 year three attendance will be 90% or higher	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in maintaining a strong Catholic identity that reflects the school's current community and Josephite charism.

St Dympna's will maintain momentum to continue its excellence in learning and teaching. The school will focus on continuous improvement in high quality teaching and learning that is responsive to learner needs and will continue to develop teacher capacity in the use of core pedagogies.

Being a collaborative community that pursues innovative and high-quality practices, we will endeavour to increase parent engagement and partnerships.

The school will continue to implement the master plan for our building program and catering for a 21st century learning environment.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	676	376	300	1

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

Characteristics of the student body

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. We have a small group of children with indigenous heritage. The school successfully caters for the diverse needs of the student body. In 2019 there were 73 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. Some of our boys leave St Dympna's at the end of year 4 to attend the nearby boys' colleges such as Padua, St Joseph's Nudgee and St Patrick's Shorncliffe. The girls complete their primary schooling at St Dympna's leaving at the end of year 6 to go to St Rita's, Mt Alvernia, All Hallows and Mary McKillop College. Some of our students move onto the local state high schools.

Most students draw from surrounding suburbs such as Carseldine, Bridgeman Downs, Zillmere, Geebung, West Chermside and McDowall.

Curriculum delivery

Approach to curriculum delivery

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

- the Australian Curriculum (ACARA) - in the learning areas of Mathematics, English, Humanities and Social Sciences (HASS), The Arts, Technologies, Languages and Health and Physical Education (HPE).
- the Religious Education Guidelines of the Archdiocese of Brisbane
- Brisbane Catholic Education Learning & Teaching Framework and Early Years Policy
- Brisbane Catholic Education's Model of Pedagogy - *Focus* on learners and their learning; *Establish* clear Learning Intentions & Success Criteria; *Activate* multiple ways of knowing, interacting and multiple opportunities for practice; *Respond* with feedback that moves learning forward & *Evaluate* the impact of teaching on student achievement and success
- Brisbane Catholic Education's Effective & Expected Practices

School, Year level and Class level planning focuses on:

- Religious Education that nurtures the faith life of all students through opportunities to be involved in prayer and liturgy & opportunities to support local charity community groups
- Establishing positive classroom environments

- Collaborative planning- Years 3-6 teachers worked with BCE Education Officers in semester 2 as part of a Nudge Project Initiative to develop short cycle English plans that align with BCE Learning & Teaching policies & practices
- Ongoing responsive cycles of learning and teaching
- Teaching explicitly, and differentiating to move each student's learning forward towards the success criteria
- Latest research to improve student learning
- The use of Learning Intentions and Success Criteria to support students
- Developing the Literacy of all subject areas

Teachers are encouraged to visit other BCE schools to observe practice. Teachers in the Early Years have opportunities throughout the year to share practice and network with other Early Years teachers facilitated by Education Officers. St Dymphna's School provides professional development for staff to support school strategic goals, BCE initiatives and Queensland College of Teachers professional standards and conduct.

A number of students draw from families for whom English is a second language. These students are supported by a specialist teacher.

The school's Student Support Team works to support teachers to make the necessary curriculum adjustments to assist students with additional learning needs. Support plans are developed to personalise the curriculum access for these students. Plans are reviewed on a regular basis.

Assessment and Reporting

Assessing student learning is an integral part of the school's Learning & Teaching program. 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)

Brisbane Catholic Education's Monitoring Tools are used every term across the school (P-2 PM Benchmarks and Years 3-6 Writing Analysis) to capture student progress and achievement. This data is analysed and discussed within the school and with schools within our cluster at regular points throughout the school year.

At St Dymphna's School, reporting student progress and achievement follows current Australian Government legislative requirements:

- an opportunity for parents to meet with the child's teacher at least twice a year
- a written report to parents at least twice yearly that includes each learning area or subject studied, against achievement standards using a five-point scale
- an offer of information on a child's achievement relative to the child's peer group (cohort data)

Co-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 4 choirs
- Zone & District Sport opportunities
- Debating (Upper Primary)
- Speech & Drama opportunities
- Camps – Outdoor education (Yr 5 & visit to Canberra Yr 6)
- Leadership programs for senior students
- Under 8's Day
- ICAS assessments
- Opportunities for high achieving students to participate in extension programs both within and outside the school
- Chess

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. Students participate in STEM activities that incorporate ICT throughout the year. The school holds an annual MAKER Festival as well as structured and open-ended learning opportunities in coding and robotics. As part of the home/school partnership we need parents/carers to foster an ICT environment outside of school that relies on parental permission and supervision of student ICT use.

St Dymphna's School takes a whole school approach to digital citizenship. All students in Years 1-6 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. Students 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 continued to invest significantly to provide the infrastructure and ready access to relevant technologies for all students as appropriate for their learning needs. We have a one-to-one iPad program for Years 3 – 6 and Prep - Year 2 students have access to shared banks of iPads for classroom use. Multiple sets of iPads and laptops are available for use by all year levels. Lunchtime activities e.g. Scratch Club are also offered.

Teachers are offered opportunities to participate in ICT Professional Development to enhance learning and teaching in the classroom. Students with additional learning needs have access to a range of Apps and assistive technology that supports their access to the Australian curriculum. All this is supported by a fulltime technical officer who ensures the school's capacity and creativity is enriched to enhance learning opportunities for students and teachers.

St Dymphna's participated successfully in NAPLAN Online and other digital assessments in 2019.

Social climate

Overview

The social climate of Saint Dymphna'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, while presented in the form of a matrix, we call our St Dymphna's WALK. This builds on our school motto to 'Walk in God's Light'.

At the beginning of each year this matrix is revisited at the appropriate level for each grade and each class comes up with a Covenant expressing agreed upon expectations. The staff also have an annual covenant which is expressed as a commitment to the school community.

Starting each day as a whole school with our School Prayer builds both community and a desirable school climate. This is reinforced at School Assemblies where students efforts and attitudes are recognised and rewarded, including special 'Kids in the Candle' awards for those particularly demonstrating our 'WALK'.

These processes are so successful that we require 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. 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 individual support.

Social and Emotional learning skills are promoted within a structured **Buddies** program at our school which is overseen by our Student Support Team (SST).

Our SST is responsible for supporting differentiation and whole-school inclusive approaches implemented to support the diverse range of students. We have an innovative whole school approach to curriculum planning which includes extensive input from our inclusive education team. We have developed a great use of

structures and procedures to record and manage student support in line with the BCE **ENGAGE** tool. This drew praise within our External Review and from the NCCD process.

The recontextualization of **St Dympna**, our namesake, from patron saint of mental illness to **Patron for Wellbeing** at our school has been a highlight of our work about Catholic Identity. We have a new school logo which reflects our history, teaching, learning and student support.

Each term we have a **Wellness Week** where we pause to focus on meditation and wellbeing. Each Wednesday we have **Wellbeing Wednesday** which extended from Active Travel 'Walking Wheeling Wednesday' to include other initiatives focusing on healthy us and a healthy environment. For example: healthy package free lunches, composting and recycling. Our staff are becoming more active in promoting sustainability and gardening is being included as a play time option.

Our Buddies program, which occurs at least every second Friday afternoon, develops the **Social and Emotional Capabilities** from within the Australian Curriculum.

Each class in our school has a **Pastoral Care Parent** which forms a group of interested parents to liaise with the staff and community to ensure 'we never see a need without doing something about it'. Families can help each other with meals, transport or childminding. Within school newsletters we offer prayer intentions, share condolences for any deaths and congratulations for any births.

The Parents and Friends Association have sub committees that plan social activities and also actively fundraise. A huge and very enjoyable community event is our annual School Fair. Parents are regularly invited to participate in grade level or whole school celebrations and events, as well as to volunteer with classrooms activities.

Once a month the older students visit the local Respite Centre as well as serving morning tea for Aspley Care, a parish welfare group. This is part of our connection to the Parish and those in need. Each grade level also participates in a monthly weekend Mass throughout the year.

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

We have visits from and connections with local councilors and the state and federal members, as well as Parish Groups, who support awards at our year six graduation celebration each year.

We set the scene as a welcoming school promoting partnership and wellbeing from the moment a family enrolls in our school. The interview process includes hospitality and a tour of the school by senior students. The orientation program incorporates parent education, including our wellbeing initiatives, and a welcome package including a piece of quality literature to support students' transition to school.

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

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	91.0%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	86.9%
Religious Education at my school is interesting and engaging	79.8%
I see school staff practising the values and beliefs of my school	82.1%
My school looks for ways to improve	93.2%
Students at my school are encouraged to voice their concerns or complaints	80.7%
Teachers treat students fairly at my school	83.0%
Teachers recognise my efforts at school	80.0%
I feel safe at school	92.1%
My school helps me to respect the needs of others	96.6%
I am happy to be at my school	92.0%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	100.0%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	98.3%
Religious Education at this school is comprehensive and engaging	96.4%
I see school staff practising the values and beliefs of this school	96.6%
This school is well managed	87.7%
My concerns are taken seriously by the school	92.9%
This school is a safe place to work	100.0%
This school has an inclusive culture	94.9%
This school has a culture of striving for excellence	98.2%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	96.6%
Overall, I am happy with my decision to work at this school	98.3%

'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

Families are welcome to be partners in the education of their children. We offer parent information sessions about how this can happen during the Orientation process and early in the Prep school year. All classroom teachers communicate this with their parent body.

Volunteers are welcome and required during many aspects of school life. Parents need to complete the compulsory volunteer online training to be volunteers. Parent Interviews are held at least twice a year though can be more frequent for some families.

Being involved in the Parents and Friends Association is strongly encouraged as is making connections through social activities.

Our school has a Pastoral Care Parent network with a representative from each class.

We are very involved in the Parish community through monthly family masses and support of both Aspley Care and the Respite Centre. We maintain contact with the local politicians and access community events.

There is a high level of consultation with parents of students requiring additional support to engage the curriculum. The school's Student Support Team works to support teachers to make the necessary curriculum adjustments to assist those students. Support plans are developed to personalise the curriculum access for students. These are reviewed on a regular basis.

Environmental footprint

Reducing the school's environmental footprint

Reduce AC costs and improve ecological awareness and local native biodiversity.

Improve the natural light penetration within buildings to reduce reliance on artificial lighting and improve indoor environment quality. Increase facade shading to reduce heat stress.

Save 61% compared to previous lighting costs, accelerate and replace with the LED approach.

Reduce incidence, cost, and impact of waste.

Years	Electricity kWh
2019	227627

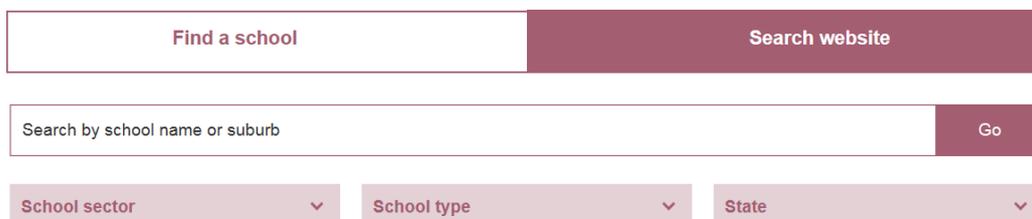
School funding

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 our 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.



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	48	40
Full-time Equivalents	42.1	19.2

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Graduate diploma etc.**	3
Bachelor degree	34
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$121 000.

The major professional development initiatives are as follows:

- Catholic Perspectives within each subject area of the ACARA curriculum
- Staff Formation and Spirituality workshops
- Annual pilgrimage to Mary MacKillop Place and the Jewish Museum.
- Teachers participated in curriculum alignment and planning workshops
- Teachers attended literacy pedagogy workshops
- Teachers worked with BCE education officers to implement the model of pedagogy in cycles of teaching
- Leadership team members attended the Differentiation Conference at the University of NSW
- Digital Skills Program attended by teachers and ICT personnel
- Tiers of Vocabulary workshop for literacy teaching
- Leadership Conference/Strategic planning
- STEM workshops
- Health and Relationships and Sexuality Education workshops

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.3%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 85% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	93.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	96.2%

Average attendance rate per year level			
Prep attendance rate	93.9%	Year 4 attendance rate	94.1%
Year 1 attendance rate	92.6%	Year 5 attendance rate	92.9%
Year 2 attendance rate	93.7%	Year 6 attendance rate	92.4%
Year 3 attendance rate	93.0%		

*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.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

Description of how non-attendance is managed by the school

Rolls are marked twice daily, first up in the morning and again in the afternoon. Parents of students who are not accounted for in the morning are sent a text message and if there is no response this is followed up

with a phone call (by office staff). Students who have a high level of absences are monitored by the Guidance Counsellor and Principal and engagement with parents is attempted (via phone call, email and letter). Consultation with BCEO – Wellbeing and the school’s Student Protection Officer is conducted for cases where there is persistent non-attendance. ‘Attendance Counts’ posters are displayed throughout the school and the importance of school attendance is communicated to parents in newsletters, briefings and face-to-face meetings.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	444.4	432.3	530.9	506.0
Writing	446.0	423.1	502.7	473.9
Spelling	436.8	418.7	534.3	500.7
Grammar and punctuation	457.2	439.8	550.7	499.1
Numeracy	425.9	408.1	516.6	495.8