St Dympna's Primary School is situated at Aspley, an outer northern suburb of Brisbane. The school draws its students mainly from the suburbs of Aspley, West Chermside and Bridgemann Downs. St Dympna's school was established in 1963 as part of the parish of Our Lady and St Dympna's, Aspley. The school sits on a large campus (4.2 hectares) which affords well-planned buildings surrounded by extensive playgrounds and fields. The school is held in high regard within the local community with high demand for enrolment placements. The school is fully air-conditioned.
Characteristics of the student body

St Dympna’s is located in the northern suburbs of Brisbane with a large majority of students living in and around Aspley, Bridgeman Downs, Carseldine and Zillmere. There is some ethnicity within the school population with students from India, Timor, Italy, Germany, Slovenia, Sudan, South Africa, China, Egypt, Japan, Malaysia, Sri Lanka, Vietnam, Chile, Papua New Guinea, to name some. These students receive extra support in English as a second language by BCEO personnel in addition to support from staff and parents. The school also offers cultural diversity with a Japanese specialist teacher in the upper primary years. Multi-ethnic celebrations and learnings are supported and promoted within our school. An inclusive environment is both valued and stated in our school Vision and Mission statement.

Our student body is coeducational and consists overall of approximately 96 more girls than boys. Sixteen boys left St Dympna's at the end of Year 4 to attend the primary section of boys secondary schools. This created enrolment places for students who have remained on our waiting list. We actively educate parents on the benefits of keeping their boys at St Dympna's until the end of year 7 for both educational and social reasons.

Our distinctive curriculum offerings

St Dympna’s places very high expectations on the quality of education offered to the students in our school. With a clear vision for learning, the school delivers high quality teaching and learning in all areas of the curriculum with the implementation of the Australian Curriculum the current priority. The integration of planning, learning, assessment and reporting is good educational practice and, at St Dympna’s, emphasis is placed on maintaining high standards and high connectivity in all these areas. Literacy and Numeracy remain a clear focus within the school with teachers and staff offering excellent programs and high expectations in these areas.

The learning needs of each student are the central focus of all planning, learning experiences and assessment practices. The school maintains comprehensive data collection and analysis practices to ensure students are properly identified and supported in the learning process. Clear intervention programs for those children identified with learning difficulties are offered with the support of the Learning Support staff and additional learning opportunities are offered for children identified as part of our Gifted and Talented Program.

The school is committed to the provision of relevant technology to enhance learning and a significant part of our budget is allocated to ensure appropriate purchasing, maintenance and professional learning for staff in this area. Interactive Projectors and the use of class laptops are central to the integrated curriculum offered at St Dympna’s.
Extra curricula activities

St Dympna's offers an extensive extra curricula program offering students opportunities in many areas of the arts as well as sporting activities. The school offers an excellent music program with hundreds of children involved in one of our five choirs, our School Band, our Strings Orchestra, our guitar program and/or piano tuition. Performances at music festivals, school Choral and Performing Arts days and school functions occur throughout the school year.

Students at St Dympna's have the opportunity to participate in many different sports throughout the year. Through our affiliation with the Bramble Bay Association, Zone 6 Catholic School Competitions and other organisations, our students have the opportunity to participate in competitions in a variety of sports such as swimming, netball, touch, Rugby League, Athletics and Cross Country.

Private speech and drama lessons and debating are also offered at St Dympna's.

How Information and Communication Technologies are used to assist learning

St Dympna's continues to invest heavily in ICLT. The school boats excellent infrastructure which supports learning through ease of access to the different technologies for students and staff. The use of ICLT is integrated into the learning process through the comprehensive planning of the teachers. The school has developed an ICLT Policy which highlights the continuing development of the infrastructure, the quality of learning through integration with ICLT and the Professional Learning to be undertaken by staff to ensure high standards of teaching and learning.

The school has an extensive range of laptops at a ratio of approximately 1:2 as well a technology room. Each classroom has an Interactive Projector which allows for extensive interaction of the students with a variety of learning experiences. Ongoing Professional Learning regarding the use of all technology within the curriculum is seen as essential.

Social climate inclusive of pastoral care and our response to bullying

Our Vision and Mission Statement articulates that we are a community that truly reflects our vision of God's love for all. As a school established by the Sisters of St Joseph, we also foster the Josephite spirit of empathy, integrity, justice and the dignity of all. We believe that we must be respectful of the rights, feelings and beliefs of others and that it is our responsibility to assist everyone in our community to be the best person they possibly can. We have a pastoral care and bullying policy that emphasises an environment that supports and sustains positive and life giving relationships between staff, students and families. Members of our school community have access to pastoral care through our Parish Priest Father Gabriel and through the pastoral care systems in place for students, parents and staff. Of importance is the buddy program between Prep and Year 7; Year 1 and Year 6. A class parent representative provides a sense of belonging through the welcoming of new families and support of families suffering from illness or bereavement.
Parent, student and teacher satisfaction with the school

All evidence gathered about parents, student and teacher satisfaction indicates very high levels of satisfaction with the school. Surveys involving parental input into school decisions indicate strong involvement and satisfaction with the standards and goals of the school. Anecdotal evidence of student and teacher satisfaction also indicate approval of the way the school operates and the values it espouses. Feedback through interviews, discussions and parent evenings show ongoing support for the school and parental, student and staff involvement in social, liturgical and educational practices is very high.

Parent involvement in their child’s education

St Dympna’s offers many and varied opportunities for parents to be involved in the school community and their child’s education. Parental involvement in organisations such as the Parents and Friends Association and the school Fete is very high. Parents support all school functions and initiatives and offer substantial monetary support to the many charitable activities undertaken by the school. Parental support for the Tuckshop, Working Bee and other school activities is very healthy.

Parents have many opportunities to be directly involved with their child’s education. Reading groups, Prep help, Sports groups and Music groups all benefit from the extensive support of parents. Parents are very supportive of Parent/Teacher meetings and Parent Information Nights and strongly support all school policies and initiatives.

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>42</td>
<td>22</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>33</td>
<td>12</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>14</td>
</tr>
<tr>
<td>Pos Gradua e Diploma/Cer ifica e</td>
<td>14</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>65</td>
</tr>
<tr>
<td>Diploma/Cer ifica e</td>
<td>7</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $76,842.45.

The major professional development initiatives were as follows:
- Continuing the Josephite Charism experience with Staff.
- Continuing the Catching Fire Program.
- Continuing the implementation of the Australian Curriculum.
- Developing and implementing the whole school ICLT plan including professional learning, teaching and learning integration and infrastructure development.
- Developing planning procedures to ensure differentiation of teaching and learning for student needs.
- Continuing the use of the Inquiry approach to all teaching and learning.

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:
- ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

Sch ol fina cal forma ns available by sel c g ‘School fi anc s’ n he me u box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 97.6% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 96% of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95.6 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95.1 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>96.6 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>96.3 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95.4 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95.1 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94.3 %</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>95.6 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Regular student attendance at school is a priority at St Dympna's. Keeping the class role twice-daily allows the school to be aware of the absentees and the reasons for their absence. While our school attendance rates are high, we are vigilant in clarifying the reasons behind student absences. Parents of children who regularly miss school are contacted by the school requesting information and assurances about future attendance. Some children are closely supported by staff members to ensure regular attendance.

The school has a Student Attendance Policy which highlights the processes entailed in having children attend school and informing parents of concerns if unexplained absences occur. The use of SMS to contact parents for unexplained absences is being considered. Every effort is made to ensure children are at school on time, every day.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following
‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.