



Brisbane
Catholic
Education

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ANNUAL SCHOOL REPORTING – 2015

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

School Name St Dympna's Parish School

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Principal's Foreword

Introduction

St Dympna's Catholic School is situated at Aspley, an outer northern suburb of Brisbane, Queensland. The school draws its students mainly from the suburbs of Aspley, Carseldine, and Bridgeman Downs. St Dympna's was established in 1963 by the Sisters of St Joseph as part of the parish of Our Lady and St Dympna's, Aspley. The school sits on 4,2 hectares which affords well-planned buildings surrounded by extensive playgrounds and fields. The school is held in very high regard within the local community resulting in a high demand for enrolment placements. The school is fully air-conditioned.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 650 Girls 345 Boys 305

Characteristics of the student body

St Dymphna'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, Germany, Slovenia, Sudan, South Africa, China, Egypt, Japan, Malaysia, Sri Lanka, Vietnam, Nepal, Papua New Guinea, to name some. Our students also have a diversity of religious backgrounds. 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 middle and upper primary years. Multi-ethnic celebrations and learning 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 60 more girls than boys. Some boys left St Dymphna'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 in the benefits of keeping their boys at St Dymphna's until the end of year 6 for both educational and social reasons.

Our distinctive curriculum offerings

St Dymphna'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 Dymphna's emphasis is placed in 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. 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. Technology incorporating Interactive projectors, class lap tops and iPads, is central to the integrated curriculum offered at St Dymphna's.

Extra curricula activities

St Dympna's has 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 four choirs, our school band, our three stings ensembles, our guitar program and piano tuition. Performances at music festivals and external community events, school Choral and Performing Arts days and school functions occur across 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. A tennis coach takes weekly lessons at the school. Private speech and drama lessons, debating and chess are also offered at St Dympna's. A robotics and coding program is also offered to students.

How Information and Communication Technologies are used to assist learning

St Dympna's School continues to invest heavily in ICLT. The school boasts excellent infrastructure which supports learning through ease of access to the different technologies for student and staff. The use of ICLT is integrated into the learning process through the comprehensive planning of the teachers. The use of online student achievement data is now an essential planning tool for 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 being undertaken by staff to ensure high standards of teaching and learning. The school has an extensive range of hardware including lap tops and iPads at a ratio of 2:1 as well as a technology room. Each classroom and all activity rooms have interactive projectors which allow for extensive interaction of the students with a variety of learning experiences. Ongoing professional learning regarding the use of all technology with the curriculum is seen as essential. A committee incorporating school administrators and parents with ICT expertise, has been formed to support the school's ICT.

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 among staff, students and families. We actively teach students social skills to equip them to challenge any antisocial or bullying behaviour that they may encounter. Members of our school community have access to pastoral care through our Parish Priest and through the pastoral care systems in place for students, parents and staff. Of importance is the school's buddy program among all classes from prep to year six. As well, 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, shows 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 Dymphna'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 annual school fair is very high. Parents support school functions and initiatives and offer substantial monetary support to the many charitable activities undertaken by the school. Parent volunteer 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, classroom help, sports group 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.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	41	27
Full-time equivalents	33.6	16.9
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	1
Masters	7
Post Graduate Diploma/Certificate	
Bachelors Degree	33
Diploma/Certificate	

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 40 178

The major professional development initiatives were as follows

Continuing the Josephite Charism experience with staff and the Catching Fire Program, the implementation of the Australian Curriculum & BCEO Religious Education 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 including Visible Learning & the Delivering Excellence in Learning & Teaching collaborative. Developing whole school pedagogy in particular, spelling & reading. Developing a whole school matrix which includes learner dispositions. Developing a school Positive Behaviour for Learning Plan.

School Income by Funding Source

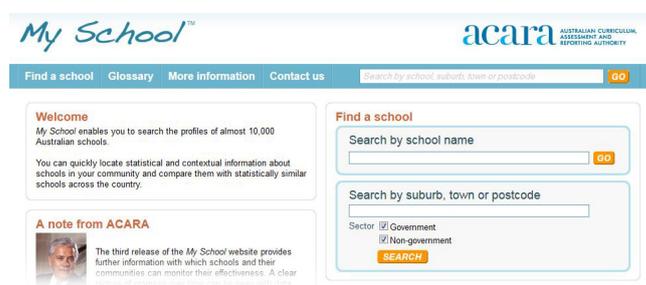
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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.

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.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.29 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 99.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	96.00 %
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Prep Attendance Rate	95.00 %
Year 1 Attendance Rate	96.00 %
Year 2 Attendance Rate	96.00 %
Year 3 Attendance Rate	95.00 %

Year 4 Attendance Rate	96.00 %
Year 5 Attendance Rate	95.00 %
Year 6 Attendance Rate	96.00 %

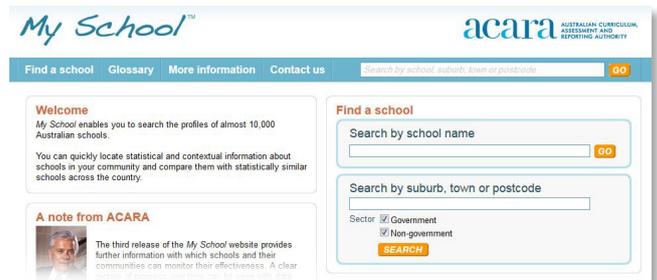
Policy and practice to manage student attendance

Regular student attendance at school is a priority at St Dymphna'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 persons for unexplained absences has been adopted. Every efforts 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/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with links for 'Find a school', 'Glossary', 'More information', and 'Contact us'. A search bar is located on the right side of the navigation bar, with a 'GO' button. Below the navigation bar, there is a 'Welcome' section with a brief introduction to the website. To the right of the welcome section is a 'Find a school' section with two search boxes: 'Search by school name' and 'Search by suburb, town or postcode'. Below these search boxes are radio buttons for 'Sector' with options for 'Government' and 'Non-government'. A 'SEARCH' button is located at the bottom of the search section. There is also a 'A note from ACARA' section with a small image of a person and a short paragraph of text.

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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.