



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2016

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

SCHOOL PROFILE

School name St Dympna's Parish School

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Principal's foreword

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, Zillmere, Carseldine and Bridgeman Downs. St Dympna's school was established in 1963 as part of the parish of Our Lady and St Dympna's, Aspley. St Dympna's School draws inspiration from its founding congregation, the Sisters of St Joseph. The Sisters of St Joseph are an Australian congregation founded by St Mary MacKillop. Mary MacKillop was a strong woman with boundless energy who was prepared to go through great hardship to help those in need. The Josephite charism is reflected in our school Vision and Mission statements.

School Vision:- St Dympna's seeks to provide a quality Catholic learning environment reflecting the Josephite spirit, so that its 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.

School Mission:- Our mission is to be a welcoming and supportive community where children experience inclusive and empowering learning and where faith is inspired by gospel values. 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.

School facts

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: 657 Girls: 348 Boys: 309

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, Italy, Portugal, Germany, Sudan, South Africa, China, The Philippines, Malaysia, Sri Lanka, Nepal, Indonesia, Papua New Guinea, the United Kingdom to name some. Students receive extra support in English as a second language by BCE personnel in addition to support from staff and parents. The school also offers cultural diversity with a Japanese specialist teacher who teaches Japanese language and culture from prep to year 6. 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 statements. Our student body is coeducational and consists overall of 39 more girls than boys. Nineteen boys left St Dympna's at the end of Year 4 to attend the primary section of boys secondary schools. We actively educate parents on the benefits of keeping their boys at St Dympna's until the end of year 6 for both educational and social reasons.

Social climate

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 pastoral care practices fostering an environment that supports and sustains positive and life giving relationships among staff, students and families. 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 offered to families suffering from illness or bereavement.

Curriculum - our distinctive 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 processes. 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. Technology incorporating Interactive Projectors, class lap tops and iPads, is central to the integrated curriculum offered at St Dympna's.

Curriculum - our 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 Strings 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 throughout the school year. Private speech and drama lessons as well as debating are also offered at St Dympna's. 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, AFL, Athletics and Cross Country. A tennis coach takes weekly lessons at the school. Our students are renowned as good musicians and athletes.

Parent, student and teacher satisfaction

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 engagement

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, the annual school Fair and social events is very high. Parents support all school functions and initiatives also offering substantial monetary support to the many charitable activities undertaken by the school. Parent volunteer support for the Tuckshop, Working Bees 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 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 practices and initiatives.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

St Dympna's focus has been on Australian Curriculum English maximising the engagement, progress and achievement of each student in reading and writing. Professional development opportunities have been provided for teachers to develop their skills and knowledge of teaching reading and writing. Resources have been purchased to support this goal. A teacher was employed to teach Japanese to all year levels to provide extra non contact time thus ensuring every teacher from each year level has release time together each week to work collaboratively. The religious life of the school has been enhanced through a social justice focus and year level liturgical celebrations. The Learner Dispositions developed by a staff working party have been incorporated into our Behaviour Matrix. Building a collaborative community has been a major focus for 2016 providing opportunities to maximise the contribution of support staff. A School Office Project has commenced which will continue over the coming year ensuring professional development opportunities and workplace recognition of support staff.

Future outlook

During 2016 the school community participated in the 'Enhancing Catholic School Identity Project' which gathered data from all members of the school community to guide us in future work on our Catholic Identity. Teaching staff will continue to focus on improving the literacy outcomes of all student. During 2017 we will move the focus from reading and writing to writing. We will establish short planning cycles for all year levels with direct input from the school's leadership team. St Dympna's teachers will continue to use the three high yield strategies, data walls, review and response and learning walks and talks, as part of the planning cycles. The school leadership team will continue to promote collaboration among staff. During 2016 the school community developed an Education Brief. This will inform the Master Plan which is currently being developed to plan stages of a building program. A decision will need to be made regarding refurbishing or replacing existing classrooms. As well as the need to upgrade current facilities the school needs to build more classrooms and administration space to accommodate student numbers. The school is planning to trial one on one iPads in some classrooms during 2017.

STUDENT OUTCOMES

Whole school attendance rate			95.00	%
Prep attendance rate	95.00	%	Year 4 attendance rate	96.00 %
Year 1 attendance rate	95.00	%	Year 5 attendance rate	95.00 %
Year 2 attendance rate	96.00	%	Year 6 attendance rate	94.00 %
Year 3 attendance rate	96.00	%		

Management of non-attendance

Electronic rolls are marked each morning and afternoon by class teachers. If students are marked absent without reason parents are sent a text message. When a student is away parents are able to phone an absentee line, send an email or complete a form on the Parent Portal. If students have large numbers of absent days parents are contacted and if appropriate a Record of Concern is completed. On occasions Child Safety is contacted.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	444.48	425.70	512.63	501.70
Writing	429.09	420.50	488.16	475.40
Spelling	435.55	420.10	504.66	492.90
Grammar & punctuation	460.04	436.30	510.71	505.00
Numeracy	408.34	402.20	510.23	492.90

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	47	31
Full-time equivalents	38.39	16.43
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	1
Masters	7
Post Graduate Diploma/ Certificate	14
Bachelor Degree	25
Diploma/Certificate	

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 110 209

The major professional development initiatives were as follows

Staff formation - Development of collaborative teams - Systemic approach to teaching literacy
 Developing understanding of students with specific impairments and skills to differentiation the curriculum
 Development of technology skills and knowledge - Continued development Australian Curriculum knowledge and implementation - Knowledge and skills development of behaviour teaching and learning - Continued development and implementation of the school Behaviour Matrix

Average staff attendance rate The staff attendance rate was 97.16 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 91.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

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/>

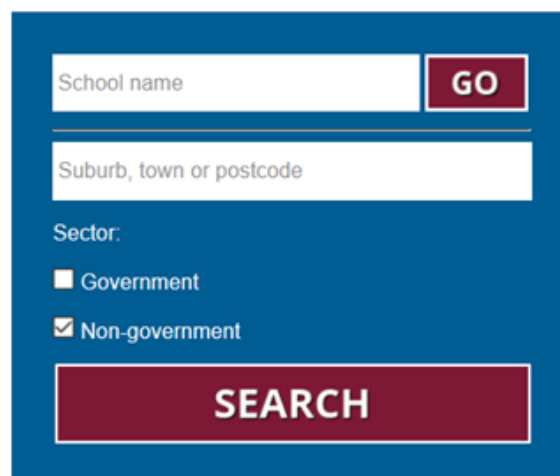
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'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.

Find a school



The screenshot shows a search interface with a dark blue background. At the top, the text 'Find a school' is displayed. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, the text 'Sector:' is followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.