



**St Vincent's Primary
School, CLEAR ISLAND
WATERS**

Annual Report 2020

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a faith-filled learning community
creating a better future.**



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Principal's foreword

The 2020 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 Vincent's Catholic Primary School is situated at Clear Island Waters on the Gold Coast, Queensland. It is one of Brisbane Catholic Education's community of schools and a part of the Surfers Paradise Catholic Parish. It is a co-educational primary school (Prep - Year 7) with a current enrolment of around 770 students. St Vincent's is undergoing a period of growth and the school is currently building additional facilities to cater for the demand. Our school grounds are extensive and include ovals and a large lake. The core values of the school (Mercy Values Program) are guided by the school covenant, together with the attributes of our religious patrons, St Vincent and Catherine McAuley. St Vincent's is an inclusive Catholic school that strives for excellence in all areas. Our school motto links our history to our future 'a place of shared stories and vibrant memories'. There are a number of co-curricular and extra-curricular offerings available to students and parents and the local community play an important part in the life of the school. The school's pastoral program is supported by the guidance counsellor and community care co-ordinator.

School progress towards its goals in 2020

The St Vincent's Improvement priorities/school goals were encapsulated in the 2020 Annual Operation Plan. A copy of the plan and its review appears below:

Strong Catholic Identity				
OBJECTIVE: The school culture focuses on the recontextualised Catholic World View and Mercy Traditions in a way that embeds these traditions in a meaningful way for students, staff and wider school community.				
Improvement strategies				
<ul style="list-style-type: none"> Develop staff understanding of the contributions and spirituality of Catherine MacAuley, Mary Mackillop, St Vincent de Paul and Frederick Ozanam. Develop The Mercy Way, a guide to how we can live and learn as Catherine MacAuley would. 				
Annual goal	Success markers	Activities	Capability building required	Review
Staff will contribute to the development of The Mercy	Mercy traditions of compassion, service and hospitality are	APRE will meet with Parish Sacramental Leader to create a plan for student faith	Staff who have interim accreditation to teach Religion will	Staff completed second module of Strong Catholic Identity "Community", during the Staff Development Days.

Way, a guide to how we can live and learn in the spirit of Catherine McAuley.	understood and lived by staff, parents and students Classroom blocks re-named and linked in with the school's Mercy Tradition and founding influences.	formation, cooperation. Staff will participate in a second module of Strong Catholic Identity "Community", during the Staff Development Days at the beginning of 2020. Sharing and promotion of the new school covenant in newsletters, at parent functions, with students Community selects names for classroom blocks around the school.	enrol in and commence the first of four Tertiary level units in Religious Education Theology and/or Spirituality Further work on the founding influences	Staff who have interim accreditation committed to completing additional studies after discussion with AP-RE. They applied for BCE scholarship supported courses in post graduate studies in Religious Education with limited success. This goal is ongoing. The updated school covenant was published. Posters were placed in all classrooms, as well as two large installations at entrances to the school. Information was placed in school newsletters for parents.
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Excellent Learning and Teaching

OBJECTIVE: (select from school strategic plan)

The school focuses on student attendance and its correlation to learning outcomes.

Improvement strategies

- Reporting attendance in newsletter
- Hierarchy of support – Community Liaison follows up pastorally; Guidance Counsellor provides resources and individual support to parent and student; Year Level Liaison discusses importance of attendance and barriers.

Annual goal	Success markers	Activities	Capability building required	Review
St Vincent's	School attendance of 90% across the year	Build positive relationships with parents to assist in improving student attendance. Develop a strong and clear attendance policy with clear and realistic targets. Distribute to parents. Inform parents about the wellbeing support that is available for students who are anxious about coming to school.	Inform parents about the current research that links attendance with student achievement levels.	Information about attendance was shared with parents in the newsletter but due to COVID and during the Alternative Education Programme, this was challenging. During AEP, all classes operated as an online and face to face classroom, with children continuing to have daily contact with their class teachers and specialist teachers. Teachers contacted parents to check in on how children were managing. Members of the leadership team also contacted 'at risk' families to offer support and to check in. Post covid lock down, the Community Liaison contacted parents to discuss attendance with parents whose children had an ongoing issue with non-attendance to offer pastoral support. Members of the

		Ensure parents are contacted as soon as practicable on the same day as a student absence. Develop and use the hierarchy of support.		Leadership team followed up after this contact was made, if necessary.
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Excellent Learning and Teaching

OBJECTIVE: (select from school strategic plan)

The school is focused on the development of Professional Learning Communities and collaborative teams.

Improvement strategies

- Structures (meeting times, timetabling, leadership support) are in place to facilitate regular, meaningful collaboration within teams.
- Supported collaborative planning time and professional learning opportunities provided.
- Integration of Enhancement Teacher to class teams

Annual goal	Success markers	Activities	Capability building required	Capability building required
By the end of 2020, St Vincent's Staff will engage in collaborative learning teams to lead learning in school wide key focus areas.	Staff led improvement goals.	Staff will join a committee (one person per year group to join each committee) for collaborative learning and sharing. Teams are Literacy, Numeracy (introduction of numeracy monitoring tools and GEMMS), Behaviour (completion of Behaviour Matrix and School Wide procedures) and Wellbeing, Catholic Identity, including RSE (Student Formation Plan) and Technology All Committee Members will contribute to the formulation of a team goal for their committee and commit to its implementation.	Individual support depending on goal.	Committees were formed at the beginning of the year and initial meetings held but COVID restrictions and lack of ability to meet meant the focus of this goal changed to the development of collaborative Year Level teams. However, staff developed strong year level collaborative learning teams. Year level teams have been co-planning term and short cycle planning (5 weeks) for some time. In 2020, all year level teams adopted weekly co-planning during non-contact with high levels of trust displayed between team members. The Enhancement Teacher was also a part of the year level team. Teachers embraced co-teaching, with varying degrees of enthusiasm but by the end of Term 3 doors between all classrooms were opened and teachers engaging in co-teaching. With the Enhancement Teacher, there were often three teachers co-teaching flexible groupings of children. During non-contact time teams also debriefed, discussing the effectiveness of the past week's lessons, and reflected on their next steps. Some teams did this daily.

Excellent Learning and Teaching

OBJECTIVE: (select from school strategic plan)

The school focuses on teachers to provide a personalised learning curriculum that is engaging for all students.

Improvement strategies				
<ul style="list-style-type: none"> • Support personnel and resources provided for staff and students. • Supported collaborative learning and teaching opportunities given to ensure students are identifying and achieving their personal learning goals. • Supported collaborative planning time and professional learning opportunities provided. 				
Annual goal	Success markers	Activities	Capability building required	Review
By the end of 2020, all teachers, including Specialist teachers (PE, Music, LOTE, STEM) will adopt a consistent planning structure using the Australian Curriculum to develop and implement term overviews and weekly planning for their teaching areas, embedding Catholic perspectives where appropriate.	Scope and Sequence developed for Health and Physical Education, Music, LOTE, ICLT, using the Australian Curriculum. Consistent planning across year level and embedding of Enhancement Teacher in Year Level Catholic perspectives embedded.	Specialists will work with the PLL to develop 4 weekly planning documents. Additional planning time as a team to develop weekly plans and term overviews using the Australian Curriculum. Enhancement teachers are involved in year level planning to ensure consistent planning and teaching across the cohort. Teachers released at same time to work as a cohort in developing learning and teaching programs.	Specialist teachers (PE, Music, LOTE, STEM) will adopt a consistent planning structure using the Australian Curriculum to develop and implement term overviews and weekly planning for their teaching areas, embedding Catholic perspectives where appropriate.	The PLL created a planning document for specialists to use for their term planning. Specialist teachers (The Arts, PE, Music, LOTE, STEM) met with the PLL to complete term and short cycle planning (every 5 weeks) and aligned specialist planning with class teacher planning. Specialists also completed the yearly overviews for inclusion in St Vincent's Curriculum Plan.

Building a Sustainable Future				
OBJECTIVE: (select from school strategic plan)				
Develop a 'sustainable futures' strategy reflective of church teachings, in particular 'On Care for Our Common Home' (Laudato Si'), informed by broader evidence and ensuring responsible governance of the school's resources.				
Improvement strategies				
Budget to allow for the purchase of required resources.				
Annual goal	Success markers	Activities	Capability building required	Review
By the end of 2020, staff and students are aware of our responsibility for 'Laudato Si' and will work	Reduced electricity consumption.	Make staff aware of Sustainability Audit. Implement initial recommendations from Audit, replacing lights with more sustainable	Understanding of 'Laudato Si' Knowledge of current consumption – electricity	Staff were made aware of the Sustainability Audit, particularly the recommendations around electricity. Most high energy consumption lights were replaced with energy efficient options. Changes to the hours that

to reduce our impact on the environment.		options, limiting air conditioning use etc. Engage staff in ways St Vincent's can ensure stewardship of resources and practices with transparency, accountability, and compliance.		<p>outdoor security lighting operated were reduced and the number of lights operating overnight was also reduced.</p> <p>Staff were informed of BCE's requirement of no air-conditioning in Term 2 & Term 3 and that air conditioning was not turned on until the temperature reached 24 degrees. This was a challenge in the senior block where there were no fans and limited air flow in the western facing classroom. Fans were installed in these rooms.</p> <p>These changes (aided by COVID safe practices around the use of air-conditioners, water coolers etc) resulted in a significant reduction in the amount of electricity used, reducing our impact on the environment and significant savings on the electricity budget.</p>
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Future outlook

In 2021, the St Vincent's improvement priorities/school goals are articulated in our Annual Operation Plan for 2021. These targets, timelines, and our proposed strategies for achieving these, as well as our plans are clear in this plan as outlined below.

In 2021, we at St Vincent's look forward to consolidating our improvement agenda, whilst building school culture as we transition with a new school Principal.

Strategic Intent	Goal	Strategies	Focus Activities	Indicators of Success	Monitoring Mechanisms
	(Where are we at? Where do we want to be?)	(How will we achieve this goal?)	(How will we support the strategies?)	(How do we know we have achieved the goal?)	(How will success be monitored?)
Catholic Identity	Celebrate our Catholic story, The Mercy Way, through dialogue, ritual, prayer, and action.	<p>Staff Engagement in Strong Catholic Identity Modules.</p> <p>Incorporating wisdom from founders in RE Units.</p> <p>Providing age-appropriate prayer celebrations.</p> <p>Participating in and promoting Action for Justice.</p> <p>Invitation for parent involvement to</p>	<p>Promote the Mercy Way</p> <p>Co Planning/ Teaching RE Unit with APRE</p> <p>Co constructed Liturgy and prayer with students/teachers and APRE.</p> <p>Year 6 Social Justice Crew to promote Action for Social Justice</p> <p>Music Ministry to lead liturgical celebrations.</p>	<p>Collaboratively staff have discerned and developed The Mercy Way</p> <p>The community selects names for classroom blocks around the school.</p> <p>Staff will have developed an individual Spiritual Formation Goal for 2021.</p> <p>Staff have participated in the SCI: Formation for Mission Module Tradition</p>	<p>Key participants to review activities to provide feedback.</p> <p>Student/staff /community participation</p> <p>Staff invited to provide feedback.</p> <p>Feedback from EORE and REV review panel</p>

		reflect health advice. Staff develop one Catholic Identity goal			
Excellent Learning & Teaching	Sustain foundational practices in literacy. Transform the practice of Numeracy to wholly engage each student in deeper learning.	FOCUS: Build teacher capacity around Numeracy curriculum. Staff develop one Excellent Learning & Teaching goal	Semester 2: Engage Andrea Hillbrick and Charlotte Pezaro (BCE) to assist staff to develop a deeper understanding of the Australian Numeracy Curriculum. PLL to become familiar with NUMA & engage BCE EOI. Implementation of whole school curriculum delivery policy and plan	Growing familiarity of Numeracy curriculum, evidence of this in planning, lessons, investigations Teachers continue to engage in <i>Trusting the Count</i> , evidence of this data eliciting teaching response. Continued and consistent use of BCE & St.V monitoring tools: VCOP criteria, BCE Monitoring Tools, Fountas & Pinnell, PM Benchmark, CAP and SLK, PAT-M & PAT-R —	Staff feedback, Year level curriculum plans, monitoring tools. Development of: <ul style="list-style-type: none"> Curriculum delivery policy Data Policy Professional Learning Policy These to directly align to the curriculum delivery plan, data plan & the Professional Learning plan
Wellbeing	Build a common language & understanding of Positive Behaviour 4 Learning across whole school.	ESTABLISH & ACTIVATE PB4L explicit behaviour lessons, ensuring consistent language and foundational understanding.	Build explicit lessons around the CARE Matrix- underpinned by our Mercy Qualities. Posters for classrooms (graphic designer)	Evidence of student improvement. Common use of language and expectations across school community.	Make use of Engage data to determine future focus areas.
Our People	Build a talented, committed, and high-performance workforce through. Collaborative	REACTIVATE Collaborative Committees through listening forums & professional learning.	Staff will join a committee for collaborative learning and sharing. Staff will engage in professional learning to establish a	Teams are collaborative and committed to the goals that they set.	Regular updates & evidence of achievements

	Committees		collaborative committee structure, that is aligned to the St. Vincent's AOP		
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Our school at a glance

School profile

St Vincent's Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2020: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	767	406	361	6

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

St Vincent's School is situated in Clear Island Waters, inland from Broadbeach. The school draws students from Clear Island Waters, and the beachside suburbs from Surfers Paradise to Mermaid Beach, and the inland suburbs around Broadbeach Waters, Mermaid Waters, Carrara and Robina. St Vincent's enrolments have been slowly increasing to our current population of 769 students. A new Senior Block was completed in 2020 and now provides contemporary learning spaces for our Year 5 and Year 6 students.

Our students are well supported and encouraged by their parents who value quality education. Many of our children enjoy a variety of after-school activities and are well travelled. As a group, they are highly motivated, articulate and well behaved.

There is a great community spirit with older students supporting younger students as buddies, in the playground and in class.

SNAPSHOT:

Cultural Indigenous Students: 17

Religion Catholic: 660

Other Christians: 61

Non-Christian Faith: 23

No Religion: 51

Students With Disabilities: 22

English as an Additional Language: 16

The Year 6 students transitioned to several Secondary Colleges, including St Michael's College, Carrara, Marymount College, Burleigh Waters and a smaller number of students to schools in the Independent and State sectors.

Curriculum implementation

Curriculum Overview

As a four-stream school, our focus in curriculum delivery is collaborative planning and learning and teaching, guided by our Primary Learning Leader. We plan from the Australian Curriculum for Mathematics, English, Humanities and Social Sciences (HASS), The Arts, Technologies, Languages and Health and Physical Education (HPE). Specialist teachers use the Australian curriculum to plan in the areas of The Arts, LOTE (Italian), PE, STEM and Music

- St Vincent's follows Brisbane Catholic Education's Model of Pedagogy, Effective & Expected Practices and High Yield Strategies
- Our approach uses both John Hattie's Visible Learning model and Michael Fullan's Coherence Framework
- Planned differentiation occurs at all levels of learning
- Ongoing monitoring of reading levels for students in Prep to Year 6 using PM Benchmarks (Prep-Year 2) and Fountas and Pinnell (Years 3–Year 6)
- Ongoing monitoring of writing for students in Prep to Year 6 using Brisbane Catholic Education Writing Criteria and VCOP Assessment Levels
- Review and response meetings to discuss student progress and identify ways of moving forward.

COLLABORATIVE SHORT-TERM PLANNING

- Class Teachers and Enhancement Teachers work with the Primary Learning Leader every five weeks for responsive cycles of learning and teaching
- Teachers identify, gather and interpret data information about student achievement to improve, enhance and plan for further learning, including differentiated activities
- Teachers plan for co-teaching with Enhancement Teachers

COLLABORATIVE WEEKLY PLANNING

The teachers at St Vincent's School receive 2 hours 40 minutes per week release as a cohort with their Enhancement Teacher. During this time, they:

- Plan weekly plans in detail, using the short cycle planning documents
- Moderate assessment tasks
- Collaboratively look at data to inform teaching
- Meet with Support Teacher: Inclusive Needs or Primary Learning Leader to discuss students' learning needs

USE OF ENHANCEMENT TEACHERS

St Vincent's Enhancement Team works with teachers to make the necessary curriculum adjustments to support students with additional learning needs. Teachers collaboratively develop plans to personalise curriculum access for these students. Class teachers and Enhancement teachers work together to deliver the learning and teaching activities and regularly review the individual learning plans. At St Vincent's, we have one Enhancement Team Leader and seven Enhancement Teachers who:

- Co-plan, Co-teach, Co-debriefing and Co-Reflecting with their year level
- Take small groups or individual children to work on their Individual Learning Plan goals
- Provide targeted teaching of selected students
- Manage Levelled Literacy Intervention and Support-a-Reader groups

RELIGIOUS EDUCATION

At St Vincent's teachers plan using the Religious Education Guidelines from Brisbane Catholic Education and planning focuses on:

- Nurturing the faith life of all students through opportunities to be involved in prayer and liturgy.
- Responding to the needs of others in the local and wider community through social justice initiatives
- Providing investigations in Religious Education

ASSESSMENT AND REPORTING ON STUDENT PROGRESS

Assessing and reporting student learning is an integral part of St Vincent's Learning & Teaching program. It improves learning and informs teaching. At St Vincent's, we:

- Support formative and summative assessment practices
- Analyse and discuss data throughout the school year
- Assess students at the beginning of the year, providing baseline data, then every term to track their achievement

- Set student goals in reading and writing based on the data

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

- Class teachers meet with parents at least twice a year for parent/teacher interviews
- A formal written report is provided to parents twice a year that include each learning area, assessed against achievement standard using a five-point scale

Extra-curricular activities

St Vincent's offers a comprehensive range of activities, but due the COVID-19 Pandemic in 2020, most of these were cancelled:

ACADEMIC

- Camps - Year 4 and Year 5
- Canberra & Perisher – Year 6
- ICAS assessments
- Robotics Club
- Opportunities for high achieving students to participate in extension programs both within and outside the school, e.g., GATEWAYS, STEAM, Genius Hour
- Gold Coast Languages Speech Contest

SPORT

- Fun running and fitness
- AusKick
- OzTag Gala Day
- Tennis
- Dance
- Member School Gold Coast Catholic Primary Schools Sports Competition – Association of 12 Gold Coast Catholic Primary schools competing in sports carnivals - Swimming, Cross Country, Track & Field, Ball Games,
- Queensland School Sport – inside the South Coast Region for all Queensland School Sport activities
- School Carnivals - Cross Country, Track & Field, Swimming
- Interschool Sport – Term 2
- Sports Rotations – Term 4

WELLBEING

- Wellbeing Week each term
- Yoga - class and small group
- Buddies Programme
- Programmes targeted to individual year levels or particular needs
- Incredible Flexible You for Prep
- Seasons for Growth
- M Power Girls' Programme
- Transition to High School Programme

CULTURAL

- Choir
- Guitar lessons
- Art Lesson
- Speech and Drama
- Music Bus
- Speech Choirs competing at Gold Coast Eisteddfod
- Celebration of the Arts Evening

How information and communication technologies are used to assist learning

St Vincent's has invested significantly to provide the infrastructure and ready access to relevant technologies for all students and staff as appropriate for their learning needs.

All teachers have completed training in Office 365 suite and incorporate aspects into daily learning and teaching and management of student data. St Vincent's is well resourced with technology, with a 1-1 iPad program from Year 3 to Year 6. In each Prep to Year 2 classroom, a device (iPad) is shared between two students. In 2020, during Alternate Education Provisions, staff and students became very experienced and capable in the use of online learning platforms such as TEAMS and OneNote. This skill acquisition occurred very swiftly yet was extremely effective. These new ways of working will continue to be part of regular school life once the Pandemic is past us. Whilst the Pandemic was a very stressful and challenging period for staff, students and parents, it has gifted us with new ways of working digitally, with vastly improved skill sets developing across the school.

- St Vincent's uses a range of display technology across the school. In Prep and Year One, Interactive Touch televisions and Data Projectors are available in each classroom. Currently, all classrooms in Years 3 to Year 6 have data projectors or televisions to display teaching and learning opportunities.
- Teachers 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.
- Teachers use ICT for formative learning assessments, individualised instruction, accessing online resources, and for fostering student interaction and collaboration.
- ICT capabilities continue to be incorporated into teaching and learning across all curriculum areas.

Social climate

Overview

The St Vincent's behaviour matrix, Together we CARE for God's Community, is based on Positive Behaviour for Learning and outlines our school expectations. St Vincent's is a community that cares for each other, offering practical support and ongoing assistance when required. Student wellbeing is an essential aspect of school life, and St Vincent's continues to implement the Friendly Schools Plus Program to build social skills, resilience and strategies for students to implement to help them remain safe. St Vincent's says NO to bullying.

- Collaboration and cooperation between staff, parents and students sets the tone of St Vincent's. Older students support younger students through a buddy system that nurtures relationships between students.
- School assemblies reinforce the Mercy Charism of the school, develop a strong sense of community and celebrate both individual and whole school successes.

Parent, student and staff satisfaction

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

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	98%	98%
School staff demonstrate the school's Catholic Christian values	94%	99%
Teachers at this school have high expectations for my child	93%	92%
Staff at this school care about my child	95%	99%
I can talk to my child's teachers about my concerns	95%	88%
Teachers at this school encourage me to take an active role in my child's education	87%	85%
My child feels safe at this school	96%	99%
The facilities at this school support my child's educational needs	NA	94%
This school looks for ways to improve	87%	91%
I am happy my child is at this school	91%	97%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	85%	90%
I enjoy learning at my school	93%	94%
Teachers expect me to work to the best of my ability in all my learning	93%	99%
Feedback from my teacher helps me learn	100%	98%
Teachers treat students fairly at my school	90%	91%
If I was unhappy about something at school I would talk to a school leader or teacher about it	89%	81%
I feel safe at school	93%	93%
I am happy to be at my school	93%	94%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	96%	91%
School staff demonstrate this school's Catholic Christian values	96%	93%
This school acts on staff feedback	91%	56%
This school looks for ways to improve	100%	93%
I am recognised for my efforts at work	76%	78%
In general, students at this school respect staff members	96%	100%
This school makes student protection everyone's responsibility	100%	100%
I enjoy working at this school	94%	98%

Family and community engagement

St Vincent's believes that collaborative and respectful relationships between school and parents enhance student success. In 2020, due to the COVID-19 Pandemic, family and community engagement was ravaged and families and the wider community were not permitted on site at St Vincent's for most of the year. Normally, outside of a Pandemic, parent volunteers are a part of classrooms and each year parent information sessions are well attended. Parents can request an interview at any time with their child's teacher. However, formal interviews are offered twice a year.

Parent forums and the P&F meetings give parents the opportunity to voice their hopes and aspirations for the school. In 2020 the school consolidated its work with a highly successful after school STEAM club for students. Working with the P&F and tapping into the skills of parents who generously donated their time to work with staff and students, the school entered several teams in the regional and state VEX Robotics competition. Two teams attended the national titles in Adelaide with financial support from the P&F. The St Vincent's 'Parent Reps' are a valued parent representative group. This group meets four times a year and provides feedback as well as organising social events for parents. Parents successfully advocated with government for a pedestrian crossing outside the school.

St Vincent's has close ties with the Surfers Paradise Parish, celebrating two masses with the wider community during the year. Parents are also invited to attend year level masses in the Media Room and parish representatives attend year level Information Evenings. The school has developed relationships with local providers of services (tennis, dance, Auskick, soccer, drama, art, guitar) that occur both on and off-site. Our local state and council members attend significant events at the school and provide support in many ways.

There is a high level of consultation with parents of students requiring additional support to access the curriculum. Members of the St Vincent's Enhancement Team work with teachers to make the necessary curriculum adjustments to assist the students. Any support plans that are developed to personalise the curriculum for a student have parent consultation as part of the process. These are reviewed on a regular basis.

Environmental footprint

Reducing the school's environmental footprint

2020 was the second year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

STRATEGIES ADOPTED

- Setting air conditioning at 24 degrees
- Turning off air conditioning and lights at break times
- Switching current lighting to energy efficient LED lighting
- Turning off half the 'night time' security lights
- Planning for the provision of more solar infrastructure to be actioned in 2021.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	55	17
Full-time Equivalents	47.8	11.9

*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	11
Graduate diploma etc.**	1
Bachelor degree	42
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives are as follows:

- The 2020 Pupil Free Days focussed on
 - Having Difficult Conversations (Ross McSwann)
 - The Third Space (Adam Fraser)
 - RE (Thomas Groome facilitated by Elizabeth Forte)
- Due to the Covid Pandemic our major PD was centred around building staff capacity in the use of Teams, OneNote and other Microsoft Online products so as to assist in the delivery of Alternate Education Provisions (AEP)
- Andrea Hillbrick was engaged to build teacher capacity in teaching Number
- Otherwise, PD was shut down due to the pandemic.

The proportion of the teaching staff involved in professional development activities during 2020 was 96.8%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	94.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%.

Description	%
The overall attendance rate* for the students at this school	91.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.4%

Average attendance rate per year level			
Prep attendance rate	91.7%	Year 4 attendance rate	91.4%
Year 1 attendance rate	91.2%	Year 5 attendance rate	91.9%
Year 2 attendance rate	91.1%	Year 6 attendance rate	91.0%
Year 3 attendance rate	92.0%		

*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.

Description of how non-attendance is managed by the school

St Vincent's views attendance as essential to maximise learning opportunities. The school regularly uses the newsletter, as well as posts on Facebook and Instagram to remind parents of the importance of attendance and arriving on time.

Records of trends of absences are monitored through our BI data.

Class roles are marked twice a day by the class/supervising teacher, at 8:40am and 2:00pm, through the school electronic system. Students arriving late are required to be signed in by a parent and receive a late slip to notify teachers that the roll has been updated. Parents are asked to notify the school if their child is not attending school and to give an explanation for the absence.

As for following up with parents and caregivers, at St Vincent's we action the following:

- Run an unexplained attendance report through eMinerva;
- Parents/Guardians are then sent an absence text;
- Parents/Guardians are given a follow up call;
- If still no response, Parents/Guardians are sent email as follows:-

"Just touching base with you via email as XXXXX has been marked away as 'unexplained today'. I have tried to contact you via text and phone but have been unsuccessful.

Could you please give me a quick call so that I can update HIS/HER attendance record."

Attendance Counts posters (personalised for the school) are displayed throughout the school. Attendance awards are given out at the end of each Semester and regular updates on attendance trends are published in the newsletter. The Guidance Counsellor is available to work with families to address any issues regarding student attendance. If needed, support is sought from the Student Protection Officer from BCE.

NAPLAN

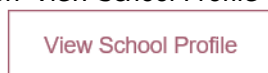
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.

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.

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



4. 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.