



St Vincent's Primary
School, Clear Island
Waters

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

To learn, love and serve in an inclusive, Christ-centred community providing educational excellence and opportunities.

Mission

In partnership with parents and the Surfers Paradise parish community, our commitment is to:
*provide a Catholic education founded on the Gospel of Jesus Christ and influenced by the Mercy charism of our founding order, so that students can develop a meaningful relationship with God and live according to the Catholic beliefs, values, practices and traditions
*provide quality learning and teaching experiences which cater for individual differences and challenge students to strive for excellence
*provide quality pastoral care to all members of our school community, ensuring that the uniqueness and dignity of each person is respected and valued
*promote and inspire a sense of hope and a positive vision for the future by teaching students the skills to become confident lifelong learners, contributing to the improvement of society
*promote an appreciation and sense of responsibility for caring for God's creation

Values

Care and Responsibility; Spirituality and Faith; Justice and Service; Excellence and Optimism

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Strong Catholic Identity – The Staff Formation plan has been completed. A review of the Values, Mission and Vision Statements has been completed. Staff have collaboratively reviewed at least one term's RE Unit, with a focus on learning progressions, Learning Intentions and Success Criteria which also included a plan for teaching and facilitating prayer.

Excellent Learning and Teaching - Units of work were reviewed for every term and a three week literacy planning cycle had been established. Personal writing goals for students were data informed and established by teachers.

Building a Sustainable Future – Teachers were provided BCE training on O365 and on the iPad to assist learning and teaching across the school. Enhancement team members planned and worked collaboratively with classroom teachers to meet the literacy needs of students. Planning for a new Year 5 / 6 block commenced with estimated completion time of 2020.

Strong Catholic identity

1. By the end of Term 3 the St Vincent's Staff Formation Plan is completed
2. By the end of 2018 St Vincent's reviews its values, mission and vision statements and creates visual representations for display around the school.
3. By the end of 2018 teachers will collaboratively review one term's RE unit, focussing on learning progressions, learning intentions and success criteria and include a plan for teaching and facilitating prayer.

Excellent learning and teaching

1. By the end of 2018, 100% of classroom teaching team review units of work every term and plan weekly literacy blocks on a three week cycle.
2. By the end of 2018 teachers will use data from BI tool, data wall and learning walks and talks to formulate personal writing goals for students.

Building a sustainable future

1. By the end of 2018, teachers will be confidently using i-pads to assist learning and teaching in Prep, Year 1, Year 2, Year 3 & Year 4.
2. By the end of 2018 members of the Enhancement Team are working collaboratively with classroom teachers to meet the literacy learning needs of students.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in

- increasing the percentage of students who have attained the BCE benchmark in writing in Years 3-6 to 90%. Improvement is also expected to be seen in NAPLAN scores. Achievement will be measured by using VCOP criteria sheets and Brisbane Catholic Education 'writing criteria'. This will be done with a consistent whole school and systemic approach in the use of the BCE analysis tool, moderation of assessment tasks, targeted intervention and teaching strategies
- Attendance and punctuality (aiming to achieve 90% of students present 90% of the time)
- Developing an understanding of **Indigenous and Torres Strait Islander culture** and ensure this perspective is included in all current policies
- Personalised and differentiated learning curriculum
- Collaborative learning communities
- Use of technology that support and enhances learning and teaching

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 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	764	396	368	8

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

St Vincent's Primary School is located in Clear Island Waters and draws students from surrounding suburbs. 1.8% of families at St Vincent's have identified as indigenous. The school caters for approximately 3.7% of students with verified disabilities and around 7% for whom English is a second language. 86% of students are baptized Catholic.

Our student community is drawn from families that are representative of the broader community as evidenced by The Index of Community Socio-Educational Advantage.

School distribution: Bottom Quarter 3%; Middle Quarters 53%; Top Quarter 44%

Australian Distribution: Bottom Quarter 25%; Middle Quarters 50%; Top Quarter 25%

Curriculum delivery

Approach to curriculum delivery

- St Vincent's values collaborative team planning
- Units of work have been prepared using the Australian curriculum. These are reviewed every year and adjusted to meet the needs of the students.
- 5 Enhancement Teachers provide support during writing and to students that have additions needs. School officers support teachers also provide support during literacy.
- Teachers provide a differentiated curriculum and use a whole – part – whole methodology when planning

- LOTE (Italian) is taught from Prep – Year 6. Other specialists areas are Music, Physical Education and Library Skills
- School Wide Positive Behaviour including Restorative Practices,
- Whole school program ‘Friendly Schools Plus’ (promotes social skills and anti-bullying)
- Proactive social skills programs conducted by School Guidance Counsellor
- Intra school sport program for Year 5 and Year 6. Students participate in a wide range of sports as well as Inter-school sports.
- Swimming program for Years 1 – 5
- Surf Life-Saving for Year 6
- School, Catholic and Regional Carnivals
- Camp program for Year 4 and Year 5; trip to Canberra and skiing for Year 6
- Choral Speaking Choirs that participate in Gold Coast Eisteddfod
- Music Program
- Days of Celebration i.e, Book Week, Day for Daniel, Harmony Day
- Seasons for Growth program for children experiencing grief and loss
- Class group relaxation and yoga
- Sunshine Space
- 1 to 1 Laptop, iPad and iPad Pro program from Year 3

Co-curricular activities

- Runners Club two mornings a week
- Music Bus program offered to students from Year 3 to Year 6 at an additional cost
- School Disco
- Speech and Drama lessons are offered at an additional cost
- Dads’ and Kids’ Campout
- Parent Forums

The Following activities are offered before or after school for an additional cost to parents:

- Robotics
- Chess
- Art
- Tennis
- Guitar
- Auskick
- Soccer
- Dancing

How information and communication technologies are used to assist learning

St Vincent’s embraces a range of rich technologies. We currently have 1 iPad device for every two students in Years Prep – Year 2. Our Year 3 students have 1 to 1 iPad devices, Year 4 have 1 to 1 iPad Pro 10.5” and Year 5 and 6 have 11” MacBook Air 1 to 1 devices. Digital safety is encouraged across the school. All 1 to 1 Classes undergo a 9 Elements Digital Safety program, and teachers refer back to the program through the year as needed. Staff and students use Office 365 to help deliver the curriculum, particularly the use of Applications such as Teams, One Note, Sway and Forms. Other selected Apps are added to devices to support curriculum areas.

Social climate

St Vincent’s is actively supported by its community. Student wellbeing is an important aspect of school life and the school continues to implement the Friendly Schools Plus Program. In 2018, St Vincent’s continued with its ‘Well Being’ week every term as part of our ongoing commitment to student wellbeing. During these weeks, students participated in activities that acknowledge and celebrate different aspects of wellbeing. A student buddy system is used to nurture relationships between students. A full time School Counsellor works with staff, families and students in a variety of supportive ways, which include a range of proactive class programs such as Incredible Flexible You, M Power Girls program, Play is the Way and support in Transition to Secondary School. St Vincent’s

has a Community Liaison Staff member who supports families and students in need. Students who have experienced grief and loss can participate in Seasons for Growth program after parental nomination. Class representatives organise social gathering for parents, both at a class level as well as whole year level gatherings. The P&F also actively provides opportunities for Parents to engage with each other and the school through events such as the Parents' and Kids' Campout.

The school is organised into three clusters, Prep – Year 2, Year 3 – Year 4 and Year 5 – Year 6. A member from the leadership team is allocated to support and oversee each cluster group. This model supports the pastoral care of students and families. School assemblies are conducted to reinforce the Mercy Charism of the school, to develop a strong sense of community and to celebrate both individual and whole school successes.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	98.4 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	89.2 %
Religious Education at this school is comprehensive and engaging	96.0 %
I see school staff practising the values and beliefs of the school	94.0 %
This school looks for ways to improve	86.5 %
The school is well managed	86.0 %
My child is making good progress at this school	87.8 %
This school is a safe place for my child	96.0 %
This school helps students respect the needs of others	91.7 %
Teachers and staff are caring and supportive	95.1 %
Teachers at this school expect my child to do their best	92.9 %
Teachers and staff relate to students as individuals	94.3 %
The teachers help my child to be responsible for their own learning	90.9 %
My child is motivated to learn at this school	91.2 %
I can talk to my child's teachers about my concerns	94.9 %
This school offers me opportunities to get involved in my child's education	87.1 %
My child's learning needs are being met at this school	81.8 %
I am happy with my decision to send my child to this school	90.7 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2018
At my school, I can express my beliefs	83.4 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	88.7 %
Religious Education at my school is interesting and engaging	76.3 %
I see school staff practising the values and beliefs of my school	84.5 %
My school looks for ways to improve	95.5 %
Students at my school are encouraged to voice their concerns or complaints	88.8 %
Teachers treat students fairly at my school	90.4 %
Teachers recognise my efforts at school	96.3 %
I feel safe at school	92.6 %
My school helps me to respect the needs of others	95.0 %
I am happy to be at my school	93.4 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	95.7 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	98.0 %
Religious Education at this school is comprehensive and engaging	97.9 %
I see school staff practising the values and beliefs of this school	95.9 %
This school is well managed	87.8 %
My concerns are taken seriously by the school	91.5 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	97.9 %
This school has a culture of striving for excellence	100.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	100.0 %

[#] '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

Parent involvement is actively welcomed within the school and with their child's learning. A comprehensive induction program is developed for parents of students beginning in Prep. All parents receive a personal tour around the school. Upon acceptance of an offer of placement, parents are invited to an orientation night in their child's classroom at the beginning of term 4 which offers the opportunity to meet teachers and become familiar with the processes and learning that will take place throughout the year. From Term 3 there is the opportunity to attend a session in the library and then future students and parents visit various parts of the school. A student induction is organized in Term 4 and a 'marketplace' session (of services offered at St Vincent's) is held.

Formal written reports are submitted by teachers to parents in Term 2 and Term 4 and interviews are offered to all parents. An information session is held at the beginning of each year level and parent Teacher conferences are offered in Term 1. Parents are invited to attend class masses, whole school liturgies and assemblies, Year level assemblies, as well as other celebrations such as Shrove Tuesday Breakfast and the Father's Day Breakkie. Teachers invite parents to assist with reading and to support extra – curricular activities such as sporting carnivals, fundraising activities and other school based celebrations. The school holds an annual Families' and Kids' Campout. Each year the principal conducts parent forums around topics of interest and holds a feedback forum with Parent Reps. St Vincent's has an active P&F body that promotes social and fundraising opportunities for parents. A School fete 'St Vincent's Night' is held biannually, and it relies on the participation and engagement of the parent body.

The St. Vincent's Support Team consult and collaborate with parents and caregivers of students with disabilities formally twice a year. Mid Term 1 and Mid Term 4. Personalised Learning Plans are reviewed, progress discussed and areas of priority for further development are identified. Goals and appropriate strategies are then collaboratively created by the School Team and Parents. Monitoring and review of progress is implemented on an ongoing basis by Class Teachers, Enhancement Teachers and School Support Staff. Meetings are arranged with parents and the School Team to meet as needed to address concerns and consult, collaborate and prepare for school excursions, camps, sports and transitions. This process ensures that students can access learning and participate on the same basis as their peers and that appropriate support and adjustments can be planned to support a successful and inclusive experience and access to the class and social curriculum at St. Vincent's.

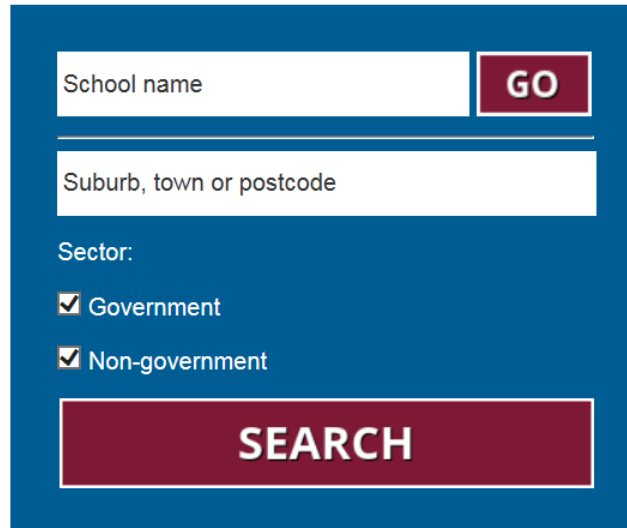
School funding

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 at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red 'GO' button. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	47	17
Full-time Equivalents	42	12.8

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	8
Graduate Diploma etc.**	13
Bachelor degree	26
Diploma	
Certificate	

*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 2018 were over \$150,000

The major professional development initiatives are as follows:

- Collaborative planning units of work and weekly plans as a year level
- Professional Learning Communities
- Big Write and V.C.O.P.
- Staff Spiritual Formation

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	95.4 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	91.9 %

*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 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	92.1 %	93.4 %	90.6 %	92.2 %	91.7 %	91.1 %	92.2 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

The school views attendance to be essential to maximise learning opportunities. The uses its newsletter as a reminder to parents of the importance of attendance. Parents are contacted via text if their child is absent and the school has not been advised. Class roles are marked twice a day. The school leadership team is informed of student attendance patterns and potential attendance concerns. The school works pastorally with students, parents, teacher and relevant outside agencies to resolve issues and improve attendance. 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. A bag tag is used to identify and record students checking in late or leaving early at reception. These students must sign in through the office and parents collecting students early must sign them out before collection from classrooms.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	470.4	433.8	524.1	509.0
Writing	429.3	407.2	465.5	464.6
Spelling	428.3	417.8	508.0	502.5
Grammar & Punctuation	468.9	431.7	527.7	503.6
Numeracy	411.4	407.7	512.4	494.2