

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

# Annual Report 2019

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



# Contact information

<b>School</b>	St Vincent's Primary School
<b>Postal address</b>	PO Box 6574, GOLD COAST MC, QLD, 4217
<b>Phone</b>	(07) 5572 1746
<b>Email</b>	probina@bne.catholic.edu.au
<b>School website</b>	www.stvincentsps.qld.edu.au
<b>Contact Person</b>	Kerry Rowlands - Principal

## Principal's foreword

The 2019 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.

### School progress towards its goals in 2019

The learning goals for 2019 continue to focus on the growth of all students and staff. St Vincent's values data-informed, collaborative planning and learning and teaching across all year levels. The Catholic Identity of our school was enhanced by the reviewed and visible representations of our values, mission and vision, which included an Indigenous and Torres Strait Islander perspective, around our school and in our classrooms. The work completed in Indigenous and Torres Strait Islander culture was a highlight, particularly the celebration of NAIDOC Week that included engaging with parents. A Staff Consultative Committee was formed to gather to staff voice.

Goal	Progress
By the end of 2019, complete and commence implementation of the Staff Formation Plan, and ensure all teachers have acquired and maintained RE accreditation status relevant to their role.	Achieved
By the end of 2019, finalise St Vincent's values, mission and vision statements and create visual representations for display around the school.	Achieved
To develop staff and student understanding of Indigenous and Torres Strait Islander culture and review current policies and practices to ensure inclusion of an Indigenous and Torres Strait Islander perspective, moving towards the development of a Reconciliation Action Plan.	Achieved
By the end of 2019 all literacy and numeracy planning will include a personalised and differentiated learning curriculum for targeted students based on data gathered through the BI Tool, Data Wall and Formative Assessment.	Not Achieved
By the end of 2019, Professional Learning Communities will be operating based on teacher goals and year level needs.	Achieved
By the end of 2019, all staff and students will be familiar and confident with the use of technology to support teaching and learning.	Achieved
In 2019, St Vincent's will increase 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's 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.	Not Achieved

## Future outlook

The explicit improvement agenda for 2020 will focus on our Catholic Identity by developing our knowledge of Catherine McAuley and an understanding of how we can live and learn in her spirit, developing the 'Mercy Way'.

St Vincent's will continue to develop a professional learning community that plans, teaches, assesses and reports together to enhance excellent learning and teaching, by collecting and using student data and responding to needs through Brisbane Catholic Education's Models of Pedagogy.

St Vincent's will review and renew its commitment to Laudata Si and work to reduce our impact on the environment. Student voice will be an important aspect of this work.

# 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 2019:** Primary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	769	395	374	8

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

## Characteristics of the student body

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 is under construction in 2019 to provide 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: 8

Religion Catholic: 670 (85.9%)

Other Christians: 62

Non-Christian Faith: 1

No Religion: 38

Students With Disabilities: 27

English as an Additional Language: 42

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 delivery

### Approach to curriculum delivery

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 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 Fontas 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 in detail weekly plans, 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 and Co-teach 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

### **Co-curricular activities**

St Vincent's offers a comprehensive range of activities:

#### **ACADEMIC**

- Camps - Year 4 and Year 5
- Canberra & Perisher – Year 6
- ICAS assessments
- Robotics Club – 2 teams advanced to the national titles in 2019
- 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 or MacBook) is shared between two students.

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 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 Behaviours 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.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree <sup>#</sup> 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

St Vincent's believes that collaborative and respectful relationships between school and parents enhance student success. 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 2019 the school introduced 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

This is the first 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

Environmental footprint indicators	
Years	Electricity kWh
2019	290999

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website.

#### How to access our 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.

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

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	56	17
Full-time Equivalent	48.5	12.8



## Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	16
Graduate diploma etc.**	12
Bachelor degree	28
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 2019 were \$150,000.

The major professional development initiatives are as follows:

- Collaborative planning and teaching
- Writing (Seven Steps; collaborative planning);
- Religious Education and Spirituality (Thomas Groome's 'Strong Catholic Identity: Formation for Mission'; In the shoes of Mary McKillop; Reviewing current practice and engage with the Line of Sight Documents.)
- Indigenous Spirituality and Hidden Histories;
- Annual Mandatory Training;
- Office 365 training

The proportion of the teaching staff involved in professional development activities during 2019 was **100%**.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	94.1%

### Proportion of staff retained from the previous school year.

From the end of the previous school year, **100%** of staff was retained by the school for the entire 2019.

# Performance of our students

## Student attendance

Description	%
The overall attendance rate* for the students at this school	92.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.5%

### Average attendance rate per year level

Prep attendance rate	92.7%	Year 4 attendance rate	92.1%
Year 1 attendance rate	92.2%	Year 5 attendance rate	92.5%
Year 2 attendance rate	93.5%	Year 6 attendance rate	92.6%
Year 3 attendance rate	91.5%		

\*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

### 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 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.

*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

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	466.6	432.3	544.4	506.0
Writing	440.3	423.1	500.2	473.9
Spelling	441.9	418.7	521.3	500.7
Grammar and punctuation	479.6	439.8	540.1	499.1
Numeracy	423.9	408.1	509.2	495.8