



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

Annual Report 2021

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

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Principal's foreword

The 2021 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 6) with a current enrolment of around 799 students. Our school grounds are extensive and include ovals and a large lake. The core values of the school (Mercy Qualities) 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 (Misericordia) 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 coordinator.

School progress towards its goals in 2021

St Vincent's Primary School - Annual Operational Plan

Name:	St Vincent's CIW	Team Member:	David Sewell – Principal; Yolanta Hamilton – APA; Margaret Hatzis – APRE; Amy Sherburn – PLL.
Team: (Academic, Pastoral, Program)	Leadership Team	Year:	2021

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 the success be monitored?)
Catholic Identity	Celebrate our Catholic story, The Mercy Way, through dialogue, ritual, prayer and action.	Staff Engagement in Strong Catholic Identity Modules. Incorporating wisdom from founders in RE Units. Providing age-appropriate prayer celebrations. Participating in and promoting Action for Justice. Invitation for parent involvement to reflect health advice Staff develop one Spiritual Formation goal	Promote the Mercy Way Co Planning/ Teaching RE Unit with APRE Co constructed Liturgy and prayer with students/teachers and APRE Year 6 Social Justice Crew to promote Action for Social Justice Music Ministry to lead liturgical celebrations	Collaboratively staff have discerned and developed The Mercy Way Community selects names for classroom blocks around the school Staff will have developed an individual Spiritual Formation Goal for 2021. Staff have participated in the SCI: Formation for Mission Module Tradition	Key participants to review activities to provide feedback Student/staff /community participation Staff invited to provide feedback Feedback from EORE and REV review panel 2022
Review	We have celebrated our Catholic Story and lived the Mercy Way in 2021. The evidence of which is: <ul style="list-style-type: none"> <input type="checkbox"/> Catholic Identity modules provided a sound foundation and introduction to the for theology in Catholic Perspectives. <input type="checkbox"/> Founders' wisdom is included in P-2, 5-6 units need to review 3-4 <input type="checkbox"/> Parents welcomed the opportunity to attend Year level Masses - affirming feedback from parents <input type="checkbox"/> Liturgies were developed to reflect RE Units of work and age of students- eg: Prep liturgy 15mins 1-2 Liturgy 20min Year3-6, 30 min Mass <input type="checkbox"/> Staff engaged in the performance development process at St Vincent's in 2021 and developed an individual Formation Goal of which they will review before the end of 2021 <input type="checkbox"/> The Mercy Way is explicitly aligned with the PB4L weekly focus. <input type="checkbox"/> Weekly Student Awards are explicitly aligned to the Mercy Qualities <input type="checkbox"/> Implementation of the Vinnie's Award- recognising students who live and learn the Mercy Way. <input type="checkbox"/> St Vincent's community promoted and participated in Social Justice initiatives aligned to our founders and corporal works of Mercy (Rosies, Caritas, Daniel Morcombe Foundation, St Vincent de Paul, Mary MacKillop Foundation). 				
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 Professional Practice goal.	Semester 2: Engage Andrea Hillbrick and Charlotte Pezaro / Brent Johnston & Moira Meehan (BCE) to assist staff to develop a deeper understanding of the Australian Numeracy Curriculum. Continue to monitor and update whole school curriculum delivery plan & strategic plan around Numeracy.	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: A strategic plan to implement a change in planning & pedagogy in the area of Mathematics. This aligns with: <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum delivery plan <input type="checkbox"/> Data Plan <input type="checkbox"/> Professional Learning Plan
Review	While sustaining foundational practices in literacy, St Vincent's staff have begun the improvement journey of pedagogical change in Numeracy. <ul style="list-style-type: none"> <input type="checkbox"/> Engaged with BCEO's EO to develop a road map to change <input type="checkbox"/> Launched the Numeracy Improvement Agenda <input type="checkbox"/> Teacher buy-in through goal setting and Professional Reading <input type="checkbox"/> Aquired resources and reading materials to support change <input type="checkbox"/> Curriculum familiarisation <input type="checkbox"/> Investigated the Big Ideas in Numeracy in line with the BCE monitoring tools <input type="checkbox"/> Engaged Andrea Hillbrick as a pedagogical resource <input type="checkbox"/> Continued to update curriculum delivery plan through collaborative planning sessions <input type="checkbox"/> Weekly Professional Reading sent to staff around current research & pedagogical practice. <input type="checkbox"/> Continued to build capacity in teachers in the area of literacy: Spelling focus, grammar mini lessons. 				
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. Staff develop a Professional Behaviour Goal	Build explicit lessons around the CARE Matrix- underpinned by our Mercy Qualities. Posters for classrooms (graphic designer) Collate weekly PB4L lessons. Refer back to previously created ideas.	Evidence of student improvement. Common use of language and expectations across school community.	Make use of Engage data to determine future focus areas.
Review	St Vincent's have built a common language & understanding of Positive Behaviour 4 Learning across whole school. <ul style="list-style-type: none"> <input type="checkbox"/> Evidenced during recruitment interviews: common language and understand was the most consistent feedback from current staff. <input type="checkbox"/> Weekly Ready, Set, Go meetings to launch the focus for the week, followed by explicit teaching in the classroom. <input type="checkbox"/> Social Media communication to inform community of our focus and direction. 				

Future outlook

In 2022, the St Vincent's improvement priorities/school goals are articulated in our Explicit Improvement Agenda for 2022. These targets, timelines, and our proposed strategies for achieving these, as well as our plans are outlined below.

In 2022, we at St Vincent's look forward to consolidating our improvement agenda focussing on building a strong Catholic Identity, having an explicit improvement focus in Mathematics and building school culture as we rework our St Vincent's School Covenant.



St Vincent's Clear Island Waters

Explicit Improvement Agenda 2022

We are St Vincent's Proud & True

Vision

We are a faith-filled learning community, striving for excellence to create a better future.

Mission

Teach, challenge and transform through our service, support and leadership for Catholic Education in the Surfers Paradise Parish

Values

Excellence & Optimism
Catholic Spirit Alive
The future does have a name... and its name is hope" - Pope Francis

Spirituality & Faith
Future Leaders
"We should be shining lamps, giving light to all around us" - Catherine McAulev

Justice & Service
Excellence in Education
"Love, serve & assist" -St Vincent de Paul

Care & Responsibility
Enriching Life
"Be a gift of love & compassion for one another" - Mary McKillop

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline	Responsibility
Catholic identity	To identify and provide opportunities to continue to develop, strengthen and celebrate our Catholic Identity by reflecting on the impact of the Dialogue Project and responding to the current needs of staff, students, and the wider community.	By the end of 2022, staff, students and parent community of St Vincent's will be able to make meaning of their own faith journey within the rites and rituals of the Catholic tradition as expressed through the life, death and resurrection of Jesus.	<p>Reengagement in Dialogue Project 2022</p> <p>Why do Catholics Do That? led by APRE for parents.</p> <p>Assemblies in Church with Prayer-End of Year Liturgy and Picnic-Class teacher.</p> <ul style="list-style-type: none"> RLOS developed Nov 2021 for planning with APRE Team and Parish Priest Fr Peter Dillon. Whole School Mass- Opening School Year and School Feast Day Whole School Liturgies Passion of our Lord, Day for Daniel St Vincent's hosted Sunday Mass each term 	<p>The Religious Life of the School Overview will reflect the 2022 Liturgical Year Calendar.</p> <p>Reengagement in Dialogue Project 2022</p>	<p>Leadership Team</p> <p>EORE</p> <p>St Vincent's Staff</p> <p>Parish Priest Fr Peter Dillon</p> <p>Associate Priest Fr Paul Kelly</p> <p>St Vincent's Students</p> <p>St Vincent's families</p>
			<ul style="list-style-type: none"> Invite Staff to volunteer on one weekend of the Sacred Heart roster- Readers/ministers/music etc 1 Year Level mass with parents per year level for years 3-6 1 Year Level liturgy with parents per year level for years P-2 Morning Parish Mass- class weekday <p>Ideas:</p> <ul style="list-style-type: none"> Evening on the lawn End of Year class liturgy Prayer assembly in the Church Breakfasts (Father's day, Pancake, Christmas) 		
Learning and teaching	To deepen student understanding, build student confidence and skill mastery in Number & Algebra, through a revised approach to planning, pedagogy, monitoring and assessment, with a view to increase student achievement.	<p>By the end of 2023, there will be a consistent approach to the planning and delivery of Mathematics lessons across year levels.</p> <p>Target: Year 3 and 5 Numeracy NAPLAN effect Size shows 50% of students at or above the Australian Effect Size in 2023 (currently 44.3% at or above in 2021)</p>	<ul style="list-style-type: none"> Andrea Hillbrick 2022 Professional Development days Brent Johnston & Moira Meehan: planning for effective pedagogy Monitoring Tools PD and implementation Make use of: Teaching primary Mathematics (George Booker) Peter Sullivan (books) open ended maths activities/ challenging mathematical tasks during staff meetings (showcase) Peer Walks around effective Mathematics routines. Revised consistent planning template 	Numeracy Improvement agenda was launched in 2021 and will be measured at the end of 2023- ongoing.	<p>Whole school approach to planning and delivery of Mathematics: pedagogical change.</p> <p>Leadership Team</p> <p>EO support</p> <p>St Vincent's Staff</p> <p>Critical Friends</p>
Our people Our Culture	Continue to build and shape the culture of excellence lived at St Vincent's by deepening the common understanding and	All stakeholders have a true sense of belonging at St Vincent's. There is a collective understanding of culture (social behaviour, practice and norms).	<p>Rewrite the Vision & Mission: engage critical friend</p> <p>All stakeholders know and understand our common goal:</p>	We will have a new Vision and Mission to begin the 2023 School Year.	<p>Leadership Team</p> <p>Staff</p> <p>Parents</p> <p>Students</p>

	language around all aspects of living the Mercy Way.		<p>every student, every classroom, every day</p> <p>PB4L language and focus is forefront of what we do and reflects the culture of St Vincent's</p> <p>Interactions and communication happen with dignity and respect.</p> <p>All stakeholders (staff, students, parents) have a true sense of belonging.</p> <p>Collective culture: social behaviour, expected practice and norms living and learning the Mercy Way.</p> <p>Formal and informal recognition of staff</p> <p>Consistency of expected practice (excellence). <i>What is excellence?</i></p> <p>Collaboration, differentiation, collective responsibility.</p>		Wider community Parish Priest
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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 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	799	423	376	21

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 799 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.

School snapshot	
Catholic	662
Other Christians	57
Non-Christian Faith	27
No Religion	53
Students with Disabilities	85
English as an Additional Language/Dialect	19

The Year 6 students transition 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 (PLL). We plan from the approved Australian Curriculum for Mathematics, English, Humanities and Social Sciences (HASS), The Arts, Technologies, Languages and Health and Physical Education (HPE). Specialist teachers use the approved Australian curriculum to plan in the areas of The Arts, LOTE (Italian), PE, STEM and Music.

St Vincent's is compliant with and directed by Brisbane Catholic Education's Model of Pedagogy, Effective & Expected Practices and High Yield Strategies. Our approach uses the combined evidence-based research of:

- John Hattie's Visible Learning model
- Michael Fullan's Coherence Framework
- Lyn Sharratt's and Michael Fullan's – Putting FACES on the Data
- Peter Sullivan's & Jo Boaler's Mathematical pedagogy.

Planned differentiation occurs at all levels of learning and 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's Writing Criteria and VCOP Assessment Levels.

Review and response meetings to discuss student progress and identify ways of moving forward. Find, Show and Tell meetings are attended by the Leadership Team, ST-IE, GC. These meetings tie together the BCE named High Yield Strategies of Data Walls, Review and Response and Learning Walks and Talks.

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
- Teachers are provided with professional learning that is aligned to the schools Explicit Improvement Agenda and BCE's strategic system plan.

Collaborative weekly planning (preparation, planning & correction time)

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 learning and teaching cycle 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 develop plans to personalise curriculum access for these students in collaboration with parents, Enhancement teacher and ST-IE. 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 (ST-IE) and seven Enhancement Teachers who:

- Co-plan, Co-teach, Co-debrief and Co-Reflect with their year level

- Take small groups or individual children to work on their Individual Learning Plan goals
- Provide targeted teaching for selected students
- Manage Levelled Literacy Intervention for identified students.

Religious education

At St Vincent's, teachers plan the teaching and learning of Religion using Brisbane Catholic Education's Religious Education curriculum. The faith life of students is nurtured through the Religious Life of the School, imbued by the Mercy Charism.

Opportunities for developing our Religious Identity and Culture include:

- Living the Mercy Way through our PB4L focus promoted on Ready Set Go!
- Student and staff formation
- Whole school, class and individual prayer opportunities
- Whole School and Year Level Liturgy
- Year Level Mass
- Supporting and promoting social justice initiatives in response to the needs of others in the local and wider community
- Participating in Liturgical Ministry through music and dance.

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:

- Plan formative and summative assessment
- Analyse, discuss and respond to data to inform the learning and teaching cycle
- Assess student learning and achievement throughout teaching and learning cycles, providing feedback to students in order to progress their learning
- Set individual student learning goals in literacy and numeracy 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 2021, some of these were cancelled. The activities that proceeded in 2021 included:

Academic

- Camps - Year 4 and Year 5
- Noosa North Shore – Year 6
- Australian Mathematics Competition
- Robotics Club
- Opportunities for high achieving students to participate in extension programs both within and outside the school, e.g., STEM MAD, STEAM, Higher Order Thinking Skills
- ASCA Speech Exams
- Chess Club
- VEX Robotics Competition – Nationally
- SUMO Robotics Competition

Sport

- AusKick
- Tennis
- All Schools AFL & Soccer
- 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

- Vinnie's Days (Themed Dress Up Days)
- 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 Lessons
- Singing Lessons
- Speech and Drama
- Speech Choirs competing at Gold Coast Eisteddfod (remotely for class choral verse speaking in 2021 due to Covid)

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 Prep to Year 6. In 2021, during Alternate Education Provisions, staff and students built further on their 2020 experience and capable use of online learning platforms such as TEAMS, OneNote and SeeSaw. This skill acquisition was seamless in 2021 and extremely effective. These new ways of working continue to be part of regular school life. Whilst the pandemic continued to be a somewhat stressful and challenging period for staff, students and parents, it continued to gift us with new ways of working digitally and build deep capacity in our staff and students (and parents) seeing even further developed skill sets developing across the school.

Further, at St Vincent's:

- Our school uses a range of display technology across the school. In Prep through to Year 2, Interactive Touch televisions are available in each classroom. Currently, all classrooms in Years 3 to Year 6 have 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 to support 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.
- Teachers are provided with a MacBook, iPad and Apple Pen.
- School Officers are provided with an iPad and an Apple Pen.

Social climate

Overview

The St Vincent's behaviour matrix, 'Together we CARE for God's Community' (aka: The CARE Matrix), is based on Positive Behaviour for Learning philosophy 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. St Vincent's continues to implement the Friendly Schools Plus Program within the Health curriculum to build social skills and resilience.

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.

A PB4L Team meets regularly, provides Professional Learning and voice for staff and sets direction for the school by building a common language and common understanding of PB4L supports and philosophy.

Parent, student and staff satisfaction

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

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	98.2%
School staff demonstrate the school's Catholic Christian values	99.1%
Teachers at this school have high expectations for my child	92.1%
Staff at this school care about my child	99.1%
I can talk to my child's teachers about my concerns	88.5%
Teachers at this school encourage me to take an active role in my child's education	85.0%
My child feels safe at this school	99.1%
The facilities at this school support my child's educational needs	93.8%
This school looks for ways to improve	90.8%
I am happy my child is at this school	97.3%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	90.5%
I enjoy learning at my school	94.2%
Teachers expect me to work to the best of my ability in all my learning	99.0%
Feedback from my teacher helps me learn	98.3%
Teachers at my school treat me fairly	90.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	80.7%
I feel safe at school	93.2%
I am happy to be at my school	94.2%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	91.1%
School staff demonstrate this school's Catholic Christian values	93.3%
This school acts on staff feedback	55.8%
This school looks for ways to improve	93.2%
I am recognised for my efforts at work	77.8%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	97.8%

[#] '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. In 2021, due to the ongoing COVID-19 Pandemic, family and community engagement was severely restricted - families and the wider community were again 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. In 2021, these interviews were offered via phone and TEAMS.

Parent forums and the P&F meetings give parents the opportunity to voice their hopes and aspirations for the school. The St Vincent's 'Parent Reps' are a valued parent representative group. This group meets four times a year and provides feedback to the school, as well as organising social events for parents.

St Vincent's has close ties with the Surfers Paradise Parish, celebrating some masses with the wider community during the pandemic ravaged year. 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 visited the school in 2021 and they continue to 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.

In 2021, St Vincent's was explicitly intentional in its improvement of communication to and with parents and caregivers, launching two very active social media platforms: Instagram and Facebook. The content provided to parents and the wider community includes celebrations, classroom snap shots, reminders and notices, PB4L focus areas - all the while keeping families informed and current with what is happening and about to happen at St Vincent's.

In 2021, a St Vincent's School Directory (and prospectus) was developed - known as 'Proud and True'. Proud and True gives family businesses the opportunity to advertise their services in a physical and online publication where community members and the wider public can support each other.

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.

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.

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	53	16
Full-time Equivalents	47.5	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	10
Graduate diploma etc.**	0
Bachelor degree	39
Diploma	3
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 in 2021 were as follows:

- The 2021 Pupil Free Days focused on
 - The Context/Text Model and the BCE Writing Analysis Monitoring Tool (BCE EO's)
 - Digital & Design Technologies (BCE EO's)
 - PB4L – Common understanding and language of Universal Supports
- In spite of the Covid Pandemic disrupting our ability to join together physically at times in 2021, our major PD was centred around the following areas:
 - Assessment Capable Learners
 - VCOP Writing Goals and teaching responses
 - Catholic Perspectives (English)
 - Differentiation
 - The Australian Curriculum Review
 - Mathematical Mindsets and productive struggle and Maths routines
 - NAPLAN/ACER data analysis
 - Curriculum Mapping
 - Teaching Spelling using the curriculum
 - Professional reading
 - RE Planning and Assessment (BCE expectations)
- Andrea Hillbrick was engaged to build teacher capacity in teaching Mathematics.

The proportion of the teaching staff involved in professional development activities during 2021 was 97.4%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	94.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.6%

Average attendance rate per year level			
Prep attendance rate	94.4%	Year 4 attendance rate	94.9%
Year 1 attendance rate	94.6%	Year 5 attendance rate	94.4%
Year 2 attendance rate	94.4%	Year 6 attendance rate	94.3%
Year 3 attendance rate	94.1%		

*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.

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

5. Click on the *My School* link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



The image shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown menu.

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

[View School Profile](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.



The image shows a horizontal navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a downward arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

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.