

**Guardian Angels' Catholic  
Primary School, ASHMORE**

# Annual Report 2019

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



# Contact information

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## 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 vision and mission statement has been presented to the school staff and P&F with framed copies provided to all classroom teachers at a special prayer assembly.

Teaching staff are involved in the planning and teaching for HPE units that incorporate RSE.

Staff have been provided professional learning about the PB4L framework. Within this professional learning staff have been specifically coached in the 8 effective classroom practices. The tier 1 committee has been established and has finalised the behaviour matrix.

The Vision for Learning and Teaching has not been developed this term - due to a number of key curriculum staff factors.

Prep: 92% (actual achievement 97.1%) Year 1: 92% (actual achievement 90.1%) Year 2: 95% (actual achievement 92.6%)

Year 3: 90% (actual achievement 83.8%) Year 4: 92% (actual achievement 90.4%) Year 5: 85% (actual achievement 83.6%) Year 6: 90% (actual achievement 89.6%)

All classroom teachers have been provided with professional learning in the form of twilight, staff meeting, year level planning and coaching on the key dimensions of the NuMa strategy as well as the monitoring tools. All prep to year 2 students have been tested on trusting the count.

An architect - Williams Architects are working on a plan over the December/January period.

Staff learning capacity around the key strategic priorities have been strengthened through professional learning across all areas.

Goal	Progress
By the end of 2019 the vision and mission of Guardian Angels will be shared with and promoted to the Guardian Angels school community.	Achieved
By the end of 2019 a contemporary Catholic perspective on RSE will be evident in the planning and teaching for HPE.	Achieved
By the end of 2019 the vision for learning and teaching at Guardian Angels will be fully developed and evident in the planning and curriculum delivery undertaken by teachers throughout the year.	Not Achieved
By the end of 2019 we will have an understanding of the PB4L practices and processes and consistent use of Tier 1 strategies across the school	Achieved

Goal	Progress
By the end of 2019 there will be 92% of prep and year 1 students and 95% of year 2 students who have demonstrated BCE target benchmarks in reading achieved through regular, consistent monitoring and use of the effective and expected practices	Not Achieved
By the end of 2019 Students will be achieving BCE targets in literacy monitoring tools for Writing Analysis = 90% in year 3, 92% in year 4, 85% in year 5 and 90% in year 6.	Not Achieved
By the end of 2019 100% of Guardian Angels classroom teachers will have started to engage in the emerging phase of NuMa to build capacity for the learning and teaching of Mathematics.	Achieved
We are working toward developing a master plan for Guardian Angels school in 2019 through refurbishment of the current year 5 - 6 block and covering the netball courts.	Not Achieved
Strengthen staff learning capacity around the schools key strategic priorities - NuMa, PB4L, RSE and HASS/HPE	Achieved

### Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

#### Strong Catholic identity

- By the end of 2020 all health units, incorporating Catholic perspectives, will be written and implemented across the school and the process of familiarising parents with the expectations of teaching RSE will have begun.
- By the end of 2020 a three-year staff spiritual formation plan will be developed with each year focusing on one aspect of the school's Mission - Spirit, Relationships, Knowing

#### Excellent learning and teaching

- By the end of 2020 there will be 90% of Prep, 99% of Year 1 students and 91% of Year 2 students who have demonstrated BCE target benchmarks in reading achieved through regular, consistent monitoring and use of the effective and expected practices
- By the end of 2020 Students will be achieving BCE targets in literacy monitoring tools for Writing Analysis = 93% in year 3, 90% in year 4, 95% in year 5 and 85% in year 6.
- By the end of 2020 all teaching staff will be involved in capacity building professional learning in the area of Numeracy and Mathematics that will enhance their pedagogical practices.

#### Building a sustainable future

- By the end of 2020 the year 4 teaching team will have assessed the suitability of the iPad's in the 1:1 iPad trial to meet the needs of years 4, 5 and 6 in the school 1:1 program. Staff will undertake professional development in the use of iPads in the classroom and work with the leadership team and IT Manager and Committee to monitor the effectiveness of the iPads in the trial.
- By the end of 2020 the school will have reached and maintained an attendance level of 90%.

# Our school at a glance

## School profile

Guardian Angels' Catholic 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	741	362	379	4

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

## Characteristics of the student body

The student body is made up of children from diverse cultural backgrounds such as the Philippines, Malaysia, Korea, Japan, England, Italy, Croatia, Spain, South America as well as families from Syria. Most of the students live in the local parish and geographical area. Students would typically transition to Aquinas College at Ashmore or Southport State High School at the end of Year 6. Our enrolments remain stable throughout the primary years. The school uses a 'Buddy System' throughout the school to assist younger students.

## Curriculum delivery

### Approach to curriculum delivery

The school offers several distinctive curriculum offerings including:

- Japanese from P-Year 6
- Woodwork for Year 6
- Instrumental Music from Year 3 to 6
- Design and Technology from P-Year 6
- Visual Arts from P-Year 6
- Performing Arts from P-Year 6,
- Swimming from P-Year 6
- Gross Motor Program for Prep and Year 1.

### Co-curricular activities

Extra curricula activities include:

- Band camps, tours and performances for children from Year 4 - Year 6.
- Chess tournaments
- The Year 6 Canberra Trip
- Year 4 and 5 annual school camps.
- Runners club
- Swimming Club

### How information and communication technologies are used to assist learning

The school has a 1 to 1 laptop program in Year 4-6 while the children in Prep to Year 3 have access to class sets of iPads/laptops with interactive screens in prep and year 1. All classrooms have interactive whiteboards and FM systems.

## Social climate

### Overview

The school has several pastoral care programs - the Buddy System is used with the Year 5 and 6 students partnering with the Prep and Year 1 students to spend time doing activities in classrooms and in the playground. Peer Mediators from Year 6 have a regular roster to assist younger students in the playground and before school. There are 2 Guidance Counsellors working with students and their families in dealing with a range of areas from anxiety to anti-bullying strategies. There are quiet spaces that children can access during play times, including the Rainbow Room. The classroom teachers incorporate the Daniel Morecombe program in classes and have explored a variety of school-based programs such as Friendly Schools Plus.

### 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	94.7%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	86.0%
Religious Education at this school is comprehensive and engaging	92.5%
I see school staff practising the values and beliefs of the school	86.8%
This school looks for ways to improve	89.1%
The school is well managed	92.2%
My child is making good progress at this school	87.0%
This school is a safe place for my child	94.7%
This school helps students respect the needs of others	89.5%
Teachers and staff are caring and supportive	91.2%
Teachers at this school expect my child to do their best	94.4%
Teachers and staff relate to students as individuals	92.3%
The teachers help my child to be responsible for their own learning	87.0%
My child is motivated to learn at this school	86.9%
I can talk to my child's teachers about my concerns	95.1%
This school offers me opportunities to get involved in my child's education	86.6%
My child's learning needs are being met at this school	76.9%
I am happy with my decision to send my child to this school	93.6%

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	90.8%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	91.5%
Religious Education at my school is interesting and engaging	78.7%
I see school staff practising the values and beliefs of my school	83.7%
My school looks for ways to improve	94.9%
Students at my school are encouraged to voice their concerns or complaints	91.5%
Teachers treat students fairly at my school	91.2%
Teachers recognise my efforts at school	94.9%
I feel safe at school	93.4%
My school helps me to respect the needs of others	97.6%
I am happy to be at my school	93.7%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	97.1%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0%
Religious Education at this school is comprehensive and engaging	94.2%
I see school staff practising the values and beliefs of this school	98.6%
This school is well managed	93.1%
My concerns are taken seriously by the school	95.6%
This school is a safe place to work	94.4%
This school has an inclusive culture	98.6%
This school has a culture of striving for excellence	98.6%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	98.7%
Overall, I am happy with my decision to work at this school	95.8%

# '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

Parent engagement is actively encouraged. Communication is promoted through the Parent Portal where parents can access weekly newsletters, policies and forms and receive latest messages concerning the school. Teacher/Parent communication through email on a weekly basis, Parent/Teacher interviews are formally held at the beginning of the year to discuss the needs of parents regarding their child and mid-year to discuss academic progress. Student Support Team Meetings that include parents are conducted twice a year for students with special needs to set goals and review each child's progress accessing the curriculum. Parents assist with student reading in classrooms, through involvement and participation in the many prayer and social functions and through other opportunities - tuck shop, prayer and general assemblies, sports days. Community engagement occurs through close links with the parish – children attend weekly masses and visit De Paul Villa on a regular basis. Community volunteers assist with Design and Technology activities, fundraisers for St Vincent de Paul, P&F functions and extra-curricular activities.

## 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.

Guardian Angels participated in an eRamp audit at the end of 2019 to look at the electricity usage and ways to reduce our power consumption.

Environmental footprint indicators	
Years	Electricity kWh
2019	383564

## 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 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.

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	54	38
Full-time Equivalent	46.4	24.9

## Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate diploma etc.**	5
Bachelor degree	38
Diploma	4
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honors 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 \$88,768.

The major professional development initiatives are as follows:

- Mathematics Professional Development (NuMa)
- Positive Behaviours for Learning (PB4L)
- English Professional Development (VCOP)
- Religious Education

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	96.2%

### 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 2019.

# Performance of our students

## Student attendance

Description	%
The overall attendance rate* for the students at this school	92.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.7%

Average attendance rate per year level			
Prep attendance rate	92.5%	Year 4 attendance rate	92.9%
Year 1 attendance rate	91.8%	Year 5 attendance rate	91.8%
Year 2 attendance rate	93.4%	Year 6 attendance rate	91.9%
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

Roll marking is done by teachers twice each day - before 9am and then again at 12noon. The parents/ caregivers of students who have any unexplained absences are contacted by the school office.

Parents/caregivers are contacted by the school if students are absent from school for prolonged periods of time. Children who arrive late must report to the office for a late slip to take to their teacher. Any children who are being collected early from the school are checked out through the office.

## NAPLAN

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	444.4	432.3	514.7	506.0
Writing	437.2	423.1	479.2	473.9
Spelling	438.9	418.7	501.6	500.7
Grammar and punctuation	454.0	439.8	495.1	499.1
Numeracy	400.3	408.1	490.6	495.8