



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

Annual Report 2020

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

School	Guardian Angels' Catholic Primary School
Postal address	PO Box 267, ASHMORE CITY, QLD, 4214
Phone	(07) 5510 0055
Email	pashmore@bne.catholic.edu.au
Web pages	Information about the school can be at www.gaps.qld.edu.au Additional information about Brisbane Catholic Education school is located on the Brisbane Catholic Education website.
Contact person	Stephen Montgomery — Principal

Principal's foreword

The 2020 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Guardian Angels Catholic Primary School is located in the Gold Coast suburb of Ashmore. Originally established in 1958 in Southport, Guardian Angels moved to its current site in Ashmore in 1986 and in 2020 had 766 students enrolled from Prep through to Year 6. Guardian Angels is a Holy Ground rich in choice and opportunities. It values effort, success and achievement and nurtures talent. It is emotionally and physically safe. Guardian Angels prides itself on offering exceptional facilities including its own 25 metre heated swimming pool, hall, Science Lab, Class Kitchen, Design Technologies Centre, Recording Studio with green screen and performing-arts room. Guardian Angels Primary School is a special learning place for children that teach them to engage and interact with others in a positive, productive, active and harmonious way. Children are encouraged to act with empathy, confidence and a sense of social justice in the community. It is a school where children are given the opportunity to try different things. Much is offered, such as chess, swim training, sport and PE, music, drama, choir membership, as well as a full academic curriculum.

School progress towards its goals in 2020

Strong Catholic identity

- By the end of 2020 all health units, incorporating Catholic perspectives, were written, and implemented across the school. The process of familiarising parents with the expectations of teaching RSE had begun.
- A staff spiritual formation plan was developed with opportunities to connect and live the school's Mission - Spirit, Relationships, Knowing

Excellent Learning and Teaching

Growing the engagement, progress and achievement of each student in literacy , with a focus on reading and writing . We begin our emerging priority on numeracy .		
SMART Goals- Reading		Achievement
P - 2	PM Benchmark	<p>By the end of 2020, there will be:</p> <ul style="list-style-type: none"> • 90% of Prep students (5 or above) • 99% of Year 1 students (14 or above) • 91% of Year 2 students (22 or above) <p>who have demonstrated targeted achievement in PM Benchmark, achieved through explicit teaching and data cycles focused on the Effective and Expected Practices.</p>
		<p>Preps Achieved</p> <p>Year 1- Not Achieved</p> <p>Year 2- Achieved</p>

SMART Goal- Writing Year 3-6		
Year 3- 6	<p>By the end of 2020, Students will be achieving BCE targets in literacy monitoring tools for Writing Analysis</p> <ul style="list-style-type: none"> • 93% in Year 3 • 90% in Year 4 • 95% in Year 5 • and 85% in Year 6. 	<p>Year 3- Not Achieved Year 4- Not Achieved Year 5- Not Achieved Year 6- Achieved</p>

Building A Sustainable Future

- The Year 4 teaching team assessed the suitability of the iPad's in the trial to meet the needs of Years 4, 5 and 6 in the school 1:1 program. Staff undertook professional development in the use of iPads in the classroom and work with the leadership team and IT Manager and Committee as they monitored the effectiveness of the iPads in the trial. At the end of 2020 the school committed to full implementation of iPads 1-1 from Year 1-6 to be completed in 2 years.
- A goal within attendance was to have reached and maintained an attendance level of 90%. With the impact of COVID our attendance rate was not achieved. This is an area we need to continue to focus on in 2021.

Future outlook

The explicit improvement agenda for 2021 will focus on gaining improvements in:

Catholic identity

Goal: Promote Catholic perspectives within the context of curriculum planning and pedagogy.

Strategies:

- Embed Catholic perspectives into relevant planning documents across all learning areas.
- Build teacher confidence and capacity to convey Catholic perspective through their pedagogical practice

Excellent Learning and Teaching

Goal: Develop assessment capable learners to improve Literacy and Numeracy growth for all learners through the use of effective and expected practices.

Strategies:

- Demonstrate knowledge and understanding of the concepts, content and teaching strategies for Numeracy. Align practices to co-constructed belief.
- Develop a common understanding of assessment capable learners. Use high impact and research-based strategies.
- Implement effective and expected practices to support literacy
- Test readiness tips and practical strategies on understanding questions, providing opportunities for practice and skill building in the test format through everyday authentic learning opportunities.
- Build and enact teacher's capacity to analyse data to inform teaching response

Targets in Literacy

Growing the engagement, progress and achievement of each student in literacy , with a focus on reading and writing . We begin our emerging priority on numeracy .		
SMART Goals- Reading		
P - 2	PM Benchmark	<p>By the end of 2021, there will be:</p> <ul style="list-style-type: none"> • 95% of Prep students (5 or above) • 95% of Year 1 students (14 or above) • 95% of Year 2 students (22 or above) <p>who have demonstrated targeted achievement in PM Benchmark, achieved through explicit teaching and data cycles focused on the Effective and Expected Practices.</p>

SMART Goal- Writing Year 3-6	
Year 3-6	By the end of 2021, there will be greater than 95% of students in Year 3- Year 6 who have reached the Writing Analysis target 20-24 through explicit teaching and data cycles focused on the Effective and Expected Practices.

Building a sustainable future

Goal: Live a collective and cohesive professional learning culture at Guardian Angels.

Strategies:

- Guardian Angels community will develop a collective understanding of VOICE
- To develop and live our school shared language of learning to maximise student learning. The use of Guardian Angels non negotiables – learning intentions, GA Learning Powers, Qualities of Angels, Gradual Release of Responsibility, Australian Curriculum
- Use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged, and learning successfully

Goal: Clearly communicates expectations for student attendance, engagement, and outcomes with the community

Strategies:

- A focused review on factors which are impacting on enrolments and development of a sustainable system and school response
- Develop strategies to promote the school and important expectations of student attendance

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 2020: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	766	369	397	4

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

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 implementation

Curriculum overview

Guardian Angels, as a Catholic Christian community, educates all to live the gospel of Jesus Christ as successful, creative, and confident, active, and informed learners empowered to enrich and shape our world. At Guardian Angels we follow the Australian Curriculum and the Brisbane Catholic Education Religious Education Curriculum.

Learning Areas:

- Religious Education

- English
- Mathematics
- Science
- The Arts
- Technologies
- Health and Physical Education
- Language (Japanese)
- Humanities and Social Sciences (HaSS) - incorporating History, Geography, Civics and Citizenship and Economics and Business



Guardian Angels staff members attend regular professional development in current educational theory and practice. Students will be involved in a variety of opportunities that reflect best practice in a safe and enjoyable learning environment where students are encouraged to take risks, ask questions, collaborate, and create as members of the Guardian Angels school community.

Our school values every child as a learner. We acknowledge that learners learn in different ways, in different settings and at different rates. Learning is most effective when it involves active partnerships with parents and carers, peers, teachers, school, and community members.

In 2020 the GA Vision for Learning - for all learners at GA, students, and staff - was introduced after a number of years of consultation and reflecting the ethos of our newly completed Vision and Mission statement:

Teaching and learning SCHOOL GOALS:

1. To promote Catholic perspectives within the context of curriculum planning and pedagogy.
2. To develop **assessment capable learners** to improve **literacy** and **numeracy** growth for all through the use of expected and effective practices.
3. Live a **collective and cohesive professional learning culture** at Guardian Angels.

Extra-curricular activities

Guardian Angels prides itself on being a place where each child is able to become involved in a wide variety of educational pursuits. Interested staff and parents ensure that cultural and academic as well as sporting activities are available to all pupils. Activities offered are:

- | | |
|----------------------------|-------------------|
| • Swim Coaching | • Art Classes |
| • Tennis Lessons | • Choir and Drama |
| • Sport | • Chess |
| • Marshall arts | • Dance |
| • Netball | • Guitar Lessons |
| • Football – various codes | |

How information and communication technologies are used to assist learning

The school introduced a 1 to 1 iPad program in Year 4 with 1 to 1 laptops in Year 5 & 6. The children in Prep to Year 3 have access to class sets of iPads/laptop. Teachers have been in serviced on the General Capabilities IT Continuum and the need to embed the use of technology throughout their planning and daily classroom practice.

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.

Parent, student and staff satisfaction

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

Percentage of parents/carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	95%	98%
School staff demonstrate the school's Catholic Christian values	87%	97%
Teachers at this school have high expectations for my child	94%	93%
Staff at this school care about my child	91%	97%
I can talk to my child's teachers about my concerns	95%	95%
Teachers at this school encourage me to take an active role in my child's education	87%	88%
My child feels safe at this school	95%	97%
The facilities at this school support my child's educational needs	NA	95%
This school looks for ways to improve	89%	92%
I am happy my child is at this school	94%	95%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	88%	91%
I enjoy learning at my school	96%	96%
Teachers expect me to work to the best of my ability in all my learning	85%	100%
Feedback from my teacher helps me learn	98%	94%
Teachers treat students fairly at my school	91%	95%
If I was unhappy about something at school I would talk to a school leader or teacher about it	91%	82%
I feel safe at school	93%	93%
I am happy to be at my school	94%	92%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	97%	92%
School staff demonstrate this school's Catholic Christian values	99%	94%
This school acts on staff feedback	96%	85%
This school looks for ways to improve	99%	92%
I am recognised for my efforts at work	87%	80%
In general, students at this school respect staff members	90%	92%
This school makes student protection everyone's responsibility	99%	100%
I enjoy working at this school	94%	98%

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. In 2020 due to the restrictions with COVID requirements parents assisting within classrooms, prayer and social functions did not occur.

Environmental footprint

Reducing the school's environmental footprint

In continuing to engage with and live the messages of the Pope's Encyclical, *Laudato Si'* - Care for Our Common Home, the school has installed solar panels to assist with heating the pool and therefore reducing electricity usage. We have also purchased new photocopiers that are more energy efficient and have reduced the total number of photocopiers available for use by school staff. The school has also upgraded the bore water system used for student toilets, therefore reducing town water usage.

School funding

School income broken down by funding source

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

How to access income details

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

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	55	35
Full-time Equivalents	47.5	23.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	12
Graduate diploma etc.**	11
Bachelor degree	27
Diploma	5
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 delivered via full PD days or staff meetings are as follows:

Focus:

- PB4L
- GA Vision & Mission
- Curriculum – year level planning

Twilights (3PM – 6PM):

- Embedding Catholic Perspectives in English
- First Aid x 2

Termly:

- Review and Response and Well Being Activity

Weekly - General Staff Meetings:

- Staff Handbook
- Induction
- Mandatory Training
- Goal Setting
- Critical Incident Plan
- Class Placements
- External School Review – process
- External School Review – feedback
- Classroom Audits – WH&S
- PB4L

Weekly Curriculum Staff Meetings or Team Meetings:

- AEP (Alternative Education Plan) training and support
- NCCD information
- Speed Dating session – Inclusive Ed.
- Subscriptions 2021
- Athletics/Mathseeds PD
- Moderation of Monitoring Tools – writing analysis/benchmarking
- Religion - Introduction to embedding Catholic Perspectives in planning.
- RE – CTJ
- IPAD for learning PD

NOTES:

- Staff meetings were impacted by COVID restrictions at the end of Term 1, all of Term 2 and most of Term 3.
- Very little external PD was undertaken due to budget constraints or lack of opportunity due to COVID restrictions.

The proportion of the teaching staff involved in professional development activities during 2020 was **100%** of teachers – professional development opportunities through staff meetings and PD days are mandatory for our teaching staff.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.7% of staff was retained by the school for the entire 2020. In 2019 staff retention was 97.2%.

Performance of our students

Key student outcomes

Student attendance

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

Description	%
The overall attendance rate* for the students at this school	76.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	86.1%

Average attendance rate per year level			
Prep attendance rate	81.4%	Year 4 attendance rate	74%
Year 1 attendance rate	75.9%	Year 5 attendance rate	75.8%
Year 2 attendance rate	75.5%	Year 6 attendance rate	61.9%
Year 3 attendance rate	86.8%		

*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

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

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

How to access our NAPLAN results

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

A screenshot of the search bar on the My School website. It features a search input field on the left with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned on the far right of the search bar.

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



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



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.