



Guardian Angels' Primary School, WYNNUM

Annual Report 2021

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

Contact information

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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.

Guardian Angels' is a co-educational primary school of approximately 490 students from Prep to year 6. Serving the bay side community of Brisbane, we have classrooms with magnificent views of Moreton Bay helping to provide a beautiful setting for a dynamic learning environment. A feature of our school is our wonderfully supportive parent community, which is active, involved and enjoying life by the bay. Our student support team provide excellent and comprehensive support to our children. As a Catholic community, our outreach programs mark us as a caring people. A balanced education is our aim and in a Catholic context. The academic standard of the school is above state levels in most areas. The building program at the school in recent years has provided children with a modern up-to-date and well-equipped learning environment. Our school's core values of *Hope, Courage, Belonging, Respect* and *Excellence* are lived into daily by students, staff and our supportive parent community.

School progress towards its goals in 2021

Goal	Progress
Catholic Identity <ul style="list-style-type: none">• Deepen the spiritual and theological capacity of staff, students and families.• Identify and define our core school values in order to build a connected and inspired community that is united in living the Gospel.• Develop a Reconciliation Action Plan (RAP) demonstrating our commitment to promoting reconciliation between Aboriginal and Torres Strait Islander people and the broader Guardian Angels' School community.	<p>Success markers:</p> <ul style="list-style-type: none">• Actions from the ECSI report are developed for our context and implementation planned and delivered.• A formation plan has been developed and shared with the staff.• Teachers can reflect and articulate how their enhanced theological knowledge translates to their personal and professional spirituality.• Reorientation to the school history and charisms for new and existing staff.• Core school values were identified and articulated to the community.• The concept of a RAP presented to staff, along with the BCE RAP.• RAP working party established, consisting of staff, parents and local indigenous representatives.• RAP drafted and to be presented to school community for consultation and feedback.*

Goal	Progress
Learning and Teaching <ul style="list-style-type: none"> Teachers will embed BCE Effective and Expected (E&E) Practices across key subject areas and all year levels. Monitor and analyse student data to identify strategies to move student learning forward. 	Success markers: <ul style="list-style-type: none"> Professional partnership established with Sue Walsh Focus elements of Waterfall Framework' identified and implemented. Elements of the BCE, E&E practices prioritised Review of Literacy Blocks commenced from P – Year 6. Development of differentiated assessment tasks are documented in unit plans. NAPLAN preparation strategies are evident across the school. Data conversations occur at the beginning of each cycle of unit planning.
Wellbeing: <ul style="list-style-type: none"> Develop a whole school wellbeing framework that nurtures holistic wellbeing of staff and students. 	<ul style="list-style-type: none"> On hold *
Organisation: <ul style="list-style-type: none"> In consultation with the community, a Refurbishment Masterplan will be created to guide the future growth and development of Guardian Angels' Primary School. 	Success markers: <ul style="list-style-type: none"> Feedback from the 2020 refurbishment masterplan workshops with students, parents and staff was used to inform the 'School In Community' report. The Leadership Team, along with the school architect and BCE Building Services used the 'School In Community' report to guide the development of a refurbishment masterplan for our community.* In 2021, two of our current Prep Classrooms were refurbished to align with contemporary learning environment.

* COVID-19 disruption to the continuity of learning had implications for progress around some aspects of 2021 Annual Plan. These will be progressed within future directions for 2022.

Future outlook

The explicit improvement agenda for 2022 will focus on gaining improvements in the following areas:

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline	Responsibility
Catholic Identity	Strengthen our Catholic Identity and charism of the school in a recontextualised way through the Jesus story, Catherine McAuley and St Francis of Assisi.	Community members can articulate their understanding of the core values and Mercy and Franciscan tradition. CI team provide an overview of social justice foci. Students can articulate the	Review our core values to align with our school Catholic traditions, for staff, students, and families. Identify iconography to reflect our school Charism and traditions. Core Values (e.g. Consistent marketing, Year 6 Awards – creation of Catherine McAuley Award).	Term 2 Semester 2 Semester 2 Semester 1 & 2	Leadership Team, CI Team, Teaching Staff, Parents, Parish Priest, P&F & Students

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline	Responsibility
		<p>reason for supporting social justice initiatives.</p> <p>Consistent look and feel is evident across the school.</p>	<p>Engage community to provide understanding of our core school values to build a connected and inspired community that is united in living the Gospel.</p> <p>Develop social justice initiatives (5 x organisations) that incorporate prayer and scripture opportunities throughout social justice weeks.</p> <p>Implement the school formation plan.</p> <p>Investigate links with remote Franciscan & Mercy schools or organisations.</p> <p>Develop a school prayer incorporating the Core School Values and Mercy and Franciscan traditions.</p> <p>Develop a Guardian Angels Award & special Assembly that aligns with the Core School Values and Mercy and Franciscan traditions.</p> <p>Launch the Core School Values with the community.</p>	<p>Semester 2</p> <p>Semester 2 into 2023</p> <p>Semester 2 into 2023</p> <p>Semester 2 into 2023</p> <p>Semester 2 into 2023</p>	
Learning and Teaching	<p>Consolidate components of the Waterfall Framework as the vehicle for deepening explicit teaching practices in Literacy.</p>	<p>Explicit teaching practices in English are embedded consistently across P- 6, aligned to the Waterfall Framework.</p>	<p>Identify explicit teaching practices in Literacy routines.</p> <p>Collaboratively determine the explicit non-negotiables in Literacy across P-6.</p> <p>Use writing as the vehicle to develop the</p>	<p>Semester 1 & 2</p>	<p>Leadership Team, Teaching Staff & Students.</p>

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline	Responsibility
			<p>consistent application of the Waterfall Framework.</p> <p>Develop professional goal aligned to the Waterfall Framework focus.</p> <p>Develop avenues for showcasing practices (including use of walking bus).</p> <p>Explore models to support the development of a professional learning community framework.</p>		
Wellbeing	Review whole school PB4L framework.	<p>Consistent application of PB4L practices.</p> <p>Deepen engagement with PB4L framework across P-6.</p>	<p>Create PB4L team.</p> <p>Identify key areas of focus for the PB4L Team based on school data.</p> <p>Review PB4L matrix and visual resources.</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 2 - 4</p>	Leadership Team, PB4L Team, Teaching Staff & Students

Our school at a glance

School profile

Guardian Angels' 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 518	260	258	14

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

Guardian Angels' Primary School is a dual campus school, with students in Prep - Year 2 situated on the Guardian Angels Campus and students in Years 3-6 situated on the Mt. Carmel Campus. Our students are made up of a variety of cultural backgrounds. All students belong to one of three team houses (Katara, Blacara or Arlunga). Inter-house carnivals are held during the year in swimming, cross country and athletics.

Curriculum implementation

Curriculum overview

Learning areas mandated by the Australian Curriculum, Assessment and Reporting Authority (ACARA) are taught, monitored and assessed at Guardian Angels. Distinctive curriculum offerings include Information Communication & Learning Technology (ICLT), LOTE (Japanese), Arts Program, Health & Physical Education Program and Instrumental Music Program.

At Guardian Angels' School, our staff plan, teach and assess from the Australian Curriculum, in all eight learning areas. As a Catholic school, the teaching of religion occurs within two dimensions including content from the Archdiocese of Brisbane Religion Curriculum P-12 and within the religious life of the school. A variety of projects are designed to support the religious life of the school through fundraising and service.

Our school fosters a collaborative learning and teaching approach to curriculum design and delivery. All students are supported within a balance of classroom routines that support explicit instruction and differentiation across the curriculum. Students with identified learning and teaching needs are catered for with individualised programs, and flexible groupings to support differentiation.

Monitoring of student learning occurs with the support of our Primary Learning Leader (PLL). Our PLL works collaboratively with our Inclusion Team (Support Teacher Inclusive Education and Guidance Counsellor) and teachers to analyse assessment information to assist in developing curriculum programs that offer precise and personalised instruction to each student. This occurs within short term planning cycles, within the learning and teaching cycle.

All students from Prep – Year 6 engage in a connected curriculum which is supported by inquiry processes. Inquiry learning is initiated from the Australian Curriculum. It enables natural connections across and within learning areas to support authentic learning and teaching experiences for students. This process is inquiry driven, open ended and supports students to become collaborative, critical and creative thinkers. We offer specialist teachers/programs in the learning areas of LOTE Japanese (years 5 - 6), Drama, Library, PE and Music.

Extra-curricular activities

In addition to the nine Key Learning Areas offered in all Catholic schools, Guardian Angels' offers a range of distinctive curriculum offerings to engage students in a range of learning opportunities. They include:

- Dance
- Skipping
- Soccer clinics
- AFL Clinics
- Rugby clinics
- Story Dogs
- Instrumental Music
- Year 5 and 6 Camp experience.

How information and communication technologies are used to assist learning

In Years 5 and 6, students are enrolled in a one-to-one laptop program. The ubiquitous access to technology resources continues to become a realisation with funding set aside annually to support this goal. Students in the lower grades also have access to banks of laptops and iPads to enhance their access to the curriculum.

Social climate

Overview

A strong emphasis is placed on the pastoral care of students. Classes buddy up and are given opportunities to come together in order for our students to build their social skills. We also celebrate Wellness Week in all four school terms. A major emphasis is also placed on the teaching of positive behaviour for learning. A Guidance Counsellor is also employed for three days each week and facilitates proactive social skills programs throughout the school year.

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	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	98.9%
School staff demonstrate the school's Catholic Christian values	97.8%
Teachers at this school have high expectations for my child	91.6%
Staff at this school care about my child	96.9%
I can talk to my child's teachers about my concerns	93.8%
Teachers at this school encourage me to take an active role in my child's education	89.7%
My child feels safe at this school	96.9%
The facilities at this school support my child's educational needs	90.7%
This school looks for ways to improve	95.7%
I am happy my child is at this school	94.7%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	82.7%
I enjoy learning at my school	86.9%
Teachers expect me to work to the best of my ability in all my learning	96.3%
Feedback from my teacher helps me learn	89.4%
Teachers at my school treat me fairly	87.5%
If I was unhappy about something at school I would talk to a school leader or teacher about it	81.9%
I feel safe at school	87.5%
I am happy to be at my school	88.1%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	95.7%
School staff demonstrate this school's Catholic Christian values	95.6%
This school acts on staff feedback	88.1%
This school looks for ways to improve	95.3%
I am recognised for my efforts at work	84.8%
In general students at this school respect staff members	89.1%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	95.6%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Parent involvement at Guardian Angels is highly valued and a crucial component for the education of each child. Your involvement can be as diverse as you wish, ranging from direct involvement in classrooms (as coordinated by individual teachers) as well as opportunities to volunteer at working bees and other P&F initiatives. We also have a consultative pastoral School Board in place where parents are invited to become members. All volunteers must be trained in Student Protection and Safety protocols before they can lend their skills and services within the community. Either through undertaking the training through a homebased module or attending School based training, parents, grandparents and friends can agree to a code of conduct and register as a volunteer in our school. Guardian Angels prides itself on being an Inclusive school. We have students with varying learning and social and emotional needs. We have a range of supports in place to support our students and these arrangements are always done in consultation with parents and students.

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](http://www.myschool.edu.au/) 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.

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	36	23
Full-time Equivalents	29.8	13.3

*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	5
Graduate diploma etc.**	3
Bachelor degree	28
Diploma	0
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:

- Catholic Identity and formation – Developing the GA Values
- Effective planning cycles in Religious Education
- Implementation of the Waterfall Framework across P-6
- Revisit PB4L using the iLearn modules
- Staff wellbeing – Flourish

The proportion of the teaching staff involved in professional development activities during 2021 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	87.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87.3% 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	94.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.7%

Average attendance rate per year level			
Prep attendance rate	93.8%	Year 4 attendance rate	93.5%
Year 1 attendance rate	93.4%	Year 5 attendance rate	97.0%
Year 2 attendance rate	94.1%	Year 6 attendance rate	95.8%
Year 3 attendance rate	93.9%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

We have an attendance procedure that all teachers must adhere to ensure compliance and accuracy of student attendance. We also have a comprehensive process to address attendance issues. This process is a collaborative process involving the student, parents, the Leadership Team, Guidance Counsellor and class teacher. Rolls are marked each day in the morning and afternoon. Where a child has an unexplained absence, a member of the office team sends an SMS to the family. In the event, the family does not respond to the SMS, explaining the absence, a phone call is made.

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.

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.

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.