



Guardian Angels' Primary School, Wynnum

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

We aim to be an exemplary Catholic Learning Community, united in living the Gospel.

Mission

In achieving our VISION we will experience: Relationships which are inclusive, mutually respectful and based on trust Learning which is dynamic, interactive and purposeful and A culture which is hope-filled, courageous and caring through organisational structures which are efficient, helpful and which enable participants to achieve their purposes.

Values

Inclusivity Respect Trust Safety Responsibility Hope Excellence Compassion

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

The report outlining our Strategic Achievements in 2018 can be found [here](#).

Strong Catholic identity

1. A school Board will be re-established to help guide the school's development of policy and procedures.
2. Explicitly use the school Vision and Mission Statements as touchstones for school policy and direction.
3. A school spiritual formation plan for staff will be formulated.
4. A positive and genuine relationship between the school and Parish will be fostered.

5. A school wide approach to the teaching of relationships and sexuality education contains a Catholic perspective.
6. The religious life of the school is promoted and communicated to parents.
7. The school, lead by the APRE, has embedded the principle's of the Pope's Laudato is Encyclical when making decisions regarding environment sustainability.
8. An internal review of the elements of the Religious Life ion the School (RLOS) will be conducted to inform future planning.

Excellent learning and teaching

1. By December 2018, Guardian Angels' School has explicitly worked to cultivate a COLLABORATIVE CULTURE OF LEARNING that builds the capacity of teachers to consistently use the EXPECTED and EFFECTIVE PRACTICES of LITERACY evidenced through short cycle planning, precise pedagogy and valid assessment resulting in:
2. BCE monitoring tools will be used consistently by all teachers
3. A professional plan will be established to ensure the engagement and implementation and use of the high yield strategies by all teachers to guide forward planning and monitor student growth.
4. A professional learning plan will be established that aligns with the school budget and teaching and learning priorities with the intention to build the individual and collective capacity of staff.
5. A whole school approach to the teaching of expected student behaviour will be established to ensure consistency across the school.
6. Student support team structures and processes will be established to promote efficiency and transparent and positive learning outcomes for all students where relevant education adjustments enable student access to and participation in the curriculum.
7. Staff will review the bi-annual BCE staff survey to identify elements such as job satisfaction, recognition and collaboration.

Building a sustainable future

1. Use the BCE Revitalisation funding to enhance classroom and staff learning spaces.
2. Prioritise the refurbishment and construction of new facilities.
3. Planned environmental sustainability activities will promote a greater understanding of how we can better care for the school's physical and natural resources.

4. Professional learning involving the use of digital resources is further enhanced to improve educational outcomes for students.

5. A school marketing plan will be developed in consultation with Brisbane Catholic Education

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in:

Strong Catholic Identity

Goal 1

By the end of 2019, the religious life of the school is vibrant and relevant to students with strong connections to school community stakeholders.

Goal 2

By the end of 2019, the planning and teaching of the school-wide BCE Relationships and Sexuality Education using a Catholic perspective has commenced.

Goal 3

By the end of 2019, staff accessed spiritual and theological opportunities to support their formation and the teaching of religion.

Goal 4

By the end of 2019, classroom teachers are confident in planning and teaching engaging religion lessons inclusive of all learners.

Excellent Learning and Teaching

Goal 1

By the end of 2019, the engagement, progress and wellbeing of students has improved and reflected in their behaviour, attendance and access to the curriculum.

Goal 2

By the end of 2019, teacher knowledge and the application of effective numeracy practices has been enhanced.

Goal 3

By the end of 2019, student engagement, progress and achievement in literacy has improved through the enhancement of teaching practices.

Goal 4

By the end of 2019, staff has been supported in their professional growth and wellbeing to further enhance a positive work culture.

Building a Sustainable Future

Goal 1

By the end of 2019, the school's governance processes articulate and promote a responsible and sustainable improvement agenda.

Goal 2

By the end of 2019, the school has embedded the principles of the Laudato si across the school to enhance environmental sustainability.

Our school at a glance

School profile

Guardian Angels' Primary School is a primary Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school: **546**

	Total	Girls	Boys	Indigenous
2018	546	274	272	10

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

Guardian Angels' Primary School is a dual campus school, with students in Prep - Year Two situated on the Guardian Angels Campus and students in Years 4-6 situated on the Mt. Carmel Campus. Our students are made up of a variety of cultural backgrounds. We also have close links with the local Aboriginal community groups and in 2018. In 2018, we had an Indigenous student population of 3.9%. 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 delivery

Approach to curriculum delivery

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.

Co-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*
- *Story Dogs*
- *Instrumental Music*
- *Year 6 Camp experience*

How information and communication technologies are used to assist learning

In 2018, all teaching staff participated in a digital skills program. The program was tailored to the specific professional needs of each teacher to enable better utilisation of technology in the learning and teaching sequence across all learning areas. 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 runs proactive social skills programs throughout the school year.

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	95.5 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	68.4 %
Religious Education at this school is comprehensive and engaging	93.5 %
I see school staff practising the values and beliefs of the school	90.7 %
This school looks for ways to improve	88.9 %
The school is well managed	86.5 %
My child is making good progress at this school	89.6 %
This school is a safe place for my child	92.6 %
This school helps students respect the needs of others	92.2 %
Teachers and staff are caring and supportive	91.5 %
Teachers at this school expect my child to do their best	92.9 %
Teachers and staff relate to students as individuals	91.6 %
The teachers help my child to be responsible for their own learning	88.7 %
My child is motivated to learn at this school	92.2 %
I can talk to my child's teachers about my concerns	89.9 %
This school offers me opportunities to get involved in my child's education	80.2 %
My child's learning needs are being met at this school	84.4 %
I am happy with my decision to send my child to this school	89.4 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2018
At my school, I can express my beliefs	91.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	90.0 %
Religious Education at my school is interesting and engaging	75.6 %
I see school staff practising the values and beliefs of my school	85.5 %
My school looks for ways to improve	93.1 %
Students at my school are encouraged to voice their concerns or complaints	80.7 %
Teachers treat students fairly at my school	85.2 %
Teachers recognise my efforts at school	84.5 %
I feel safe at school	90.4 %
My school helps me to respect the needs of others	95.3 %
I am happy to be at my school	86.9 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	97.7 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	85.4 %
Religious Education at this school is comprehensive and engaging	95.2 %
I see school staff practising the values and beliefs of this school	90.7 %
This school is well managed	86.0 %
My concerns are taken seriously by the school	88.1 %
This school is a safe place to work	97.6 %
This school has an inclusive culture	95.2 %
This school has a culture of striving for excellence	95.3 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	97.6 %

'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 co-ordinated by individual teachers) as well as opportunities to volunteer at working bees and other P&F initiatives. 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 home-based 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.

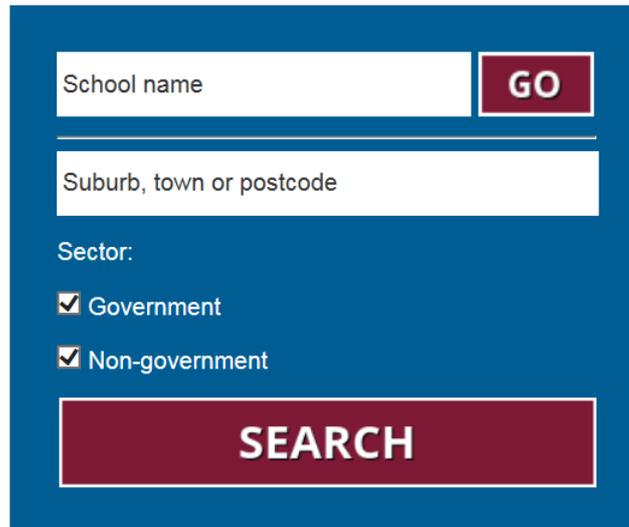
School funding

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* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	38	25
Full-time Equivalents	36.4	15.1

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	6
Graduate Diploma etc.**	3
Bachelor degree	29
Diploma	-
Certificate	-

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$74 296

The major professional development initiatives are as follows:

- *Excellent Learning and Teaching (Literacy Priority)*
- *Staff professional development aligned with*
- *Review and Response*
- *Professional learning and formation of Student Support processes*
- *Short cycle planning*
- *Consistency of teacher Judgement*
- *Enhancement of pedagogical processes*

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.3 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **94%** of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	93.1 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	92.9 %	93.2 %	93.3 %	93.8 %	92.4 %	94.3 %	91.8 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 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.

DW = Data withheld to ensure confidentiality.

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.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	451.1	433.8	538.9	509.0
Writing	428.6	407.2	500.2	464.6
Spelling	413.0	417.8	488.7	502.5
Grammar & Punctuation	426.7	431.7	525.7	503.6
Numeracy	401.4	407.7	492.5	494.2