



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2017

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

SCHOOL PROFILE

School name Guardian Angels' Catholic Primary School

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Principal's foreword

The Sisters of Mercy started teaching in Southport in 1898 when Star of the Sea Convent was built on land next to Guardian Angels Church. Guardian Angels Parish Primary School was originally incorporated into Star of the Sea College but by 1958 Guardian Angels had gained its own identity and was the first official Catholic primary school on the Gold Coast. Sister Mary Inez was the Foundation Principal until 1977 when the appointment of lay teachers saw the Sisters of Mercy fulfilling other pastoral roles within the church and handing over the spiritual and academic life of the school to the lay ministers. The locale at Scarborough Street, Southport grew too small and with the foresight of the Vincentian priests, principal Mr John Maksimas, teachers and parents, in 1986 the school was relocated from Southport to its current location in Edmund Rice Drive, Ashmore.

The fig tree weaves a common thread through our school's history and provides us with a connection to the Kombumerri people while the analogy of the fig tree helps us to understand our mission. Guardian Angels is a special place rich in:

SPIRIT – trunk of the fig tree RELATIONSHIPS – large branches of the fig tree KNOWING – small branches and leaves of the fig tree MEMORIES & INSPIRATION – roots of the fig tree FRUITFUL OUTCOMES – fruit of the fig tree.

School facts

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

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 819 Girls: 401 Boys: 418

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 a refugee family 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.

Social climate

The school has a number of 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. The classroom teachers incorporate the Daniel Morecombe program in classes and have explored a variety of school based programs such as Friendly Schools Plus and Ditto in a Box from Bravehearts.

Curriculum - our distinctive offerings

The school offers a number of distinctive curriculum offerings including specialist teachers for 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 for all year levels, Performing Arts from P-Year 6, Swimming from P-Year 6 and Gross Motor Program for P and Year 1.

Curriculum - our extra curricula activities

Extra curricula activities include band camps, tours and performances for children from Year 4 - Year 6. Children learn and compete in Chess tournaments. The school musical is held every second year. The Year 6 children travel to Canberra each year as part of their Southern Tour and children in Year 4 and 5 attend annual school camps. There are many students who are a part of the Swimming Club which meets on Friday evenings and children also compete in other sporting events on weekends such as touch football, AFL and netball.

Parent, student and teacher satisfaction

A survey of parents and teachers has indicated that there is a high level of satisfaction with the school. Many positive comments have been made regarding the great community atmosphere and the level of involvement by parents and teachers in the school. The P&F association is actively involved in the school and in organising events for families.

There is an active Student Council that is run in Year 6 which allows a student voice. Meetings are attended by Leadership, teachers and students. The teachers are generally very satisfied with the school as evidenced by the BCE Staff Survey conducted in 2016.

Parent 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 and hard copy is promoted. Parent/Teacher interviews are formally held at the beginning of the year to discuss the needs of parents with regard to their child and mid year to discuss academic progress. Student Support Team Meetings that include parents are held for any student at any time to discuss any concerns raised by parents or teachers. 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, Triple P program.

SCHOOL ACHIEVEMENTS

Achievements against 2017 annual plan

In Learning and Teaching the data collection practices - Data Wall, Learning Walks and Talks, Review and Response meetings, Business Intelligence Tool - were consolidated and used to analyse data to respond to student learning needs.

The school engaged in professional development in English.

School-wide programs that can develop social and personal capabilities of students were explored. The school wide Behaviour Plan was fully implemented using SBSS.

The School aimed for 95% of children in Year 2 to reach the Reading benchmark or higher. We recorded approximately 93%.

Professional Development opportunities were aligned to school goals in the areas of English.

Future outlook

The future goals centre on the development of the capacity of staff in the area of Relationships and Sexuality Education. In Learning and Teaching there will be a future goal of implementing school wide processes to focus on the development of effective and best practice in the area of Writing.

A Whole school approach to children with autism/special needs will be facilitated through the Positive Partnerships program.

STUDENT OUTCOMES

Whole school attendance rate		94.00	%
Prep attendance rate	96.00	%	Year 4 attendance rate
Year 1 attendance rate	93.00	%	Year 5 attendance rate
Year 2 attendance rate	95.00	%	Year 6 attendance rate
Year 3 attendance rate	95.00	%	

Management of non-attendance

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 results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	412.24	431.30	503.33	505.60
Writing	413.11	413.60	471.39	472.50
Spelling	405.74	416.20	506.30	500.90
Numeracy	396.88	409.40	490.37	493.80

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	58	48
Full-time equivalents	49.40	25.38
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	12
Post Graduate Diploma/ Certificate	2
Bachelor Degree	39
Diploma/Certificate	5

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 91,900 .
The major professional development initiatives were as follows:

Delivering Excellent Learning and Teaching - development of proficiency in the 3 high yield strategies of using the Data Wall, Learning Walks and Talks and Review and Response Meetings.
Development of the Student Behaviour Plan.
Professional Development opportunities in English.

Average staff attendance rate The staff attendance rate was 96.12 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 98.0 % of staff were retained by the school for the 2017 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the MySchool website at <http://www.myschool.edu.au/>

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

Type in the name of the school you wish to view, and select <GO>'.

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School sector ^

- All
- Government
- Non-government

School type ^

- All
- Primary
- Secondary
- Combined
- Special

State ^

- All
- NSW
- Vic
- Qld
- SA
- WA
- Tas
- NT
- ACT

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.