



Guardian Angels' Catholic Primary School, Ashmore

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

Guardian Angels Catholic Primary School is a vibrant education community grounded in the person and mission of Jesus and his call to flourish. We are committed to cultivating the gifts and potential of each person, entrusting them to shape and enrich our world. Rich in Fruitful Outcomes

Mission

We strive to be a faith community, inspired by story and gospel values. We strive to be a connected community, fostering a sense of welcome and belonging. We strive to be a learning community, challenging and empowering each person. Rich in Spirit...Rich in Relationships...Rich in Knowing

Values

Rich in Spirit = Courageous; Faithful; Loving; Proud; Spirit Filled; Trusting Rich in Relationships = Encouraging; Inclusive; Just; Respectful; Safe; United Rich in Knowing = Flexible; Happy; Reliable; Thankful; Successful; Self-disciplined

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 goals for Strong Catholic Identity have been on track in 2018. The Vision and Mission Statement is nearing completion while the goals for Relationships and Sexuality Education and alignment of assessment practices have been achieved.

The shared vision for Learning and Teaching is on track while the short-term planning cycles incorporating effective and expected practices, Big Write and VCOP resources have been achieved.

The School Master Plan has been deferred.

Strong Catholic identity

1. By the end of 2018, the school will have both a vision and a mission statement reflective of the community's values and beliefs and that underpin decision making processes to guide policy, practice and procedures.

2. By the end of 2018, classroom teachers will be familiar with the contemporary Catholic perspective on Relationships and Sexuality Education.

3. By the end of 2018, all religion units will demonstrate alignment between the achievement standard and assessment practices that provide a variety of opportunities that enable students to exhibit the degree of their knowledge, understanding and skills in relation to the achievement standard.

Excellent learning and teaching

1. By the end of 2018, the school will have a shared vision for learning and teaching reflective of the community's values and beliefs about learners, learning and learning communities.

2. By the end of 2018, teaching staff will be consistently planning and implementing short term learning cycles in English, which include embedding BCE effective and expected practices as well as the use of Big Write and VCOP resources.

Building a sustainable future

By the end of 2018, the school will have a school master plan

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in literacy, through setting expected benchmarks in reading of 92% in Prep, 95% in Year 1 and 2 and expected writing analysis benchmarks of 90% in Year 3, 92% in Year 4, 85% in Year 5 and 90% in Year 6.

A further focus will be on developing improvements in mathematics and numeracy across the curriculum through professional development of staff and the appointment of a NuMa coach.

Student behaviour will be a focus through the PB4L program.

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 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	789	385	404	4

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

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 a number of 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. All classrooms have interactive whiteboards and FM systems.

Social climate

Overview

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, 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 and Ditto in a Box from Bravehearts.

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 with regard to 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, Triple P program.

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-curricula activities.

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 image shows a search form titled "Find a school" on a blue background. It includes a text input field for "School name" with a "GO" button to its right. Below this is a text input field for "Suburb, town or postcode". Underneath are two checkboxes, both of which are checked: "Government" and "Non-government". At the bottom of the form is a large, dark 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	59	38
Full-time Equivalents	50.0	27.4

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	3
Bachelor degree	41
Diploma	8
Certificate	0

*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 \$35,000

The major professional development initiatives are as follows:

- Positive Partnerships
- Literacy – Reading and Writing
- Relationships and Sexuality Education
- Religious Education

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.6 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 95% 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).	92.0 %

*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	91.5 %	93.3 %	91.6 %	92.5 %	91.9 %	92.5 %	90.4 %

*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

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	451.8	433.8	518.9	509.0
Writing	438.1	407.2	485.6	464.6
Spelling	430.1	417.8	518.0	502.5
Grammar & Punctuation	450.4	431.7	528.5	503.6
Numeracy	415.6	407.7	496.9	494.2