

**Guardian Angels' Primary
School, WYNNUM**

Annual Report 2019

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

Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

As you will read below, the school achieved the planned goals for 2019.

Goal	Progress
By the end of 2019, the planning and teaching of the school-wide BCE Relationships and Sexuality Education using a Catholic perspective has commenced.	Achieved
By the end of 2019, student engagement, progress and achievement in literacy has improved through the enhancement of teaching practices.	Achieved
By the end of 2019, the school has embedded the principles of the Laudato si across the school to enhance environmental sustainability.	Achieved
By the end of 2019, the religious life of the school is vibrant and relevant to students with strong connections to school community stakeholders.	Achieved
By the end of 2019, classroom teachers are confident in planning and teaching engaging religion lessons inclusive of all learners.	Achieved
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.	Not Achieved
By the end of 2019, staff accessed spiritual and theological opportunities to support their formation and the teaching of religion.	Achieved
By the end of 2019, teacher knowledge and the application of effective numeracy practices has been enhanced.	Achieved
By the end of 2019, staff has been supported in their professional growth and wellbeing to further enhance a positive work culture.	Achieved
By the end of 2019, the school's governance processes articulate and promote a responsible and sustainable improvement agenda.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in the following areas:

- By the end of 2020, all class teachers have embedded RSE into Health units.
- By the end of 2020, our school community will have an emerging understanding of how our Catholic Identity is currently expressed and how this can be further strengthened in the next strategic cycle.
- By the end of 2020, class teachers of Mathematics have increased their pedagogical practices to enable the engagement, progress, achievement and wellbeing of each learner.
- By the end of 2020, 86% of students are attending school 90% of the time.
- By the end of 2020, new and existing community partnerships are strengthened, resulting in improved educational outcomes for our students.
- By the end of 2020, 72% of Prep, 80% of Year 1 and 82% of Year 2 students will have reached the PM Benchmark. By the end of 2020, 87% of Year 3, 90% of Year 4 and Year 5 and 91% of Year 6 students have reached the Writing Analysis Benchmark.

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 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	538	267	271	7

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

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 2019, we had an Indigenous student population of 3.6%. 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 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.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Staff at Guardian Angels are reminded of their responsibility to reduce the school's carbon footprint. For example, Air Conditioners are used primarily in Term 1 and 4 and set to 24 degrees Celsius. Students in the upper years also have an opportunity to join the 'Earth Guardians'. This group proactively leads initiatives to educate their peers and our community on sustainable development.

Environmental footprint indicators	
Years	Electricity kWh
2019	152676

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 our 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	40	25
Full-time Equivalents	37.1	14.3

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate diploma etc.**	3
Bachelor degree	31
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 2019 were \$71,933.

The major professional development initiatives are as follows:

- Excellent Learning and Teaching (Literacy Priority)
- Curriculum Planning
- Staff Culture
- Positive Behaviour for Learning
- Religious Education (Spiritual Formation)
- STEM.

The proportion of the teaching staff involved in professional development activities during 2019 was **100%**.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.0%

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 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	93.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.1%

Average attendance rate per year level			
Prep attendance rate	93.0%	Year 4 attendance rate	92.8%
Year 1 attendance rate	93.1%	Year 5 attendance rate	94.0%
Year 2 attendance rate	93.2%	Year 6 attendance rate	92.2%
Year 3 attendance rate	92.5%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	434.1	432.3	550.4	506.0
Writing	420.0	423.1	495.3	473.9
Spelling	402.7	418.7	508.5	500.7
Grammar and punctuation	430.9	439.8	526.6	499.1
Numeracy	406.3	408.1	511.3	495.8