



Gordon Primary School Board Report 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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School Board Chair Report

The 2015 school year was another happy and productive year for the Gordon Primary School Board, Parents and Citizens Association and the community. The School Board approved and monitored progress of the Annual Operational Plan. This included oversight of a consultation process with parents of senior students regarding more extensive implementation of the 'Bring Your Own Device' policy. The outcome of this process was parental agreement to purchasing IT devices, usually Chromebooks, to enable better access to online learning.

Once again the Gordon parents and Citizens Association had a very active year. A range of fund raising events were conducted resulting in the presentation of a cheque for \$15000 being presented to the school at the end-of-year concert. The School Canteen continues to be well supported and operates on a full-time basis. The Uniform shop also provides a valuable support to the community by enabling easy and economical access to uniforms. Literacy learning is strongly supported by volunteer parents who operate the Book Club and an annual Book Fair. Students' saving habit are promoted by parents who operate school banking.

Attendance of parents at school events such as Mothers, Fathers and Grandparents days, Three-way conferences, information sessions, assemblies, sports events and the end-of-year concert were very strong. The Board noted strong levels of parental satisfaction with the school indicated in the Satisfaction Surveys.

Students enjoyed many highlights including camps, excursions, sporting carnivals and events, the concert, fun day, lunchtime clubs, the garden and looking after the chickens in the chicken club.

I represented the parent community on the Change2 Team which conducted an exhaustive process to develop a major change initiative designed to further improve student learning outcomes over the next few years. The project, entitled 'Response to Instruction' (RTI) was trialed in Term 4 of 2015 and implementation will be under way from the beginning of 2016. The Board looks forward to overseeing the progress of this major improvement initiative.

Andrew Windsor, Board Chair

Introduction to School

Gordon Primary School operates classes from preschool to year 6. The school is located in the Lanyon Valley in the south of the Tuggeranong District within the Australian Capital Territory (ACT). It is one of four schools that form a collaborative group called the Lanyon Cluster of Schools. Other schools in the Lanyon Cluster are Lanyon High School, Bonython Primary School and Charles Conder Primary School. The Lanyon Cluster seeks to facilitate continuity, support, consistency and the highest quality education for all students. Lanyon

Cluster Schools have extended a general invitation to other ACT public schools to join in collaborative work focused on quality professional learning for teachers. This enlarged group of collaborating schools is known as the Murrumbidgee Learning Academy (MLA). Gordon Primary is also a member of the Tuggeranong Network within the ACT Education Directorate. Under the guidance of the Network Leader, The Tuggeranong Network also facilitates significant collaboration between schools for the purpose of continuously improving the quality of educational programs and achieving better learning outcomes for students.

At Gordon Primary School, we pride ourselves on instilling four basic values across the school. These values are explicitly taught and communicated through the Gordon Gold and Bounce Back social skills programs. The values are *Responsibility, Honesty, Tolerance and Respect*. At Gordon Primary School we value personal best, integrity and responsibility. We respect the rights and needs of others and ourselves. Students are encouraged to delight in their school experiences, to build many warm and positive social relationships and to develop resilience. Gordon Primary School strives to enable students to be confident, respectful and tolerant individuals who value learning.

The school started the 2015 school year with a new Executive Teacher, a new Deputy Principal and acting Principal. The acting Principal was at Gordon for three terms. This has naturally had an impact on the way the school has operated in 2015.

Student enrolment

In 2015 there were a total of 393 students enrolled at this school (Kindergarten to Year 6).

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	213
Female	180
Indigenous	25
LBOTE	91

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	90.0
1	89.0
2	91.0
3	92.0
4	90.0
5	90.0
6	91.0

Source: Planning and Performance, December 2015

Parents are required to supply notes explaining student absence. Extended or repeated absences are followed up with parents.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	23

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

The percentage of staff having achieved postgraduate qualifications rose from 15 percent to 23 percent in 2015.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	33
Teaching Staff :Full time Equivalent Permanent	29.1
Teaching Staff :Full time Equivalent Temporary	2
Non Teaching Staff (Head Count)	12
Non Teaching Staff :Full time Equivalent	9.2

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There is one indigenous staff at this school.

Note: * Indigenous staff are reported where the staff member has self identified

Volunteers

Parents and community members were once again generous in volunteering their time to support the school throughout 2014. The estimated number of volunteer hours for 2015 is 2500 (equivalent to approximately 400 school days)

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be validated in 2016. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that

time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 89% of parents and carers, 95% of staff, and 83% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 38 staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	87
Teachers at this school treat students fairly.	87
This school is well maintained.	84
Students feel safe at this school.	84
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	58
Students like being at this school.	92
This school looks for ways to improve.	89
This school takes staff opinions seriously.	68
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	89
This school works with parents to support students' learning.	79
I receive useful feedback about my work at this school.	66
Staff are well supported at this school.	84

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 137 parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	95
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	87
This school is well maintained.	88
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	71
My child likes being at this school.	95
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	77
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	85

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 70 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	96
My teachers provide me with useful feedback about my school work.	91
Teachers at my school treat students fairly.	76
My school is well maintained.	79
I feel safe at my school.	87
I can talk to my teachers about my concerns.	78
Student behaviour is well managed at my school.	45
I like being at my school.	85
My school looks for ways to improve.	87
My school takes students' opinions seriously.	77
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	90

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, 1.00 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Gordon Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	408	443	468	521
Writing	415	420	445	486
Spelling	389	410	444	500
Grammar & Punctuation	394	441	449	516
Numeracy	376	410	442	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found below in when reports against the priorities of the School Plan.

In 2015 the school had some success in meeting it's system targets.

Performance in other areas of the curriculum

Gordon Primary School has maintained, as part of the Tuggeranong Network, the Murrumbidgee Learning Academy and the Lanyon Cluster of Schools, a strong commitment to raising students' achievement levels by improving the capacity of teachers to deliver high quality and increasingly personalised learning programs. In 2015 the school continued its

strong focus on literacy. The literacy and numeracy field officer and the Executive Teacher Professional Practice continued, along with other executive staff, to implement a strong coaching and mentoring function with teachers. Coaching and mentoring has been enhanced through the collaborative approach taken by the Murrumbidgee Learning Academy and the Lanyon Cluster of Schools.

The focus on personalising learning has also been further embedded in school life. In 2015 a comprehensive change process known as 'Change 2' which focused on implementation of an approach called 'Response to Instruction (RTI)' has played a role in this development.

This creation of a positive culture of learning and achievement has ensured success in a range of other curriculum key learning areas (KLAs). Learning by Design is a holistic curriculum framework that encourages the thoughtful and detailed design of learning across all KLA's. The continuing work of schools in the Lanyon Cluster to improve pedagogy through Learning by Design has resulted in almost all teachers in the school having completed the design and teaching of at least one learning element (unit of work) over the past two years. Many of these learning elements can be found on CGScholar, a website that features learning elements from all over the world. The use of Learning by Design has enabled the Australian Curriculum in English, Mathematics and History to be implemented smoothly.

The enhancement of our singing program, community concert performances and the Instrumental Music Program demonstrated a real commitment to 'The Arts' and a focus on community involvement and engagement. We had student involvement in a wide range of sports from Rugby League to Swimming which further enhanced the already rich learning experiences of students at Gordon Primary School. As part of our 'Giving Projects' (Civics and Citizenship), students were acknowledged at the combined Lanyon Cluster assemblies. Enterprise education culminated in the Year 6 Fun Day during term 4.

The continued focus on student wellbeing has been further developed in 2015 with ongoing work on the Kids Matter and Bounce Back programs, as well as the continuing school wide commitment to 'Choice Theory' and the 'Quality Schools' ethos articulated by Dr William Glasser, William Edwards Deming, David Langford, Quality Learning Australia and others.

Progress against School Priorities in 2015

Methodology:

The process used to take action on the chosen priorities was a collaborative one at both school and cluster level. The cluster teaching model and vision constantly drives teaching and learning at Gordon. The Executive Team of the school worked closely with staff to ensure a shared understanding of the vision and priorities of the school. The Annual Operating Plan is the vehicle for implementing the schools priority. The Executive reviews the AOP each term, and achievements, modifications and issues are noted.

Each year in term 4 the school leaders attend a 2-day executive conference at which leaders from the school present data that has been collected and analysed from a range of learning areas. This reflection includes looking at NAPLAN and PIPs Data, First Steps, Running Records and Numeracy Benchmarks as well as Teacher Confidence and Capacity Matrices

which measure growth of teachers capacity and confidence in planning, curriculum delivery, learning structures, pedagogy, assessment and learning. In 2015 the Executive also used a number of reflection tools such as the National School Improvement Tool to help round out the evaluation process. In 2015 they also used the work of Marzano as a lens for review of school achievement. A consultant is employed to record reflections from these discussions and a series of future actions is noted.

Informed decisions are then made about the success of the current AOP, which are represented in this document. These reflections also inform future actions and are detailed the 2016 Annual Action Plan.

Evaluation of Performance:

Gordon Primary School's first strategic priority was to **build teacher capacity and collaboration**. The targets set were that by the end of 2015:

- 90 percent of teachers complete and present their action research
- 90 percent of teachers implement whole school practice
- 90 percent of teachers meet their negotiated goals in their professional pathways

Progress

To achieve these goals 3 key improvement strategies were put in place. The first key improvement strategy was to **provide differentiated and targeted system and school professional learning for teachers**.

Steps were taken to make links to the Quality Improvement Plan for Preschool and to align professional learning priorities with action research topics, undertaken through the Lanyon Custer of Schools professional learning program. Ongoing workshops were provided for all staff in First Steps Reading and Writing, Speaking and Listening enabling continuation of the systematic implementation of First Steps strategies as the basis of a balanced Literacy program. The outcome of this work is that First Steps is evident in planning and in all classrooms. First Steps Maps of development are, according to each team leaders assessment, 90 percent accurate. This data is effectively used to map achievement and plan for learning. The use of the First Steps maps of development formed a significant part of several action research projects undertaken by teachers.

52 percent of teachers, in the initial staff capacity survey, felt that they effectively implemented both First Steps Writing and Reading, with 30 percent feeling confident enough to teach someone else about it. The responses for the less familiar First Steps Speaking and Listening were lower, with 63 percent knowing little about the First Steps 'Speaking and Listening' resource.

Environmental Print and classroom activities are aligned with professional learning. Individual Learning Intentions and Success Criteria for Literacy and Numeracy and feedback to students were evident in several classrooms. Where Learning Intentions were evident

they were well used. Improvement in use of Learning Intentions and success criteria is an area the school has planned actions for in 2016.

There was a stronger focus on Numeracy in 2015 with the delivering of professional learning sessions focusing on CMIT, MYMC, and the balanced numeracy program using Dianne Siemons benchmarking. According to team leaders, there is a 90 percent accuracy rate in the assessment of student achievement.

73 percent of teachers, in the initial staff capacity survey, felt that they actively implemented a balanced Numeracy approach, with 23 percent feeling confident enough to teach someone else about it.

The school also provided professional learning for all staff on effective differentiation strategies within the Response to Instruction/Intervention framework (RTI). Ongoing professional learning on effective implementation of Dr Dylan Wiliam's formative assessment tools within RTI provided valuable follow up. 51 percent of teachers expressed confidence in their ability to implement formative assessment. The numbers for differentiation were even higher with 80 percent feeling confident that they could teach it to a colleague.

Action Research projects are an important aspect of this work facilitating a process of self-reflection; research, implementing classroom interventions and professional dialogue. The Cluster wide action research projects involve all staff with more than 90 percent of staff, planning, implementing and presenting their work in school and cluster forums.

The second key improvement strategy was to **build teacher capacity and collaboration**. The school and cluster focus on the quality pedagogy embodied in *Learning by Design*, continued in 2015 with professional Learning for all staff and peer coaching in *Learning by Design* writing teams. All staff either designed and or implemented, at least, one Learning by Design learning element which addressed intellectual quality and high expectations and which embedded the Australian Curriculum and the use of technology. Staff, through the cluster Action Research project, gathered and presented data on the deep understandings acquired by students as a result of this work. Teachers have been introduced to online application CG Scholar to develop Learning Elements.

There was also a strong focus on coaching and mentoring on Learning by Design Planning and the Planning Placements. The placemats and pro-forma's are used for Literacy and Numeracy planning and there is an improved use of Planning Placemats and strong evidence of collaboration in planning documentation.

In 2015 there was an emphasis on providing ongoing Professional Learning to the whole school on the Gordon approach to learning. The Glasser approach continues to be a cornerstone of life at Gordon Primary School. The cluster based professional learning on

'Quality School Learning' and Glasser's 'Choice Theory' was attended by four Gordon teachers. This brings the total percentage of teachers trained in Glasser techniques to more than 90 percent.

With over 80 percent of staff feeling confident in implementing the Glasser philosophy it is no wonder that the School Satisfaction survey data showed a marked improvement in 2015. Results indicate 87 percent of students feel safe at my school (up from 65); 85 percent of students like being at their school (up from 65); 77 percent of students agreed the school takes student's opinions seriously (up from 57). All these results matched or were above the ACT average.

Professional learning was run in Response to Instruction/Intervention, Kids Matter and Kagan Cooperative Structures in 2015, further embedding them into daily practice across the school. Learnings gained from Langford's Quality Learning processes and the 2014 'Principals as Literacy Leaders' (PALLS) program were extended through coaching and mentoring, with a particular focus on Readers Workshop. In terms of staff confidence, in term 1, in using these teaching approaches and strategies there was a mixed response:

- 51 percent in using Kagan cooperative learning structures;
- 53 percent implementing David Langford tools;
- 64 percent in implementing Bounceback; and
- 68 percent implementing Restorative Practices.

The school did have plan to deliver professional learning for staff through a cluster David Hornsby 'Phonics in Context' workshop. While the workshop did not go ahead it remains a high priority and focus for teachers and their educational leaders. There is still work to do with only 56 percent of teachers feeling confident in using this program, although this result may reflect the greater relevance of this program to the early childhood teachers. According to reports from team leaders the approach is evident in planning and pedagogy.

Key Improvement Strategy 3 focussed on **coaching and mentoring**. The school continues to enhance structures that support executive staff to be instructional leaders in their area of the school. This includes team planning, Growth Model Coaching, use of the Quality Teacher model, peer observations and teacher mentoring. In 2015 the Executive Team continued to work within the strong coaching and mentoring school culture. This culture of ongoing learning continues to be enhanced by the work of the Executive Teacher, Professional Practice and the Literacy and Numeracy Field Officer. GROWTH model coaching, feedback discussion forms, coaching logs and other records kept by these officers reflect the ongoing, targeted support that is provided to teachers. While it was planned for classroom teachers to be included in structured peer-to-peer feedback, including professional dialogue, sessions this is now something that is a focus for 2016.

In the 2015 School Satisfaction surveys the success of the schools approach to coaching and mentoring was reflected in 91 percent of staff reporting that they were offered programs to develop their teaching knowledge and skills. 89 percent of staff felt that coaching and

mentoring or peer observation were arranged as part of their professional development. 84 percent frequently discussed and shared teaching methods and strategies with each other.

In reporting against the targets, it is noted that the Action Research projects were completed by more than 90 percent of teachers and that this had an impact on the quality of professional dialogue as well as raising, and sometimes solving, problems of practice, thus improving teacher effectiveness.

Through a range of measures, such as planning placemats and documents, executive feedback and a range of data tracking tools such as PM and SENA, it can be reported that more than 90 percent of teachers implement whole school practice. The same is true for the percentage of teachers meeting their negotiated goals in professional pathways. Executive feedback, mid term and summative reports as well as professional discussions around action research is evidence of this success.

Gordon Primary School's second strategic priority was to **improve student-learning outcomes**. The targets set were that by the end of 2015:

- The school would meet or exceed the ACT Education Directorate NAPLAN targets and number of students reaching expected growth
- 80 percent of students achieve a minimum of 12 months growth in First Steps Maps of Development, SENA, Mental Computation Assessment, Dianne Siemon Benchmarks and PIPs

Strengthening the Personalised Learning approach across the school was the first key improvement strategy.

Monitoring of the implementation of Personalised Learning across the school resulted in continuous refinement to increase student agency and engagement. 54 percent of teachers indicated, in a capacity matrix, that they are confident with quality Learning Langford tools. The school continues to develop systems that allow for greater student agency. An example of this is the implementation of Readers Workshops in which children have self selected book stacks, which promote a love of reading. Planning documentation presented to executive staff reflects an emphasis on building student agency. The staff capacity survey on the use of student agency reflects strong awareness with all but one teacher beginning to use or being confident in using student agency.

As reflected upon in Priority 1, the school has collaboratively developed and implemented individual Learning Intentions and Success Criteria with some success. All teachers have been introduced to the notions of Learning Intentions and Success Criteria. Implementation of these tools has improved with a growing use of capacity matrices. Learning Intentions and Success Criteria, as reported by executive staff, are evident in planning documents and in classrooms. In the early childhood area we have continued to develop personalised play based learning. This was particularly strong early in the 2015 school year with many

techniques and procedures being retained from practice at preschool. The following tables show the high level of awareness of staff in the use of success criteria, learning intentions and in differentiating the curriculum to meet the needs of students.

Differentiate the teaching to meet the needs of all students	%
I have little or no knowledge	0%
I am beginning to use this	20%
I feel confident in using this or I can teach someone else	80%

Plans for and implements learning intentions	%
I have little or no knowledge	0%
I am beginning to use this	31%
I feel confident in using this or I can teach someone else	69%

Plans for and implements success criteria	%
I have little or no knowledge	4%
I am beginning to use this	46%
I feel confident in using this or I can teach someone else	50%

Added to this approach in 2015 is the implementation of the Response To Instruction or Intervention (RTI) approach to target and differentiate teaching to meet the needs of all students. While the notion of RTI was only introduced in 2015, following completion of a Change2 process, aspects of it are being trialled across the school. The school is planning to embed RTI in 2016.

The development of CG scholar has facilitated the implementation of learning elements (i.e. units of work), developed by cluster schools, including Gordon all over the world. While this has impact on our achievement of getting more learning elements published, in the long term, it will see our teacher's work more widely published and utilised. Teachers are already using CG Scholar and 2015 will see a greater focus on using this powerful interactive educational resource to enhance learning. Executive teachers promoted use of Scholar throughout the school. The Bike Safety Learning Element was an example of a learning element developed using Scholar .

Effective and meaningful tracking of student growth data using First Steps, Mental Computation, Dianne Siemon benchmarks, SENA, NAPLAN and PIPs is taking place and is recorded in the data tracker, trello and the data wall.

Parent Satisfaction Survey results indicate student's needs are being met with 86 percent of parents feeling that their child's learning needs were being met. Also, 83 percent of students indicated that they believe that over-all they are getting a good education at this school.

The second key improvement strategy for this priority was to **strengthen the nexus between numeracy data interpretation, planning, teaching and learning**. As detailed earlier there was a stronger focus on numeracy teaching and learning in 2015 and, in this priority, it translated into the classrooms through the embedding of content of numeracy professional learning in pedagogy and the implementation of a balanced numeracy approach, incorporating a print rich environment around mathematical concepts. Executive teachers provided targeted coaching and mentoring around the recording and unpacking of mathematical language, experiential learning, word problems and recording and modelling teacher and student thinking. In addition to this the teachers used Integrated Studies units to teach mathematical concepts.

Classroom observation walk throughs revealed a print rich environment. Coaching and mentoring observations and discussions, records kept by the Executive Teacher Professional Practice and the Literacy and Numeracy Field Officer indicate widespread implementation of a balanced numeracy approach and the effective support of this approach by educational leaders. These team leaders reported that mathematical concepts were evident in all learning elements (units of work). This data also reflects the use of Dianne Siemon's benchmarks, collected and collated on the data wall, to inform teacher practice.

Implements a Balanced Numeracy Approach	%
I have little or no knowledge	12%
I am beginning to use this	15%
I feel confident in using this or I can teach someone else	73%

Develops a print rich environment around maths	%
I have little or no knowledge	4%
I am beginning to use this	35%
I feel confident in using this or I can teach someone else	61%

Creates and writes a maths placemat using the Australian	%
I have little or no knowledge	12%
I am beginning to use this	27%
I feel confident in using this or I can teach someone else	61%

While the data collected indicated a movement of students from performing below expected level to operating at expected level there was not the same movement from those working at expected level into performing above expected level. This trend, evident across the school, is an area of investigation and focus in 2016.

The **implementation of Bring Your Own Device (BYOD)** was an additional key improvement strategy in 2015. The school informed parents and students of BYOD policy, procedures and implementation plans for years 5 & 6 through a range of media, including parent forums, newsletters, the App and written home school communication. A secure storage was

created for iPads. The creation of a similar storage facility for Chromebooks is in progress. Targeted professional learning for staff covering implementation and use of the technology was delivered throughout the year.

There is increased use and engagement with iPads and other technology from staff and students. Reflections of executive recorded in executive minutes note the increasing effectiveness of students and staff in using these tools to enhance learning.

Across this priority Gordon Primary School can report that it achieved some its targets in 2015. The NAPLAN results indicated success in meeting the two year 3 targets but neither of the targets in year 5. Approximately 40 percent of Year 5 students exceeded expected growth quite significantly, while students in the other 60 percent were often close to achieving expected growth, they fell a little short. This has had a negative effect on the NAPLAN mean growth scores.

Table: Gordon NAPLAN Target Results

Year	Reading Mean Target	Actual Mean	% achieving expected growth	Maths Mean Target	Actual Mean	% achieving expected growth
3	415±24	408.5	n/a	387±18	375.9	n/a
5	497±20	467.8	43.3	478±16	442.1	41.4

Source: SMART Data, December 2015

We did not achieve 90 percent of our kindergarten students achieving expected growth or better in 2015 as shown by the table below. In 2015 60 percent achieved expected growth or better in reading compared to 59 percent in 2014. This target may have been too aspirational. In Maths in 2015 79 percent of kindergarten students achieved expected growth or better compared to approximately 80 percent in 2014.

Table: Percentage of students achieving growth in PIPS test

Reading	Less than expected growth	Expected Growth	Better than expected growth
2014	41 percent	51 percent	7 percent
2015	40 percent	44 percent	16 percent

Maths	Less than expected growth	Expected Growth	Better than expected growth
2014	21 percent	62 percent	18 percent
2015	21 percent	60 percent	19 percent

Source: CEM Centre Data, December 2015

The third strategic priority was to **strengthen the positive culture for all members of the school community**. The targets set were:

- Improvement in school satisfaction surveys of 5 percent above the system mean on overall satisfaction with the school by parents, teachers and students:
- Matching system mean for attendance; and
- 90 percent satisfaction as indicated by correlation charts from open day events.

Against this priority the school implemented the key improvement strategy to develop student agency regarding positive relationships and wellbeing. Primarily this involved the continued implementation and embedding of KidsMatter. For this to be effective the school coordinated professional learning, in term 3, for all staff on Kidsmatter Component 3. There is constant reflection in executive and team meeting into how this program is operating. Bounce Back, part of the Kids Matter program, is also being implemented and there was refinement of the systematic school wide implementation of Bounce Back, including the introduction of student nominated peer awards for years 2 to 6. Professional learning was also implemented for Bounce Back, with virtually all teachers attending.

The continuous development of school culture through the Glasser approach, Bounce Back (Kids Matter) Gordon Gold and bucket filling concepts, is now embedded as part of the Gordon approach. There is continued use of a variety of lunch and recess clubs to assist with the maintenance of a positive student culture.

In 2015 the school undertook to apply RTI to the issues of student wellbeing, lateness and absenteeism. In addition there was a school survey regarding positive relationships and wellbeing (modified bullying survey).

Satisfaction survey data for questions relevant to student well being were all above the ACT average for Primary Schools:

- I feel safe at my school 87 percent (80);
- I like being at my school 85 percent (81);
- My school takes student’s opinions seriously 77 percent (70)

Student attendance records reflect continued high attendance records that match those of the averages for ACT Primary Schools.

Staff confidence, as recorded in Capacity Matrices, reflects a deep understanding of Glasser and Restorative Practices and a growing understanding of Bounce Back, given that the professional learning did not happen until term 3.

Implements Bounce Back in the classroom	%
I have little or no knowledge	12%
I am beginning to use this	24%
I feel confident in using this or I can teach someone else	64%

Understands and implements Glasser philosophy	%
I have little or no knowledge	4%
I am beginning to use this	15%
I feel confident in using this or I can teach someone else	81%

Implements and uses Restorative Practices	%
I have little or no knowledge	0%
I am beginning to use this	31%
I feel confident in using this or I can teach someone else	69%

The second key improvement strategy was to **improve effectiveness and use of open classrooms**. This was manifested in the continuing operation of open classrooms with a topic specific focus on educating parents to support their children and the showcasing of learning through student sharing of quality work with parents. A Family Maths Night was again run in 2015. Parent and community feedback through a ‘correlation chart’, and ‘parking lot’ was positive.

Parent School Satisfaction Survey results for the relevant questions to this strategy were above the ACT average, with:

- 89 percent of parents agreeing that Community partnerships are valued and maintained; and
- 85 percent of parents agreeing that the school works with me to support my child’s learning.

The third key improvement strategy was to **improve parent agency, community links and celebration of success**. This took place through the sharing of student learning through Learning Journeys and open classroom sessions and the use of the Parent Hub to support families with information sessions and workshops. The school also explored ways of enhancing parent and carer partnerships (including establishing a Lanyon Cluster/YMCA sponsored 0-3 playgroup).

The positive responses by parents to the school satisfaction surveys, detailed above, are an indicator of success for this strategy. Playgroup attendance was good and the Breakfast Club regularly attracted between 30-40 children each week. The Indigenous worker and the School Chaplain used the Parent Hub on alternative weeks.

Celebrating success was the fourth key improvement strategy. At Gordon teachers share successes of colleagues and themselves through feedback from principal and supervisors, team meetings, staff meetings and the staff room celebration wall. There are frequent and regular celebrations of student success at Meet and Greet, assemblies and PLT. We continue to use a Facebook roster to celebrate student and teacher success.

The success of these measures can be seen in Parent Satisfaction Survey results with

- 87 percent of parents agreeing that the achievements of students are celebrated at their child's school:
- 89 percent of parents agreeing that they are satisfied with their child's education at the school.

The Gordon Primary School Facebook page 15000 views in 2015 while the school Facebook site is liked by

617 viewers as at 18 December 2015.

Improving agency of ATSI parents and students is the fifth key improvement strategy in this strategic priority, with the main action being to implement Indigenous workshops to strengthen partnerships and attendance for ATSI families.

The targets for this strategic priority were around school satisfaction data and were aspirational in their nature. While the positive responses to these questions, detailed in the table below, were very close to the ACT mean for primary schools they fell short of the stated target of being 5 percent above the system mean for primary schools.

Table: Proportion of Parent satisfaction 2015

Item	Gordon	ACT Primary Schools
Overall I am satisfied the students are getting a good education at this school	95%	96%
Overall I am satisfied I am getting a good education at this school	83%	85%
Overall I am satisfied with my child's education at this school	89%	88%

Attendance remains at high levels and in line with other ACT schools and parent feedback, as reflected in correlation charts taken at school events, showed more than 90 percent satisfaction.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	210270.00	177008.65	387278.65
Voluntary contributions	940.00	705.00	1645.00
Contributions & donations	0.00	15000.00	15000.00
External income (including community use)	10759.75	20170.12	30929.87
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4080.18	3576.07	7656.25
TOTAL INCOME	226049.93	216459.84	442509.77
EXPENDITURE			
Utilities and general overheads	46134.46	66723.11	112857.57
Cleaning	48911.69	50058.96	98970.65
Security	13207.00	14633.14	27840.14
Maintenance	28285.60	43358.51	71644.11
Administration	19978.05	7778.18	27756.23
Staffing	0.00	15360.00	15360.00
Communication	2331.10	4920.36	7251.46
Assets	3145.88	43013.16	46159.04
General office expenditure	5741.57	8881.73	14623.30
Educational	12306.51	12349.87	24656.38
TOTAL EXPENDITURE	180041.86	267077.02	447118.88
OPERATING RESULT	46008.07	-50617.18	-4609.11
Actual Accumulated Funds	161924.42	161924.42	161924.42
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	207932.49	111307.24	157315.31

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$686

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Nil

Endorsement Page

I declare that the Gordon Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Catherine Terrell, Andrew Windsor
Community Representative Nil
Teacher Representative Peter Kent, Cherie Dryburgh
Student Representative: N/A
Board Chair: Jonathan Holt
Principal: Murray Bruce

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature: _____

Date: 25/5/15

I approve the report, prepared in accordance with the provision of the *Education Act*, section 52.

Board Chair Signature: _____

Date: 25/5/15