



Gold Creek School

Annual School Board Report 2018



ACT
Government
Education

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

It is my pleasure to present to you the Annual School Board Report for 2018.

The Report provides a range of information about the school's achievements and operations.

The school continues to face the challenges and opportunities of increased enrolments. The Government committed to provide welcomed additional capacity on the primary site, with the first stage coming online and a second, much larger, stage now under construction. The full project is very exciting for the Gold Creek school community and provides significant new school capacity and amenities.

A program of investment and rejuvenation around the school has been ongoing in recent years and several major items were completed in 2018. It is important with such a large school that works programs like this can occur. Thank you in particular to the executive and business management teams for managing this essential body of work.

The strength of the school community is important in providing our students with the best learning environment. I continue to see our teaching and non-teaching staff go above and beyond in providing such a positive school environment. The community involvement through the P&C and other activities continues to be strong. Thank you to our staff and volunteers.

Finally, thank you to my fellow members of the School Board for your contribution throughout the year.

I commend the Report to you.

Michael Rush
Board Chair
Gold Creek School

School Context

Gold Creek School continues to grow in student enrolments. There has been a steady increase in numbers with an ongoing increase in Kindergarten over the last few years . The numbers of LBOTE and Aboriginal and Torres Strait Islander students continue to rise . Out of school area enrolments remains steady due to the non-acceptance of new out of area students in the primary section of the school.

Student Information

Student enrolment

In 2018 there were a total of 1,170 students enrolled at this school from Kindergarten to year 10.

Table: 2018 Student enrolment

Student type	Number of students
Male	605
Female	565
Aboriginal and Torres Strait Islander	44
LBOTE*	379

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	91.0
2	90.0
3	92.0
4	93.0
5	92.0
6	93.0
7	89.0
8	87.0
9	83.0
10	83.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with

regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	60.50
Teaching Staff: Full Time Equivalent Temporary	20.70
Non Teaching Staff: Full Time Equivalent	28.60

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2020. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 77% of parents and carers, 71% of staff, and 62% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 82 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect students to do their best.	86
Teachers give useful feedback.	80
Teachers at this school treat students fairly.	84
This school is well maintained.	74
Students feel safe at this school.	53
Students at this school can talk to their teachers about their concerns.	89
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	33
Students like being at this school.	60
This school looks for ways to improve.	88
This school takes staff opinions seriously.	56
Teachers at this school motivate students to learn.	83
Students' learning needs are being met at this school.	65
This school works with parents to support students' learning.	76
Staff get quality feedback on their performance	64
Staff are well supported at this school.	46

Source: 2018 School Satisfaction Surveys, August/September 2018
 *Prior to 2018, the item wording and placement was slightly different.

A total of 543 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect my child to do his or her best.	88
Teachers give useful feedback.	74
Teachers at this school treat students fairly.	83
This school is well maintained.	80
My child feels safe at this school.	83
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	63
My child likes being at this school.	85
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	74
This school works with me to support my child's learning.	73

Source: 2018 School Satisfaction Surveys, August/September 2018
 *Prior to 2018, the item wording and placement was slightly different.

A total of 269 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 10 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	92
Teachers give useful feedback.	57
Teachers at my school treat students fairly.	56
My school is well maintained.	30
I feel safe at this school.	47
I can talk to my teachers about my concerns.	54
Student behaviour is well managed at my school.	23
I like being at my school.	52
My school looks for ways to improve.	71
Staff take students' opinions seriously.	56
My teachers motivate me to learn.	73
My school gives me opportunities to do interesting things.	63

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school.

Table: Gold Creek School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	48	121	38	52
ACT	49	124	39	54

Source: Analytics and Evaluation

Results are not reported when there are fewer than five students with 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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Gold Creek School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	442	441	498	518	520	549	567	593
Writing	436	411	474	460	498	501	514	539
Spelling	418	410	511	494	542	540	560	582
Grammar & Punctuation	431	438	500	510	543	549	564	592
Numeracy	419	416	497	494	529	554	561	596

Source: Analytics and Evaluation

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	600930.57	637261.42	1238191.99
Voluntary contributions	9361.20	15653.50	25014.70
Contributions & donations	1760.50	15673.05	17433.55
Subject contributions	3270.00	1180.00	4450.00
External income (including community use)	32708.54	42663.01	75371.55
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	11813.86	10094.90	21908.76
TOTAL INCOME	659844.67	722525.88	1382370.55
EXPENDITURE			
Utilities and general overheads	93822.43	139675.03	233497.46
Cleaning	155500.23	140078.25	295578.48
Security	0.00	0.00	0.00
Maintenance	118622.55	70248.67	188871.22
Administration	51708.37	25636.62	77344.99
Communication	10029.72	10621.42	20651.14
Assets	1016.27	105898.85	106915.12
General office expenditure	23169.50	46493.21	69662.71
Educational	92025.81	156541.66	248567.47
Subject consumables	68.18	2050.83	2119.01
TOTAL EXPENDITURE	545963.06	697244.54	1243207.60
OPERATING RESULT	113881.61	25281.34	139162.95
Actual Accumulated Funds	255967.96	477011.96	205967.96
Outstanding commitments (minus)	-86962.05	0.00	-86962.05
BALANCE	282887.52	502293.30	258168.86

Voluntary Contributions

The 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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
1. Staffing reserve ongoing	• \$50000	Ongoing for 2019
2. International Baccalaureate	• 56620	2019/2020
3. Upgrade of tennis courts	• \$60000	2019/2020
4. Manipulate Tubs (maths)	• \$4000	April 2019
5. Technology Laser cutter	• \$7000	April 2019
6. Classroom furniture	• \$33249	Feb 2019
7. 3D printers	• \$8620	March 2019
8. Partitions/Screens	• \$5000	March 2019
9. Flooring upgrades	• \$12000	April 2019
10. Window Furnishing	• \$5000	February 2019
11. Carbon Loan Fund	• \$21064	March 2019

Endorsement Page

Members of the School Board

Parent Representative(s):	Michael Rush	Anbu Anbulagan
Teacher Representative(s):	Kai Scott	Brendan Carswell
Student Representative(s):	Jack Amos	Claire Warner
Board Chair:	Michael Rush	
Principal:	Angela Spence	

I approve the report, prepared in accordance with the provision of the *ACT Education Act 2004*, section 52.

Board Chair Signature: Michael Rush

Date: 27/05/2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Angela Spence

Date: 27/05/2019