

Gowrie Primary School

Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.gowrieps.act.edu.au>.

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School Board Chair Report

In 2016, the Board continued a close, positive and effective working relationship with the school Principal, executive leadership team, school staff and Parents and Citizens Association. The Board strongly supported strategic growth and development plans for the school including approval of the 2016 Annual Action Plan. School progress and improvements were further highlighted by the value added NAPLAN data demonstrating above National average growth for students from Year 3 to Year 5. The Board also supported a focus on staff professional development as part of the school improvement agenda and were very proud to celebrate the achievement of Gowrie's Kindergarten teacher Lyn Cleaver who received an Australian Scholarships Group National Excellence in Teaching Award. The Board has strong confidence in the calibre of the leadership team, the teachers at Gowrie and in staff professional development plans.

The Board also provided backing behind other actions to progress more urgent school improvements. A very welcome addition to the school infrastructure in 2016 was the installation of air conditioning units across all classrooms. This was a result of the combined effort of the entire school community including the Principal, the Board and the Parents and Citizens Association and demonstrated how the Gowrie school community has united with the shared goal of improving the student learning environment. The Board has continued to strengthen their relationship with the Parents and Citizens Association and in 2016 enjoyed a close and cooperative working relationship which contributed towards combined goals to support a variety of school improvements. With ongoing support from the Board and the Principal, the Parents and Citizens Association has dramatically improved from a small, low-impact group in 2014 to a highly functional group of enthusiastic participants in 2016, who are committed to school improvement and student learning outcomes. Of note, over the past two years, the P&C have effectively turned the school canteen into a profitable venture with paid employees and this has contributed greatly towards community satisfaction.

It is clearly evident that the entire school community has a high level of confidence in the school's leadership team as well as all staff members and Gowrie community spirit has significantly increased as a result. A true reflection of Gowrie community spirit was evident at the school's colour run organised by the P&C. Whilst the weather was particularly rainy and miserable, a considerable number of enthusiastic participants still braved the rain to support this event which was a very successful fundraiser. The Board is satisfied that 2016 was a year for continued growth in strategic development and planning at Gowrie Primary School. The building of confidence, trust and collaboration in the leadership team and further development of communication and community spirit across all levels was appreciated by the Board and in turn enabled the school and Board to function at a high level.

Context

In 2016 the Gowrie student population from Preschool to Year 6 grew by approximately 20 students. In 2016 we experienced a Year 6 graduating cohort of 20 whilst receiving 43 Kindergarten enrolments. This related to the addition of one mainstream class and one teacher at Gowrie Primary School in 2016. No other significant demographic change occurred to the student population at Gowrie Primary School in 2016.

Student Information

Student enrolment

In 2016 there were a total of 236 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	133
Female	103
Indigenous	9
LBOTE	31

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	93.0
1	92.0
2	92.0
3	92.0
4	91.0
5	93.0
6	93.0

Source: Planning and Analytics, December 2016

Gowrie Primary School manages non-attendance in several ways. All teaching staff monitor student attendance with twice daily roll calls (am and pm). If a student is unexplainably absent or late for extended periods of time the executive teacher in charge of that Year cohort will attempt to contact parents or care providers. Through this contact the school will negotiate a time to meet to discuss the family's needs. If there is an ongoing issue further contact is made or assistance sought through appropriate agencies such as CYPS or Education Directorate staff i.e. NSET. The Principal or Deputy Principal are part of the meetings as required and also provide follow up phone calls to families to help build stronger relationships. In support

of regular attendance Gowrie Primary School staff (both teaching and non-teaching) are actively encouraged and reminded to build positive working relationships with students and families at all times. Through high levels of positive engagement students are connected to the school and want to attend.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	21

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Gowrie Primary School 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	21
Teaching Staff: Full Time Equivalent	20.2
Non Teaching Staff: Head Count	14
Non Teaching Staff: Full Time Equivalent	10.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There are no indigenous staff members at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 2800.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Gowrie Primary School was reviewed in 2015. A copy of the Review Report can be found on the school website.

School Satisfaction

Schools 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 2016 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 2016, 85% of parents and carers, 96% of staff, and 92% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 26 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	96
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	96
This school is well maintained.	92
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	92
Students like being at this school.	96
This school looks for ways to improve.	96
This school takes staff opinions seriously.	92
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	92
I receive useful feedback about my work at this school.	73
Staff are well supported at this school.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 40 parents who took part in the survey are tabled below.

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.	93
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	90
This school is well maintained.	100
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	88
My child likes being at this school.	95
This school looks for ways to improve.	98
This school takes parents' opinions seriously.	88
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	79

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 51 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

National Opinion Item	(%)
My teachers expect me to do my best.	94
My teachers provide me with useful feedback about my school work.	88
Teachers at my school treat students fairly.	61
My school is well maintained.	78
I feel safe at my school.	86
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	66
I like being at my school.	82
My school looks for ways to improve.	94
My school takes students' opinions seriously.	80
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	90

Source: 2016 School Satisfaction Surveys, August/September 2016

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 Strategic Plan and the development of Annual Action Plans. The Strategic 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.

Table: Gowrie Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	48	119	49	121
Mathematics	40	53	39	54

Source: Planning and Analytics

NAPLAN assessment

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

In 2016, 3.00 % 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 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 2016 mean scores achieved by our students compared to the ACT.

Table: Gowrie Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	417	441	490	515
Writing	394	420	435	475
Spelling	372	422	450	491
Grammar & Punctuation	400	444	474	514
Numeracy	380	414	462	499

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities in our Annual Action Plans.

Performance in Other Areas of the Curriculum

Gowrie Primary School has continued to build positive and inclusive practices in other curriculum areas in 2016. Our Annual Action Plan review from 2015 was used to identify whole school strategic planning in relation to implementing effective programs and professional learning designed to enhance the inclusive practices of the school. Along with a strong inclusive values curriculum Gowrie continues to celebrate high performance in the Arts, Japanese and STEM. The school employs a specialist art teacher, as well as LOTE teacher, to provide high quality curriculum for our students in these areas of study.

In 2016 the school continued to advance the use of ICT into teaching and learning through the development of a STEM (Science Technology and Mathematics) centre. In partnership with the Creative Element Gowrie has obtained 3D printers, coding robots and maker space resources in order to pursue improvement and innovation in these curriculum areas. All classes, from Preschool to Year 6 and special needs classes, have participated in STEM related learning through the STEM Centre.

All class programs have continued to be planned around the Australian Curriculum with staff undertaking further professional learning with newly released curriculum areas such as HASS. The leadership team at Gowrie have also developed clear scope and sequencing documentation that aligns planning and assessment for staff through the Australian Curriculum.

In 2016 our partnership with our cluster high school, Caroline Chisholm School, continued to flourish with Year 6 students participating in the PRIME enrichment program. The PRIME program offers students enrichment opportunities in engineering and mathematics and students participate in two hour sessions, five times a Term.

Gowrie Primary School has continued its involvement in 'The Early Years Extension Workshop' program for Tuggeranong schools. Three workshops were coordinated across the year with a focus on Maths, Science and the Arts. Each session was attended by 16 Gowrie students from P-2 with a total of 48 students participating across the 3 sessions. The Visual Arts enrichment workshop was hosted at Gowrie with 90 students attending from various Tuggeranong schools.

Lunchtime programs continue to be offered at Gowrie Primary School focusing on engaging students in structured play programs and areas of interest. These included Fitness Club, Coding Club, Film Making Club, indoor soccer and skipping. Other club activities are now being led by senior students with teacher supervision such as Reading Club, Games Club and Drawing Club.

Students from Gowrie Primary School also represented the District and ACT in sports such as swimming, hockey and soccer in 2016. The school also entered into the ACT Governments 'Fresh Tastes' program promoting healthy canteen food and supporting curriculum initiatives in health.

Progress Against School Priorities in 2016

Below is Gowrie Primary School's 2016 Annual Action Plan Report (AAPR) in PDF and Microsoft Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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	170586.20	130492.73	301078.93
Voluntary contributions	12110.00	0.00	12110.00
Contributions & donations	0.00	12631.07	12631.07
Subject contributions	4295.00	990.00	5285.00
External income (including community use)	5342.72	14321.69	19664.41
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3953.16	3313.86	7267.02
TOTAL INCOME	196287.08	161749.35	358036.43
EXPENDITURE			
Utilities and general overheads	28744.56	43352.29	72096.85
Cleaning	35605.25	39283.84	74889.09
Security	89.00	802.00	891.00
Maintenance	10601.31	20417.86	31019.17
Administration	3833.65	2757.22	6590.87
Staffing	0.00	0.00	0.00
Communication	7509.77	1322.73	8832.50
Assets	1325.20	93625.36	94950.56
Leases	0.00	0.00	0.00
General office expenditure	11069.57	9972.17	21041.74
Educational	24249.69	12396.17	36645.86
Subject consumables	5800.00	0.00	5800.00
TOTAL EXPENDITURE	128828.00	223929.64	352757.64
OPERATING RESULT	67459.08	-62180.29	5278.79
Actual Accumulated Funds	185479.32	186783.46	185479.32
Outstanding commitments (minus)	-2576.27	0.00	-2576.27
BALANCE	250362.13	124603.17	188181.84

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,224.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
WiFi Upgrade 2016: <ul style="list-style-type: none"> ▪ This reserve was set to additionally support the Directorate funding and upgrade of school WiFi capabilities. ▪ This enhanced the school's capability to operate Chromebooks and other wireless technologies. 	\$8,000	Completed April 2016
Switchboard Upgrade 2016: <ul style="list-style-type: none"> ▪ This reserve was set to meet the compliance from ICW in relation to upgrades of the schools RCD electrical safety switchboard. 	\$11,271.95	Completed Term 1 2016 (second payment to a larger bill from ICW split over two years)
Painting (Murals) 2016: <ul style="list-style-type: none"> ▪ This reserve was set as part of improvements to the school site ▪ The murals promote inclusion and the Gowrie values. 	\$8,000	Completed Term 3 2016

Endorsement Page

I declare that the Gowrie Primary School Board has operated in accordance with the provisions of the ACT *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:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) 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:
- a) be present when the board considers the issue or
 - b) 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(s):	Rodney Marsh	Alice Buck
Community Representative(s):	-	
Teacher Representative(s):	Julie Williams	Shannon Staszak
Student Representative(s):	-	
Board Chair:	Kristen Watts	
Principal:	Gareth Richards	

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 2016.

Principal Signature:



Date: 06 / 04 / 2017

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

Board Chair Signature:



Date: 06 / 04 / 2017