



Gordon Primary School

Annual School Board Report 2019

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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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Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	3
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	6
Financial Summary.....	8
Voluntary Contributions	9
Reserves	9
Endorsement Page.....	10
Members of the School Board	10

Reporting to the community

Schools 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
- newsletters
- other sources such as My School.

Summary of School Board activity

At its regular meetings the Board monitored progress related to the priorities of the Annual Operating Plan (improved outcomes in literacy & numeracy, improvements in student engagement and wellbeing and develop collaborative learners who are curious and self-directed problem solvers) which it had endorsed. The Board also examined the ACT Education Directorate Strategic Plan 2018 -2021 with a view to ensuring that Gordon Primary School priorities were aligned with those of the Directorate. A high degree of congruence was noted.

School Context

At Gordon we value respectful relationships that foster understanding, care, compassion, tolerance, inclusion, responsibility, integrity and honesty. Our motto is: 'personal best valued and achieved.' Strong emphasis is placed on enabling each child to experience joy and fulfilment in learning, be a happy and responsible contributor to society and reach the best possible level of attainment in literacy and numeracy. The school encourages strong involvement of parents and community partnerships. Gordon Primary School is a member of the Lanyon Cluster of Schools and of the Tuggeranong Schools Network within the ACT Directorate of Education. We work collaboratively to achieve continuous improvement of the quality of student learning. Our rich curriculum includes Japanese language, sports, performing arts, camps and excursions. Distinctive features of our highly engaging curriculum are learning sequences designed using the Learning by Design Framework developed by Professor Mary Kalantzis and Dr Bill Cope. Units of study called learning modules are developed on topics that are highly motivating for primary school students and key concepts from the disciplines that comprise the Australian Curriculum are taught using an integrated approach. Our Learning Modules provide a structure in which children are guided through four knowledge processes; experiencing conceptualising analysing and applying. This ensures high quality transformative learning in which students develop higher order thinking skills that will be most useful throughout their lives. By emphasising the Learning by Design framework Gordon Primary School ensures that the ACT Education Directorate's endorsed Quality Teaching model is fully implemented. The Quality teaching model provides for intellectual quality, significance and a quality learning environment. Other distinctive features of the Gordon Primary School curriculum that ensure high quality include our emphasis on Cooperative Learning strategies. The school systematically implements cooperative learning strategies developed by Dr Spencer Kagan. These strategies optimise students' engagement, enjoyment and time on task. Teaching, learning and

student welfare at Gordon are also based on Dr William Glasser's Choice Theory which enables staff to take a positive and encouraging approach to discipline and learning while still requiring high quality.

Student Information

Student enrolment

February census counts showed an increase in the total student population (Preschool to Year 6) over the past two years. Total (P-Y6) student enrolments were 509 in 2018 and 524 in 2019.

In this reporting period there were a total of 426 students enrolled (Kindergarten to Year 6) at this school.

Table: Student enrolment

Student type	Number of students
Male	217
Female	209
Aboriginal and Torres Strait Islander	25
LBOTE*	95

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	93.0
2	91.0
3	89.0
4	91.0
5	88.0
6	88.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	25.29
Teaching Staff: Full Time Equivalent Temporary	4.40
Non Teaching Staff: Full Time Equivalent	15.28

Source: ACT Education Directorate, People and Performance Branch

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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed in 2021. 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. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 88% 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 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 51 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	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	84
Staff get quality feedback on their performance.	80
Student behaviour is well managed at this school.	75
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	80
Students like being at this school.	100
Students' learning needs are being met at this school.	90

Teachers at this school expect students to do their best.	94
Teachers at this school motivate students to learn.	94
Teachers at this school treat students fairly.	92
Teachers give useful feedback.	86
This school is well maintained.	96
This school looks for ways to improve.	98
This school takes staff opinions seriously.	90
This school works with parents to support students' learning.	90
Teachers give useful feedback.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 140 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	
I can talk to my child's teachers about my concerns.	96
My child feels safe at this school.	87
My child is making good progress at this school.	88
My child likes being at this school.	89
My child's learning needs are being met at this school.	83
Student behaviour is well managed at this school.	71
Teachers at this school expect my child to do his or her best.	94
Teachers at this school give useful feedback.	78
Teachers at this school motivate my child to learn.	92
Teachers at this school treat students fairly.	92
This school is well maintained.	94
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	79
This school works with me to support my child's learning.	88

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 144 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Student behaviour is well managed at my school.	63
I can talk to my teachers about my concerns.	83
I feel safe at this school.	76

I like being at my school.	85
My school gives me opportunities to do interesting things.	92
My school is well maintained.	83
My school looks for ways to improve.	90
My teachers expect me to do my best.	97
My teachers motivate me to learn.	91
Staff take students' concerns seriously.	88
Teachers at my school treat students fairly.	77
Teachers give useful feedback.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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 for the current reporting period.

Table: Gordon Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	43	113	38	53
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

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 this reporting period, 1.40 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	390	438	496	516
Writing	402	418	456	474
Spelling	367	408	467	497
Grammar & Punctuation	389	440	465	500
Numeracy	389	411	472	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	253261.78	161410.60	414672.38
Voluntary contributions	840.00	320.00	1160.00
Contributions & donations	1598.10	22700.00	24298.10
External income (including community use)	13298.44	10497.47	23795.91
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2632.67	1629.95	4262.62
TOTAL INCOME	271630.99	196558.02	468189.01
EXPENDITURE			
Utilities and general overheads	46467.85	78945.34	125413.19
Cleaning	54447.30	9096.37	63543.67
Security	12798.21	12923.44	25721.65
Maintenance	38681.70	45908.46	84590.16
Administration	13931.60	29286.08	43217.68
Staffing	0.00	0.00	0.00
Communication	7124.33	5102.39	12226.72
Assets	14790.10	22605.64	37395.74
Leases	0.00	0.00	0.00
General office expenditure	12101.62	13257.80	25359.42
Educational	39876.38	19359.45	59235.83
TOTAL EXPENDITURE	240219.09	236484.97	476704.06
OPERATING RESULT	31411.90	-39926.95	-8515.05
Actual Accumulated Funds	131870.25	132590.77	132590.77
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	163282.15	92663.82	124075.72

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 this reporting period.

\$1160

Reserves

Name and Purpose	Amount	Expected Completion
Nil	Nil	N/A

Endorsement Page

Members of the School Board

Parent Representative(s):	Sally Bunnell	Cath Terrell
Community Representative:	Claire Clode (coopted)	
Teacher Representative(s):	Rose Roberts	Kerry Tsirbas
Student Representative(s):	n/a	
Board Chair:	Brendan Moon	
Principal:	Murray Bruce	

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

Board Chair Signature: Brendan Moon

Date: 30 / 06 / 2020

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: Murray Bruce

Date: 30 / 06 / 2020