



# Gold Creek School Board Report 2015

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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

In a world becoming more complex, not less; where problems arise that were not even contemplated when many of my generation were at school (think climate change, antibiotic resistance, slow internet speeds, HIV, global terrorism etc) education must, by definition, be more than what politicians love to focus upon — reading, (w)riting and (a)rithmetic. How in fewer than 200 days per year, over thirteen years, can a school impart all the information a student needs to survive and thrive in our modern world? The constant cry by some to “return to basics” has some relevance, but it is not by any means the whole story. Of course students must be able to read, write and add numbers together, but they must be able to do so much more.

Students need to be IT savvy, internet aware, health conscious, tolerant, sociable, inquisitive, capable, adaptable... the list goes on. With the return of many parents to work and the increase in children attending childcare from an early age teachers are bidden to be *loco parentis* in so many situations. Teachers are asked to impart basic skills such as respect, self-discipline, organisation, conflict resolution — skills that in the past were taught by families.

The only solution to the conundrum of teaching students an ever-increasing curriculum is to pursue what President Lyndon Johnson’s Secretary for Education, John William Gardner advocated: “The ultimate goal of the educational system is to shift to the individual the burden of pursuing his [or her] education.” We need to create a community of learners. We need our students to have the foundations and skills that they can learn and develop solutions to problems of the future that we cannot even imagine.

Gold Creek School over the past few years has taken on this challenge with a vengeance. As well as implementing the national curriculum, within the ACT Government’s educational framework we made the big decision to apply to become an *International Baccalaureate World School (IB)*. The advantages to our students and teachers cannot be overstated but to get to this stage we have had to implement huge changes within our school. Some of these changes have been difficult and some of this is revealed in the satisfaction data we present in this report. But more importantly these changes are now being reflected in our excellent academic, sporting, social and community results. Our teachers are better supported, our students are challenged and we can only anticipate greater outcomes as the IB ethos works its way through all year groups. Read the section on *Learning and Assessment* to get a sense of our direction.

Gold Creek School has been on this exciting journey for several years now and with the foundations now secure I expect the pace of change within the school will slow a little — but only a little. The Board thanks the staff, the students and the parents for coming on this journey with us, and particularly thanks the school leadership team for their persistence and long, long days that they have put into making Gold Creek School a great performing school.

On behalf of the School Board I am proud to present this report to you.

David Vernon, Chair

## Introduction to School

Gold Creek School is a preschool to year 10 school offering education across three sites. One Principal provides educational leadership across the whole school. The primary site in Nicholls comprises a preschool and years kindergarten to 6. A second preschool site is situated in Hall. The primary site leadership team includes two Associate Principals, an SLC Professional Practice and two SLCs to support the school improvement journey.

The senior site offers a traditional high school environment with subject specialist teachers across eight key learning areas. The senior site leadership team includes two Associate Principals, five SLCs leading the faculties and a Pastoral Care Coordinator.

2014 and 2015 have been transition years as the school changed its structure from a middle school structure and works towards achieving International Baccalaureate (IB) accreditation. In March 2014 Gold Creek School was recognised as a candidate school by the International Baccalaureate Organisation (IBO) to offer the Primary Years Programme (PYP) and Middle Years Programme (MYP) at the school. The programmes are based on the principles of respect, responsibility, and community through exploration and discovery and align with the IB philosophy and underpin the programmes across both sites.

As a candidate school, the school is undertaking implementation of the PYP and MYP on the primary and senior sites. The preschool classes utilise the Reggio Emilia approach of play-based learning. The primary site has undertaken learning programmes using the PYP framework in all classes from kindergarten to year 6. The senior site has implemented the use of the MYP framework for all classes in years 7 to 8 and will roll the programme out to years 9 and 10 over the next two years. The school will undertake accreditation as an IB World School in term 1, 2016 across both sites.

## Student enrolment

In 2015 there were a total of 997 students enrolled at this school (kindergarten to year 10).

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	521
Female	476
Indigenous	28
LBOTE	273

Source: Planning and Performance, December 2015

Gungahlin is a growing area. Approximately 85% of students at Gold Creek live in the priority enrolment areas of Hall, Nicholls, Ngunnawal and Palmerston, as well as the newer suburbs of Casey and Crace. Overall enrolment at the school has remained stable in recent years.

In 2014, a Catholic Education secondary college opened in Gungahlin catering for students in years 7 and 8. In 2015 the college expanded to year 9. This has had minimal impact on student enrolment at Gold Creek School Senior Site in 2015.

The student enrolment figures in the table do not include six classes of preschool students.

### 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	93.0
1	93.0
2	94.0
3	94.0
4	92.0
5	96.0
6	94.0
7	91.0
8	90.0
9	90.0
10	90.0

Source: Planning and Performance, December 2015

The Gold Creek School's approach to limiting non-attendance is grounded in a student engagement ethos and developing strong home-school partnerships. Student attendance is encouraged through an engaging inquiry based curriculum that is differentiated to support the learning needs of all students. The Student Engagement and Pastoral Care team, along with tutor group and classroom teachers create connections for all students and develop a culture that is positive, welcoming and facilitates opportunities for student voice and input into their own learning.

Administrative processes to manage non-attendance include a clear process for staff to report partial and fractional absences and the reporting of non-attendance to parents each morning through the SMS notification system. The school runs an after school Homework Club and the small number of students on the Senior Site who have unexplained partial attendance are required to use this facility to make up missed time and work; this is coordinated with parental permissions.

## 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	51

Source: Teacher Quality Institute, Date 18 December 2015

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

All teachers employed at Gold Creek School have the required qualifications to teach students. Fifty one percent have postgraduate qualifications in addition to their undergraduate degrees/diplomas.

### 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	79
Teaching Staff: Full time Equivalent Permanent	56.4
Teaching Staff: Full time Equivalent Temporary	17
Non-Teaching Staff: Head Count	30
Non-Teaching Staff: Full time Equivalent	23.6

Source: Workforce Management, August census 2015

**Note:** This table includes pre-school staffing

There is one indigenous staff member at this school.

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

The August census in 2015 shows that there were 79 teaching staff employed at the school. This equated to 56.4 full time equivalent permanent teaching staff and 17 full time equivalent temporary teaching staff. In addition there were 30 non-teaching staff employed at Gold Creek school; equating to 23.6 full time equivalent non-teaching staff members.

## Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 1200.

## 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 reviewed in 2017. A copy of our 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, 68% of parents and carers, 79% of staff, and 56% 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 67 number of 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.	94
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	91
This school is well maintained.	79
Students feel safe at this school.	72
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	42
Students like being at this school.	69
This school looks for ways to improve.	86
This school takes staff opinions seriously.	54
Teachers at this school motivate students to learn.	89
Students' learning needs are being met at this school.	78
This school works with parents to support students' learning.	90
I receive useful feedback about my work at this school.	64
Staff are well supported at this school.	46

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 120 number of 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.	84
Teachers at this school provide my child with useful feedback about his or her school work.	75
Teachers at this school treat students fairly.	75
This school is well maintained.	72
My child feels safe at this school.	82
I can talk to my child's teachers about my concerns.	88
Student behaviour is well managed at this school.	62
My child likes being at this school.	79
This school looks for ways to improve.	78
This school takes parents' opinions seriously.	63

Item (cont)	(%)
Teachers at this school motivate my child to learn.	73
My child is making good progress at this school.	71
My child's learning needs are being met at this school.	66
This school works with me to support my child's learning.	68

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 318 number of students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	76
My teachers provide me with useful feedback about my school work.	58
Teachers at my school treat students fairly.	51
My school is well maintained.	42
I feel safe at my school.	49
I can talk to my teachers about my concerns.	39
Student behaviour is well managed at my school.	25
I like being at my school.	50
My school looks for ways to improve.	58
My school takes students' opinions seriously.	40
My teachers motivate me to learn.	63
My school gives me opportunities to do interesting things.	57

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, 0.00 % of year 3 students, 2.00 % of year 5 students, 0.00 % of year 7 students and 4.00 % of year 9 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: Gold Creek School 2015 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	441	443	532	521	545	521	583	521
Writing	453	420	505	486	498	486	524	486
Spelling	427	410	503	500	539	500	569	500
Grammar & Punctuation	473	441	531	516	545	516	567	516
Numeracy	416	410	513	502	535	502	585	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities.

The mean scores for Gold Creek Year 3 students participating in the Reading test paper was 441 compared with 443 for the ACT; in the Writing test, Gold Creek students achieved 453 compared with 420 for the ACT; in Spelling, Gold Creek students achieved 427 compared with 410 for the ACT; in Grammar and Punctuation, Gold Creek students achieved 473 compared with 441 and in Numeracy, Gold Creek students achieved 416 compared with 410 for the ACT.

The mean scores for Gold Creek Year 5 students participating in the Reading test paper was 532 compared with 521 for the ACT; in the Writing test, Gold Creek students achieved 505 compared with 486 for the ACT; in Spelling, Gold Creek students achieved 503 compared with 500 for the ACT; in Grammar and Punctuation, Gold Creek students achieved 531 compared with 516 and in Numeracy, Gold Creek students achieved 513 compared with 502 for the ACT.

The mean scores for Gold Creek Year 7 students participating in the Reading test paper was 545 compared with 521 for the ACT; in the Writing test, Gold Creek students achieved 498 compared with 486 for the ACT; in Spelling, Gold Creek students achieved 539 compared

with 500 for the ACT; in Grammar and Punctuation, Gold Creek students achieved 545 compared with 516 and in Numeracy, Gold Creek students achieved 535 compared with 502 for the ACT.

The mean scores for Gold Creek Year 9 students participating in the Reading test paper was 583 compared with 521 for the ACT; in the Writing test, Gold Creek students achieved 524 compared with 486 for the ACT; in Spelling, Gold Creek students achieved 569 compared with 500 for the ACT; in Grammar and Punctuation, Gold Creek students achieved 567 compared with 516 and in Numeracy, Gold Creek students achieved 585 compared with 502 for the ACT.

### **Performance in other areas of the curriculum**

Gold Creek School is a candidate school for the International Baccalaureate PYP and MYP. As part of our mission the school aims to provide students with holistic educational opportunities based on the IB Learner Profile attributes. Students across the school were provided with multiple learning opportunities to develop themselves as lifelong learners in all aspects of their lives, including within the arts, sporting and academic fields.

Personalised learning opportunities were provided for students as part of the school's focus areas to maximise student outcomes and fully engaging students in their own learning. The school production (Grimm Tales) was a whole school production and students from the nearby feeder primary schools of Ngunnawal and Palmerston Primary School also had students perform in selected scenes. Further co-curricular opportunities were offered to students in music. Students on the Junior Site participated in extension sessions in Science where they had opportunities to conduct experiments and participate in activities on the senior site. Conversely students from the Senior Site were provided with opportunities to mentor Junior Site students in sports and events such as sporting carnivals. A Homework club was offered every Wednesday afternoon to provide specialist teacher support to students in their learning and for access to ICT. These sessions regularly had over 50 students in attendance.

A range of opportunities were provided across the school for students to showcase and reflect on their work to the parental community and to invite parents to immerse themselves in their child's learning environment, such as three way interviews on the Junior

Site and parent-teacher interviews on the Senior site, as well as the Winter Arts/Design Showcase and Preschool concerts at the Nicholls and Hall Preschools.

In 2015 the school's Arts programme expanded to provide opportunities for students to pursue wider opportunities to develop their creative and performing skills. On the Junior Site all students in K-6 accessed a specialised visual arts and music program delivered by a specialist arts teacher. Extra-curricular opportunities in the Arts were offered to all students, including a brass band, vocal group and art club to support the school in ensuring the delivery of balanced programmes for students.

In semester 2, 2015 the school appointed a Director of Teaching and Learning. The role includes carriage of developing independent and resilient learners using the Learner Profile as a guide. The Director will work closely with the school's PYP and MYP Coordinators to ensure a systematic approach to student learning at the school.

## **Progress against School Priorities in 2015**

### **Methodology in evaluating progress**

This is the third year of the school review cycle at Gold Creek School. The Annual Operating Plan 2015 was formulated as a result of a detailed analysis of the school data in relation to the priorities as outlined in the School Strategic Plan 2013-2016. Representatives from all key stakeholder groups were involved in deciding the actions stated under each of the school priorities.

The Annual Operating Plan evaluation process was undertaken in a number of sessions throughout 2015, including senior leadership meetings, executive professional learning team sessions, year group and faculty collaborative learning sessions, whole school staff meetings, as well as School Board and P&C meetings.

The National School Improvement Tool was used to provide a self-assessment of the school's improvement journey throughout 2015. The tool was used to evaluate the school's work towards the priorities, strategies and actions identified in the 2015 AOP. The school's leadership team, year groups and faculty teams across the whole school used the tool to self-assess and identify evidence and action areas for each domain. These evaluations were collated and used to help develop the school's 2016 Annual Action Plan.

**Priority 1:** Maximise learning outcomes for all students.

**Targets:** By the end of 2015:

- High quality play-based practices as recognised through the NQS Rating/Accredited NQS Pre-school

- Achieve reading and numeracy targets as set by the Directorate for years 3,5,7 and 9
- 80% of Kindergarten students to reach a minimum PM Benchmark rating of level 5
- Increase student satisfaction with the education provided from 61% to 65%

**Progress:**

The first key improvement strategy towards this priority has been to *build an expert teaching team*. Collaborative learning time has been scheduled within the school day for all teams and faculty groups. Each team on the primary site has one and a half hours scheduled and the faculty groups on the senior site have three hours scheduled for collaborative learning. The sessions are utilised to develop curriculum, analyse student learning data, develop and moderate assessment tasks and for identified staff development activities as needed.

A commitment to build the capability of middle leadership to monitor the quality of learning in teams and faculties using the National Professional Standards for Teachers has also been a key focus for the year. Eight members of the leadership team have completed eight days of professional learning in Cognitive Coaching run by Gavin Grift at Hawker Brownlow Education. The coaching model is utilised to build the capability of classroom teachers. Added to this, a common lesson observation template, using the National Professional Standards for Teachers, has been developed and used by the leadership team to provide written feedback to classroom teachers. The template also includes a structured reflection component and the professional discussion regarding each lesson observation is embedded into the staff development process at the school.

The effectiveness of this strategy is indicated by the use of the collaborative time by each team at the school. The sessions are run as professional learning teams and the classroom teachers lead each session and set the agendas. Many staff also meet together outside of the scheduled times to complete further work to improve learning outcomes for their students. Lesson observations on each teacher have occurred at least once each semester and the use of the professional standards to address areas for development are used to develop teachers' Personal Development Plans.

A second key improvement strategy towards achieving this priority was to ensure *systematic curriculum delivery*. With the implementation of the PYP and MYP, Gold Creek School uses a conceptual framework to deliver the Australian Curriculum for students across the school. The development and delivery of the curriculum is planned and implemented systematically. Scoping and sequencing documents have been developed across all year groups. At the senior site, each faculty's curriculum documents have also been shared across the school to identify interdisciplinary opportunities and for skills development in approaches to learning to be mapped across all subject areas. This strategy has been successful as all curriculum documents are aligned with the Australian Curriculum and use either the PYP or MYP unit planners to provide a clear structure in curriculum delivery for students.

The final key improvement strategy was to develop processes for *systematic application and analysis of data* to maximise learning outcomes for all students. A school data plan was developed using the National School Improvement Tool. The plan identified the key student and school data available for staff. The data is used to inform decision making processes at the whole school level. Data is used by classroom teachers to inform their planning throughout the year. At the beginning of 2015, students undertook ACER testing in comprehension and numeracy. This data, along with the 2014 NAPLAN data was used by year groups and faculty teams to develop their sequence of learning for 2015. During collaborative learning time, teachers engage in internal moderation of assessment tasks and student work to ensure consistently high expectations are set for students across all year groups. During collaborative learning time formative assessment data is analysed by teachers to inform future curriculum development, as well as to develop response to intervention plans for a number of students. On the primary site this practice is embedded within team planning. This strategy is ongoing and workshops to further develop staff data literacy on the senior site will be enacted in 2016 to ensure data is utilised regularly to inform lesson planning as well as whole unit planning.

This work in 2015 saw the following results against our identified targets for this priority.

1. On 24 – 27 August the Gold Creek Nichols Pre-School was assessed and rated against the National Quality Standards for Pre-schools. In every quality area, Nicholls Pre-school received a rating of Exceeding National Quality Standard and an overall rating of Exceeding National Quality Standards. The summary comment from the report stated: 'The service demonstrated a strong commitment to delivering quality educational programmes to the children. The service also needs to be commended for educators' commitment to consistent, respectful interactions with the children and their families.'
2. The school is within the confidence levels for the 2015 NAPLAN Reading and Numeracy targets as set by the Directorate. The school's targets for 2015 are based on a five year (2010-14) school NAPLAN mean average plus an aspirational loading.

#### Gold Creek School NAPLAN Targets 2015

Test	Directorate Target	School Mean score
Year 3 Reading	448 ± 20	441.3
Year 3 Numeracy	427 ± 18	416.4
Year 5 Reading	513 ± 16	523.3
Year 5 Numeracy	504 ± 16	513.0
Year 7 Reading	545 ± 12	544.7
Year 7 Numeracy	545 ± 12	534.7
Year 9 Reading	581 ± 12	582.6
Year 9 Numeracy	586 ± 12	585.5

Source: SMART Data, Nov 2015

3. PM Benchmark testing undertaken in term 4, 2015 indicates that 83% of Kindergarten students reached the ACT benchmark of 5 and 68% of Kindergarten students have reached the aspirational benchmark of level 8. In the testing, 19 students achieved a PM Benchmark score of 14 and above, which indicates that 25% of the Kindergarten students are reading at an end of year 1 reading level.
4. The 2015 student satisfaction data indicates that 56% of students agree or strongly agree with the statement “overall I am satisfied I am getting a good education at this school. While we did not reach our target we noted that in 2015 we had 32% of students neither agreeing nor disagreeing, compared to 24% in 2014.

In 2016, student focus groups will be established to build a common understanding between staff and students about what constitutes a good education to incorporate this understanding into unit and lesson planning by staff.

**Priority 2:** Increase student engagement and leadership.

**Targets:**

By the end of 2015:

- Increase Student Satisfaction Survey data for ‘I like being at my school’ from 52% to 57%
- Increase Student Satisfaction Survey data for ‘I feel safe at my school’ from 51% to 55%
- Decrease total number of suspensions from 15 to 10

**Progress:**

The key improvement strategy towards this priority was to *develop and enhance the student engagement team*. In 2015 the school’s Behaviour Policy and associated procedures were revised to more clearly reflect the school’s focus on restorative practices. In May all staff attended professional learning on Restorative Practices to support the implementation of the revised Behaviour Policy and increase capability of staff to engage all learners through an emphasis on social emotional learning. The Social Emotional Learning programme on both sites has been aligned with the KidsMatter and MindMatters’ strategies and include sessions to support students to engage in restorative practices amongst peers and with staff. The school community has continued to evaluate the policy through feedback regarding general student behaviour within the school and the outcomes of restorative conversations.

As part of the strategy, selected students were also engaged in flexible learning opportunities, with a focus on developing the students’ confidence with targeted literacy and numeracy development and developing emotional and social intelligence. Clear pathways have been established for the students involved in the programme to fully integrate into new learning programmes. One student is enrolled in Connect 10 at Gungahlin College for 2016 and another student has chosen to attend CIT in 2016. The other students will reintegrate into regular classes in 2016 with some modification identified within a Response to Intervention strategy.

Throughout 2015 and into 2016, a transition programme has been established to support students at risk of disengagement from the primary site as they begin their learning on the high school site. The programme is individually tailored to the social and educational needs of each student. A programme for Gifted and Talented students has also been established to support students transitioning to the senior site, such as a weekly science lesson in the specialist teaching space on the senior site led by one of the science teachers. This has been successful as students indicate an increased confidence and awareness about starting high school.

In 2015 a Student Leadership class was established on the senior site. The school captains and vice captains, as well as other interested students from years 9 and 10, elected to participate in the class. The students in the class also liaised with students from the SRC to provide a student 'voice' in the school's decision making process. Throughout 2015 a number of activities were developed by these students to create a safe and inviting environment for students. One successful action initiated by the students was the school's membership of the Safe Schools Coalition. Key results to indicate the success of this initiative were a whole school assembly regarding the Safe Schools Coalition, which was reported on in *The Canberra Times* and the establishment of a same-sex attracted, gender questioning and allied students group.

A leadership group has also been established on the primary site and students are consulted regarding issues affecting the student environment and wellbeing strategies.

In 2015 student interest groups have also been established to enhance students' sense of belonging at the school across both sites. The groups range from social groups to academic and sporting groups. The groups are run during the longer break each day. One group was specifically established by a PE teacher to improve student engagement through sporting activities. Her initial reflections on the group show that it has been successful in engaging students and a reduction in negative behaviours.

These actions resulted in the following progress towards our targets.

1. 59% of students agreed they like being at school, slightly below the target.
2. 49% of students agreed they felt safe at school. Again both these results had a high proportion of students neither agreeing nor disagreeing (27% and 34% respectively).

The work begun with students to increase engagement and develop a sense of belonging in 2015 will continue in 2016. As well as the leadership groups, a Peer Support elective class will be established to provide opportunities for students to be actively involved in supporting each other to create a safe and inviting environment for students, especially during break times. Student input into running groups during breaks and their input into pedagogical approaches in classes will inform the school's practices to engage students.

3. The school's suspension rate in 2015 was reduced from 17 to 12. Through restorative practices, staff work closely with students and families to determine appropriate

consequences and harm minimisation strategies in response to issues that arise. This work will continue in 2016.

**Priority 3:** Increase key stakeholder involvement in school.

**Targets:**

By the end of 2015:

- Increase attendance of parents at parent/teacher interviews by 5 percentage points
- Increase the number of responses to parent satisfaction survey data from EALD parents from 18 to 25
- Match system wide 2015 P-10 results in staff satisfaction data for “parents at this school can talk to teachers about their concerns”
- Increase Kindergarten and Year 7 Enrolments for 2016 by 10 percentage points

**Progress:**

The first key improvement strategy for this priority was to *promote the school beyond the local community*. An action to support this was to encourage staff members to represent the school at various networks and committees. A number of staff at the school are members of their professional associations and attend professional learning opportunities provided by these associations. The school principal is a member of a number of key committees, including the SRA Advisory Group and participating in the trial Principal’s Certification programme. The PYP and MYP Coordinators are also members of the ACT/NSW IB networks and share the implementation work of the school at these networks. These links, developed by staff at Gold Creek, have enhanced the reputation of the school.

Another action towards this strategy is to establish links with local real estate agents to provide advertising for the school in their dealings with new renters and purchasers in the area. One link has been established with a local agent and this will form the basis of further partnerships with local real estate agents in the future.

The second key improvement strategy was to *build strong home-school partnerships*. One action towards this strategy is to establish a parent-teacher committee to organise a whole school annual event. On 19 February 2015 the first evening Intercultural Fair was held at the school. This fair will be held at the beginning of each year and is coordinated by the SLC Arts. He attends the school’s P&C meetings each term and has established a group of parent volunteers to work towards the successful running of the annual event. The inaugural event was successful with over three hundred members of the community attending. Feedback from the evening event was positive and parents stated that it provided the community with an opportunity to engage positively with the school.

Another annual event, run by staff to engage the community beyond the school, is the annual school production. In 2015 students from the senior site and the primary site, as well as small groups of students from Palmerston and Ngunnawal Primary Schools performed in

the school production *GRIMM Tales*. The production ran for four evenings with two matinee performances. The evening performances were well attended by the parents, staff and students at the school, as well as parents from the feeder primary schools. Feedback from the performance was positive, indicating that it was a successful event in encouraging parental involvement at whole school events. A whole school production, involving students from Palmerston and Ngunnawal Primary Schools will be run each year.

Throughout 2015, staff members from both sites have attended the school P&C Committee meetings. The P&C President and Vice-President have also met throughout the year with the Principal and Associate Principals to develop a positive partnership between the school and the committee. The success of this partnership is demonstrated in the P&C's input into key initiatives at the school, such as establishing a Technology Committee, with staff, student and parental representatives, to help implement the school's BYOD programme in 2016-17. The P&C have also provided some financial support in purchasing school resources, such as Mathematics kits for each unit on the primary site.

The final key improvement strategy towards this priority was to *acknowledge and celebrate achievement across the school*. At each assembly on the primary and senior sites throughout the year student success has been celebrated with the introduction of Principal's Awards. The awards are linked to the IB Learner Profile attributes and students who demonstrate the attributes are acknowledged publicly for their achievements. Student academic success is also acknowledged at the end of each semester with Academic Achievement Award and Personal Achievement Award assemblies. Parents are invited to attend all assemblies to acknowledge student success. Parents of students receiving Academic Achievement Awards are personally invited to attend these assemblies. Morning tea is also provided after these assemblies to allow parents, students and staff to celebrate the success informally and to build strong home-school relationships. The feedback from parents after these assemblies is always positive. Another indicator of success is that one parent provides the catering for the Academic Achievement Award ceremony morning tea as she values these events highly.

Staff success is also acknowledged publicly through communication with the whole community through newsletters and the school's social media platforms. Based on parental feedback, the school has introduced a Principal's vlog, published via a school YouTube channel. The inaugural vlog introduced the community to the school's leadership team, who also provided feedback to the community about the key things they valued as members of the Gold Creek School. This vlog was recognised by parents through Twitter as an engaging and informative communication tool. Further vlogs will be produced to celebrate the work being undertaken at the school towards the improvement journey. Videos by students will also be published through the YouTube channel to share student ideas and successes with the school community. Part of the work of the school's Technology Committee in 2016 will also be to further develop the school's use of social media to share and celebrate the work of staff, students and parents.

The following shows our progress towards our targets for this priority.

1. The parent-teacher interview process has been revised in 2015; as such, the data between 2014 and 2015 cannot be accurately compared to 2014. At the primary site, parents were invited to participate in three-way interviews with teachers and students in semester 1 and 76% of primary school parents attended. In semester 2, 79% of parents participated in the student led conferences. To provide parents with more opportunities to participate at parent teacher interviews on the senior site, two evening sessions were held in semester 1. In semester 1 2014, 573 interview bookings were made with teachers and in semester 1 2015, 1029 bookings were made with teachers showing that with greater opportunities, more parents came to parent-teacher meetings.
2. The data indicates that 20 parents, with backgrounds other than English completed the School Satisfaction Survey which indicates an increased engagement with the process from 2014.
3. The teacher survey response shows that teachers at Gold Creek School feel that they have genuine opportunities to communicate positively with parents with 97% of staff agreeing to the statement Parents at this school can talk to teachers about their concerns, which is 1% point above all P-10 Schools .
4. Student enrolments in kindergarten and year 7 for 2016 have increased by at least 10% from the 2015 enrolment figures. Kindergarten enrolments in 2015 were 77 and in November 2015 the prospective enrolments for kindergarten in 2016 are 87. The enrolments for year 7 in 2015 were 133 and in November 2015, the prospective enrolments for year 7 are 146.

## 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	424528.00	518916.71	943444.71
Voluntary contributions	17246.00	10039.00	27285.00
Contributions & donations	6997.00	4527.50	11524.50
Subject contributions	8458.70	1795.64	6663.06
External income (including community use)	23173.98	63688.61	86862.59
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	14376.35	14020.54	28396.89
<b>TOTAL INCOME</b>	<b>494780.03</b>	<b>609396.72</b>	<b>1104176.75</b>
EXPENDITURE			
Utilities and general overheads	108915.62	143579.63	252495.25
Cleaning	115006.83	163083.00	278089.83
Security	2129.72	-1168.82	960.90
Maintenance	126911.60	14851.79	141763.39
Administration	14071.81	8350.39	22422.20
Staffing	0.00	0.00	0.00
Communication	9414.23	11657.45	21071.68
Assets	14383.77	-8096.51	6287.26
Leases	0.00	0.00	0.00
General office expenditure	28450.20	25594.80	54045.00
Educational	76961.22	53786.24	130747.46
Subject consumables	750.00	0.00	750.00
<b>TOTAL EXPENDITURE</b>	<b>496995.00</b>	<b>411637.97</b>	<b>908632.97</b>
<b>OPERATING RESULT</b>	<b>-2214.97</b>	<b>197758.75</b>	<b>195543.78</b>
<b>Actual</b> Accumulated Funds	318536.44	154899.44	154899.44
Outstanding commitments (minus)	-115.46	0.00	-6320.41
<b>BALANCE</b>	<b>316206.01</b>	<b>352658.19</b>	<b>344122.81</b>

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 521.90

### 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

Name and purpose	Amount	Expected Completion
<u>Staffing Reserve</u> . Funds to support for relief for the International Baccalaureate.	50,000.00	2017
<u>International Baccalaureate 2015</u> , Funds to support the MYP and PYP programmes. Staff PD, annual candidate fee, IBCC authorisation fee, online workshops	21525.34	December 2015
<u>International Baccalaureate 2016</u> , Funds to support the MYP and PYP programmes. Annual candidate fee, staff PD, online work shops	66,800.00	December 2016
<u>Signage &amp; Stationary</u> , Funds to replace the existing signage and stationary to show the international baccalaureate symbol	30,000.00	Dec 2016
<u>Classroom furniture</u> , Replace all classroom furniture on the junior site and some classrooms on the senior site.	130895.00	Dec 2016
<u>International Baccalaureate 2017</u> , Funds to support the MYP and PYP programmes. Annual candidate fee, staff PD, online workshops	13163.00	December 2017
<u>Front office upgrade Senior site</u> , Upgrade front office layout design to make better use of wasted space.	30,000.00	Dec 2018
<u>Home Science/Hospitality Upgrade</u> Upgrade classrooms with new bench tops, ovens and stoves with new modern appliances.	23,500.00	Dec 2018
<u>International Baccalaureate 2018</u> , Funds to support the MYP and PYP programmes. Staff PD, candidate fee, Evaluation site fee, online workshop	13163.00	December 2018

## Endorsement Page

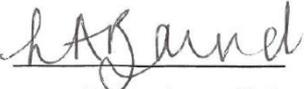
I declare that the Gold Creek School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 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

<b>Parent Representative:</b>	Wade Evans	Paul Singer
<b>Community Representative</b>		
<b>Teacher Representative</b>	Angela Spence	Piper Quick
<b>Student Representative:</b>	Tara Swanton	Michael Cadwallader
<b>Board Chair:</b>	David Vernon	
<b>Principal:</b>	Linda Baird	

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:** 19 May 2016

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

**Board Chair:**  **Signature:** **Date:** 18 May 2016