



## Gold Creek School

---

Annual School Board Report  
2016



This page is intentionally left blank.

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*'.

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2016

Material in this publication may be reproduced provided due acknowledgement is made.

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

Inquiries about this publication should be directed to:

Gold Creek School  
Kelleway St.  
Nicholls ACT 2913

General enquiries:

Telephone (02) 6205 1814

## Contents

---

School Board Chair Report .....	2
Context .....	3
Student Information .....	3
Student enrolment .....	3
Student attendance .....	3
Staff Information .....	4
Teacher qualifications .....	4
Workforce composition.....	4
Volunteers .....	5
School Review and Development.....	5
School Satisfaction.....	5
Overall Satisfaction.....	6
Learning and Assessment .....	8
Performance in Literacy and Numeracy .....	8
Early years assessment.....	8
NAPLAN assessment.....	8
Performance in Other Areas of the Curriculum .....	9
Progress Against School Priorities in 2016 .....	10
Financial Summary .....	11
Professional Learning .....	12
Voluntary Contributions .....	12
Reserves.....	12
Endorsement Page.....	13
Members of the School Board.....	13

## School Board Chair Report

---

It is my pleasure to present to you the Annual School Board Report for 2016.

David Vernon was your Board Chair for the reporting period. At the outset of the report and on behalf of the school community, I would like to thank David for his outstanding leadership and commitment. David has played a pivotal role in the school's journey over some six years. David has always exhibited a passion for Gold Creek School and for public education more broadly. We have been fortunate to have had David's leadership during this period.

I encourage you to consider the 2016 Report. It provides a range of information about the school's achievements and operating context.

2016 was an exciting year both for achievement and for establishing opportunities for the future.

During 2016, Gold Creek School was authorised as an International Baccalaureate (IB) World School in delivering the Primary Years Program (PYP) and Middle Years Program (MYP).

This was the culmination of a four-year journey and represents a substantial investment in the learning opportunities available at the school. On behalf of the school community, I extend great thanks to the executive and staff for this achievement and for the difference it will make to our students during their time at Gold Creek School. Staff have undertaken a range of professional development and support activities in the lead-up to authorisation as well as an untold amount of work in planning and delivery. This work, and the additional commitment it has required, are fully acknowledged and appreciated. The school community has embraced and supported the opportunity, recognising the value of the educational benefits to our students.

The report also outlines the substantial achievements of the school both under NAPLAN and other goals and indicators of the learning journey. 2016 saw the implementation of the Social and Emotional Learning Programme on the senior site, developed by the School Wellbeing Action Team and based on the strategies available through KidsMatter and MindMatters. The report also notes a high level of volunteering across programs and events at the school, reflecting a strong sense of community and common purpose. Thank you to all involved.

At the end of 2016, we said farewell to our principal Linda Baird after four years. Linda's foresight and strategic vision in leading the school through to IB authorisation has produced a lasting legacy to benefit many generations of students. Linda's contribution has been immense and the school owes her a great debt of gratitude. I am sure a large number of us recall hearing Linda talk passionately about the benefits of the IB and the future opportunities it will provide for Gold Creek School. On behalf of the school community, I would like to thank Linda for her outstanding leadership and wish her well for the future.

I commend the Report to you.

Michael Rush

Board Chair

## Context

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 junior site in Nicholls comprises a preschool and years kindergarten to 6. A second preschool site is situated in Hall. The third site is the senior site which comprises years 7 to 10.

2016 saw an overall increase in our student population of 106 students across all sites. The school also had a 50% increased enrolment of students who identify as Aboriginal and/or as a Torres Strait Islander. Students with a Language Background other than English also increased by 18% in 2016.

## Student Information

### *Student enrolment*

In 2016 there were a total of 1,103 students enrolled at this school from K-10.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	561
Female	542
Indigenous	42
LBOTE	322

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	93.0
2	94.0
3	94.0
4	94.0
5	92.0
6	93.0
7	91.0
8	86.0
9	88.0
10	86.0

Source: Planning and Analytics, December 2016

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. A focus for the school is on creating a positive, welcoming culture that builds connectedness and facilitates opportunities for student choice and input into their own learning. A Response to Intervention (RTI) model was implemented in 2016 to identify areas of need for students to fully engage in the curriculum and to provide appropriate supports and programs to meet the individual needs of students.

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. This information helps to inform the RTI processes and the supports that are put in place.

## 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	62

Source: Teacher Quality Institute, 16 December 2016

During 2016 the school supported a classroom teacher, an executive teacher and an Associate Principal to complete post-graduate studies in Gifted and Talented Education through the University of NSW. The four Associate Principals obtained TQI assessor accreditation and two had the opportunity to be Assessors for Lead/Highly Accredited external applications. Two members of staff were successful in achieving TQI Lead Teacher status.

The school has met the mandated requirements for the International Baccalaureate Organisation teacher training for both the PYP and MYP in 2016.

### *Workforce composition*

The 2016 workforce composition of Gold Creek 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	81
Teaching Staff: Full Time Equivalent	76.4
Non Teaching Staff: Head Count	26
Non Teaching Staff: Full Time Equivalent	22.9

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 two indigenous staff members at this school.

## Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 1200. Volunteers dedicate their time to support school based programmes as well as school based events. Gold Creek School actively encourages parent volunteering in a wide variety of ways.

## 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.

Gold Creek School will be reviewed in 2017. A copy of the most recent validation 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, 78% of parents and carers, 88% of staff, and 69% 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 67 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.	95
Teachers at this school provide students with useful feedback about their school work.	91
Teachers at this school treat students fairly.	92
This school is well maintained.	76
Students feel safe at this school.	85
Students at this school can talk to their teachers about their concerns.	91
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	55
Students like being at this school.	88
This school looks for ways to improve.	97
This school takes staff opinions seriously.	63
Teachers at this school motivate students to learn.	91
Students' learning needs are being met at this school.	73
This school works with parents to support students' learning.	85
I receive useful feedback about my work at this school.	65
Staff are well supported at this school.	55

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 221 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.	90
Teachers at this school provide my child with useful feedback about his or her school work.	76
Teachers at this school treat students fairly.	82
This school is well maintained.	77
My child feels safe at this school.	85
I can talk to my child's teachers about my concerns.	88
Student behaviour is well managed at this school.	65
My child likes being at this school.	83
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	69
Teachers at this school motivate my child to learn.	76
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	76
This school works with me to support my child's learning.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 576 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**

National Opinion Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	70
Teachers at my school treat students fairly.	56
My school is well maintained.	51
I feel safe at my school.	58
I can talk to my teachers about my concerns.	47
Student behaviour is well managed at my school.	30
I like being at my school.	58
My school looks for ways to improve.	69
My school takes students' opinions seriously.	45
My teachers motivate me to learn.	69
My school gives me opportunities to do interesting things.	68

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

**Table: Gold Creek School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	46	123	49	121
<b>Mathematics</b>	37	52	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, 0.00 % of year 3 students, 0.00 % of year 5 students, 1.00 % of year 7 students and 1.00 % 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 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: Gold Creek School 2016 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
<b>Reading</b>	424	441	502	514	524	558	579	601
<b>Writing</b>	448	420	488	474	505	519	518	557
<b>Spelling</b>	448	421	508	490	526	546	578	590
<b>Grammar &amp; Punctuation</b>	468	442	521	511	522	552	583	588
<b>Numeracy</b>	409	412	499	497	530	556	579	597

Source: Planning and Analytics

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

## Performance in Other Areas of the Curriculum

During 2016 Gold Creek School was authorised as a International Baccalaureate (IB) World School in delivering the Primary Years Program (PYP) and Middle Years Program (MYP) following an external review process. The school aims to provide students with holistic educational opportunities based on the IB Learner Profile attributes and attitudes. Students across the school were provided with multiple opportunities to develop themselves as life-long learners in all aspects of their lives and to engage in inquiry based service and action research to enhance their learning experiences.

A variety of learning opportunities were provided for students to engage in extra-curricular activities as a part of the school's focus area to maximise student learning outcomes. The school production (Hair Spray) saw students involved in the creation of costume design and creation, set design, technical aspects of sounds and lighting as well as acting and singing. We made use of the Gungahlin College theatre to support the quality performance and provide opportunities for community members to be a part of the audience. Further co-curricular opportunities were offered in Music through Band and music tuition and classes. Students from the Junior Site participated in extension sessions in Science where they had opportunities to participate in science inquiry of experimenting and discussions with an expert Science teacher on the Senior Site. A Homework Club was offered every Wednesday afternoon on each site to provide teachers support to students in their learning.

A range of opportunities were provided for students across the school to showcase and reflect on their work to the parental community and invitations for 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, Year 6 Exhibitions and whole school Totally Talented.

In 2016 the school's Arts program continued to provide opportunities for students to pursue the creative aspects of the Arts and Design. On the Junior Site all students experienced learning opportunities with a specialised arts and music program delivered by an expert teacher. Extra-curricular opportunities in the Arts were offered to students including; band, vocal group and art club to ensure a balance of learning programs are available.

In 2016 a Director of Teacher and Learning on each site was appointed. The role involves learning processes for walk throughs and lesson observations to support teachers reflecting and receiving quality feedback against the National Professional Standards for Teachers and coaching teachers. The Directors worked closely with Associate Principals to build teacher capacity through providing appropriate and just in time professional learning for individual staff, teams and whole staff.

## Progress Against School Priorities in 2016

---

Below is Gold Creek School's 2016 Annual Action Plan Report (AAPR) in pdf and MS 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*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	574593.18	584685.15	1159278.33
Voluntary contributions	24205.00	10958.00	35163.00
Contributions & donations	12215.82	3082.15	15297.97
Subject contributions	4125.00	4025.61	8150.61
External income (including community use)	19294.64	46732.45	66027.09
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	12737.14	11684.51	24421.65
<b>TOTAL INCOME</b>	<b>647170.78</b>	<b>661167.87</b>	<b>1308338.65</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	72996.43	122320.32	195316.75
Cleaning	118529.93	170093.85	288623.78
Security	120.00	811.00	931.00
Maintenance	156963.44	44901.57	201865.01
Administration	7793.53	1837.73	9631.26
Staffing	0.00	0.00	0.00
Communication	23251.21	9622.43	32873.64
Assets	66709.74	6974.06	73683.80
General office expenditure	17264.16	15892.13	33156.29
Educational	163772.93	38546.32	202319.25
Subject consumables	826.39	-315.78	510.61
<b>TOTAL EXPENDITURE</b>	<b>628227.76</b>	<b>410683.63</b>	<b>1038911.39</b>
<b>OPERATING RESULT</b>	<b>18943.02</b>	<b>250484.24</b>	<b>269427.26</b>
<b>Actual Accumulated Funds</b>	<b>222858.83</b>	<b>365093.82</b>	<b>222858.83</b>
Outstanding commitments (minus)	-2143.38	0.00	-2143.38
<b>BALANCE</b>	<b>239658.47</b>	<b>615578.06</b>	<b>490142.71</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$912.00 per person.

## 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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
▪ Signage and Stationery	▪ LED school sign to replace letter school sign	December 2016
▪ Classroom furniture	▪ Replacement of furniture throughout the school across P-10	Completed June 2016
▪ Additional classrooms	▪ Extension and refurb of internal art classrooms for additional full size classrooms on the junior site due to growing numbers	Completed January 2016
▪ Home Science Upgrade	▪ Replace bench and whitegoods	December 2018
▪ International Bacculaureate	▪ IB programme PYP & MYP from 2014 to 2020	December 2020

## Endorsement Page


I declare that the Gold Creek 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

<b>Parent Representative(s):</b>	Wade Evans	Michael Rush	David Vernon
<b>Teacher Representative(s):</b>	Leona Anton	Pam Murray	
<b>Student Representative(s):</b>	Caitlyn Gare	Jade Deakin	
<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 2016.

Principal Signature:  Date: 22 / 05 / 2017

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

Board Chair Signature:  Date: 22 / 05 / 2017