

Gowrie Primary School

Annual School Board Report 2017



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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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Contents

School Board Chair Report.....	1
School Context	2
Student Information	2
Student enrolment.....	2
Student attendance	2
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	7
Performance in Other Areas of the Curriculum.....	7
Financial Summary.....	9
Professional Learning.....	10
Voluntary Contributions	10
Reserves	10
Endorsement Page.....	11
Members of the School Board	11

School Board Chair Report

Early in 2017, Gowrie experienced a change in leadership with a smooth transition between Principals being testament to the strong leadership and inclusive community culture that has developed and continues to strengthen at Gowrie. 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 with school progress highlighted by acknowledgement from ACARA that Gowrie is one of the leading schools for growth in NAPLAN in the ACT. The Board has strong confidence in the calibre of the leadership team, the teachers at Gowrie and in staff professional development plans. The Board provided backing behind other actions to progress school improvements particularly in the area of ICT with bulk purchasing of ICT upgrades, 100 Chrome books and 3 smart boards.

The Board continued to strengthen their relationship with the Parents and Citizens Association and in 2017 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, in 2017 the Parents and Citizens Association continued to be a highly functional group of enthusiastic participants, who are committed to school improvement and student learning outcomes. Of note, the P&C have continued to run an effective school canteen, uniform shop and a number of significant fundraising events. The community's confidence in the P&C has increased considerably with significant donations back to school being invested in the purchase of literacy material and ICT equipment.

It is clearly evident that the entire school community has a high level of confidence in the school's leadership team and all staff members. Gowrie community spirit remains very high and was once again particularly evident at the school's colour run organised by the P&C. A significant portion of the school community supported this event which was a very successful fundraiser. The Board is satisfied that 2017 was a year for continued growth in strategic development and learning outcomes at Gowrie Primary School. The continued focus on collaboration and maintaining confidence in the leadership team as well as 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.

School Context

In 2017 the Gowrie student population from Preschool to Year 6 grew significantly. In 2017 we experienced a Year 6 graduating cohort of 22 whilst receiving 44 Kindergarten enrolments. As a result of this significant growth one mainstream class was added and one extra teacher was employed. No other significant demographic change occurred to the student population at Gowrie Primary School in 2017.

Student Information

Student enrolment

In 2017 there were a total of 252 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	129
Female	123
Aboriginal and Torres Strait Islander	6
LBOTE*	37

*Language Background Other Than English
Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

Year level	Attendance rate
K	93.0
1	94.0
2	93.0
3	97.0
4	95.0
5	93.0
6	91.0

Source: Planning and Analytics, December 2017

Gowrie Primary School manages non-attendance of students in several ways. All teaching staff mark a class roll twice a day (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 2017.

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

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	24

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Gowrie Primary is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	24
Teaching Staff: Full Time Equivalent Permanent	21.30
Teaching Staff: Full Time Equivalent Temporary	1.80
Non Teaching Staff: Head Count	14
Non Teaching Staff: Full Time Equivalent	10.06

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are no Aboriginal and Torres Strait Islander staff members at this school.

School Review and Development

In 2017, 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 school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

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

Gowrie Primary will be reviewed in 2020. 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 2017 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 2017, 89% of parents and carers, 93% of staff, and 94% 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.

A total of 27 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect students to do their best.	93
Teachers at this school provide students with useful feedback about their school work.	93
Teachers at this school treat students fairly.	93
This school is well maintained.	96
Students feel safe at this school.	93
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.	96
Students like being at this school.	93
This school looks for ways to improve.	96
This school takes staff opinions seriously.	96
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	89
This school works with parents to support students' learning.	89
I receive useful feedback about my work at this school.	89
Staff are well supported at this school.	89

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 54 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect my child to do his or her best.	91
Teachers at this school provide my child with useful feedback about his/her school work.	89
Teachers at this school treat students fairly.	89
This school is well maintained.	85
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	77
My child likes being at this school.	91
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	76
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	85
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	83

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 57 students responded to the survey. Please note that not all responders answered every question.

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.	93
My teachers provide me with useful feedback about my school work.	89
Teachers at my school treat students fairly.	76
My school is well maintained.	65
I feel safe at my school.	80
I can talk to my teachers about my concerns.	69
Student behaviour is well managed at my school.	40
I like being at my school.	76
My school looks for ways to improve.	94
My school takes students' opinions seriously.	71
My teachers motivate me to learn.	80
My school gives me opportunities to do interesting things.	76

Source: 2017 School Satisfaction Surveys, August/September 2017

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 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	56	132	41	56
ACT	51	124	39	55

Source: Planning and Analytics

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 2017, 7.00 % 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 2017 mean scores achieved by our students compared to the ACT.

Table: Gowrie Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	415	442	512	517
Writing	397	412	457	475
Spelling	396	411	449	494
Grammar & Punctuation	436	441	481	503
Numeracy	407	417	481	496

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

Gowrie Primary School has continued to build positive and inclusive practices in other curriculum areas in 2017. Our Annual Action Plan review from 2015 identified 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 2017 the school continued to advance the use of ICT into teaching and learning through the development of STEM (Science Technology and Mathematics) programs in all mainstream classrooms. The resources for STEM were relocated throughout 2017, so that teachers could have easy access to them.

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 2017 our partnership with our cluster high school, Caroline Chisholm School (CCS), 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. The year 6 students also participated in a thorough transition program with (CCS).

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 2017. The school continued with the Fresh Tastes' program promoting healthy canteen food and supporting curriculum initiatives in health.

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	192405.66	131877.66	324283.32
Voluntary contributions	10710.00	90.00	10800.00
Contributions & donations	2468.00	6228.64	8696.64
Subject contributions	2265.00	1225.00	3490.00
External income (including community use)	5522.73	11313.65	16836.38
Proceeds from sale of assets	1807.67	0.00	1807.67
Bank Interest	3095.98	3681.19	6777.17
TOTAL INCOME	218275.04	154416.14	372691.18
EXPENDITURE			
Utilities and general overheads	51475.91	66922.27	118398.18
Cleaning	38920.37	32036.17	70956.54
Security	185.58	0.00	185.58
Maintenance	19733.37	13283.39	33016.76
Administration	2691.27	2102.79	4794.06
Staffing	0.00	0.00	0.00
Communication	7822.45	2620.49	10442.94
Assets	22236.39	13021.61	35258.00
Leases	0.00	0.00	0.00
General office expenditure	11058.50	9496.05	20554.55
Educational	16649.12	19701.76	36350.88
Subject consumables	5907.28	0.00	5907.28
TOTAL EXPENDITURE	176680.24	159184.53	335864.77
OPERATING RESULT	41594.80	-4768.39	36826.41
Actual Accumulated Funds	149456.14	189596.11	149614.14
Outstanding commitments (minus)	-36914.06	0.00	-36914.06
BALANCE	154136.88	184827.72	149526.49

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1200.

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 2017.

Reserves

Name and Purpose	Amount	Expected Completion
ICT Upgrade <ul style="list-style-type: none"> - Continued purchasing of Chromebooks to enable 1-1 from years 3-6. - Upgrade of Smart Boards for classrooms as the school grows 	\$30000	2018
Playground <ul style="list-style-type: none"> - Upgrading of the LSUA (Brindabella) playground 	\$10000	2018

Endorsement Page

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 Wats

Principal: Simon Smith

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

Board Chair Signature: _____ Date: ____ / ____ / ____

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 2017.

Principal Signature: _____ Date: ____ / ____ / ____