Gordon Primary School
Board Report
2014

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 "Educational capital: Leading the Nation". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.

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About our school

Introduction to School

Gordon Primary School operates classes from preschool to year 6. The school is located in the Lanyon Valley in the south of the Tuggeranong District within the Australian Capital Territory (ACT). It is one of four schools that form a collaborative group called the Lanyon Cluster of Schools. Other schools in the Lanyon Cluster are Lanyon High School, Bonython Primary School and Charles Conder Primary School. The Lanyon Cluster seeks to facilitate continuity, support, consistency and the highest quality education for all students. Lanyon Cluster Schools have extended a general invitation to other ACT public schools to join in collaborative work focused on quality professional learning for teachers. In 2013 Macquarie, Theodore and Richardson Primary Schools have worked with the Lanyon Cluster schools on programs aimed at improving professional leadership and teacher capability. This enlarged group of collaborating schools is known as the Murrumbidgee Learning Academy (MLA). Gordon Primary is also a member of the Tuggeranong Network within the ACT Education Directorate. Under the guidance of the Network Leader, The Tuggeranong Network also facilitates significant collaboration between schools for the purpose of continuously improving the quality of educational programs and achieving better learning outcomes for students. All of this collaboration occurs under the auspices of the ACT Education and Training Directorate.

At Gordon Primary School, we pride ourselves on instilling four basic values across the school. These values are explicitly taught and communicated through the Gordon Gold and Bounce Back social skills programs. The values are *Responsibility*, *Honesty*, *Tolerance* and *Respect.* At Gordon Primary School we value personal best, integrity and responsibility and we respect the rights and needs of others and ourselves. Students are encouraged to delight in their school experiences, to build many warm and positive social relationships and to develop resilience. Gordon Primary School strives to enable students to be confident, respectful and tolerant individuals who value learning.

Student Information

Student enrolment

In 2014 there was a total of 502 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	269
Female	233
Indigenous	26
LBOTE	126

Source: Planning and Performance, August 2014

This enrolment total represents an increase from 481 to 502 students.

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	87.4
1	90.7
2	92.3
3	91.1
4	89.0
5	93.1
6	92.1

Source: Planning and Performance, July 2014

Parents are required to supply notes explaining student absence. Extended or repeated absences are followed up with parents.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	15

Source: School Data, October 2014

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It

does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	11
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	5
Teachers	29
TOTAL	**48**

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There is one indigenous staff at this school.

Volunteers

Parents and community members were once again generous in volunteering their time to support the school throughout 2014. The estimated number of volunteer hours for 2014 is 2300 (equivalent to approximately 380 school days)

School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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.

Gordon Primary School will be validated in 2016. A copy of their 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 2014 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, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 118 parents, 39 staff and 70 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 86% of parents and carers, 97% of staff, and 74% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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.	96
Teachers at this school provide my child with useful feedback about his or her school work.	87
Teachers at this school treat students fairly.	87
This school is well maintained.	94
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	70
My child likes being at this school.	89
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	84

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	84
Teachers at my school treat students fairly.	68
My school is well maintained.	67
I feel safe at my school.	64
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	38
I like being at my school.	65
My school looks for ways to improve.	81
My school takes students' opinions seriously.	57
My teachers motivate me to learn.	87
My school gives me opportunities to do interesting things.	77

Source: 2014 School Satisfaction Surveys, September 2014

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.

Professional Learning

Gordon Primary School maintains a strong commitment to a comprehensive and differentiated professional learning program aimed at enhancing capability and improving student learning outcomes. The professional learning program is linked explicitly to the school plan and is targeted to the needs of the Tuggeranong Network, The Murrumbidgee Learning Academy (MLA), The Lanyon Cluster of Schools, Gordon Primary School and particular interest groups within each of these entities. The 2014 program included intensive professional learning in:

- Personalised Learning Approaches (David Langford QLA-System Thinking approach and tools)
- PALLS: Principals As Leaders of Literacy in Schools
- First Steps Reading Writing and Speaking and Listening
- Guided and Cooperative Reading
- Cooperative Learning Structures
- Learning By Design Workshops
- Quality School / Teaching (William Glasser Choice Theory)
- Middle Years Mental Computations (Number 3-6)
- Count Me In Too (Number P-6)
- Kidsmatter and Bounce Back
- Teacher Action Research into aspects of pedagogy and curriculum

- Teacher peer observations and feedback
- Coaching and Mentoring programs

The ongoing support of staff through teaching and/or mentoring is an important step in the continual professional learning and growth. Collaborative planning time is timetabled and supported with teams during simultaneous release from face to face teaching (Duties Other Than Teaching).

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 one and two.

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

Table: Gordon Primary School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	44	105	51	124
Mathematics	37	53	39	54

Source: Planning and Performance December 2014

The table shows our school results, while below that of the ACT at the commencement in both reading and maths the gain made in maths was slightly higher than what occurred across the ACT.

Detailed analyses of our school's academic achievement are incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

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 2014, no 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 to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

Table: Gordon Primary School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	408	440	485	523
Writing	408	405	452	474
Spelling	408	413	456	502
Grammar & Punctuation	419	441	474	520
Numeracy	384	415	460	499

Source: Performance and Planning December 2014

The table shows that our year 3 writing mean was above that of the ACT while in all other test domains, and at year 5, we were below. Detailed analyses of our school's academic achievement are incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

Performance in other areas of the curriculum

Gordon Primary School has maintained, as part of the Tuggeranong Network, the Murrumbidgee Learning Academy and the Lanyon Cluster of Schools, a strong commitment to raising students' achievement levels by improving the capacity of teachers to deliver high quality and increasingly personalised learning programs. In 2013 the school continued its participation in the National Partnership that is focused on literacy and numeracy. Under the auspices of the National Partnership the literacy and numeracy field officer continued, along with other executive staff, to implement a strong coaching and mentoring function with teachers. Coaching and mentoring has been enhanced through the collaborative approach taken by the Murrumbidgee Learning Academy and the Lanyon Cluster of Schools.

This creation of a positive culture of learning and achievement has ensured success in a range of other curriculum key learning areas (KLAs). Learning by Design is a holistic curriculum framework that encourages the thoughtful and detailed design of learning across all KLA's. The continuing work of schools in the Lanyon Cluster to improve pedagogy through Learning by Design has resulted in almost all teachers in the school having completed the design and teaching of at least one learning element (unit of work) over the past two years. Many of these learning elements can be found on CG Learner, a website that features learning elements from all over the world. The use of Learning by Design has enabled the Australian Curriculum in English, Mathematics and History to be implemented smoothly. Pleasing student results have been reported in History and in other KLA's that are currently based on the ACT 'Every Chance to Learn' curriculum document (i.e The Arts, Technology, Science, Health and Physical Education, Social Sciences, Japanese language) pending the full implementation of the Australian Curriculum.

In 2014 Gordon Primary implemented the 'Every Chance To Dance Program across K-6. This was done as a pilot program and in collaboration with Kulture Break and other Lanyon

Cluster Primary Schools. This program along with the enhancement of our singing program, community concert performances, community outreach performances and the Instrumental Music Program demonstrated a real commitment to 'The Arts' and a focus on community involvement and engagement. We had student involvement in a wide range of sports from Rugby League to swimming which further enhanced the already rich learning experiences of students at Gordon Primary School. As part of our 'Giving Projects' (Civics and Citizenship), students were acknowledged at the combined Lanyon Cluster assemblies. This enterprise education culminated in the Year 6 Fun Day during term 4.

Progress against School Priorities in 2014

Progress against School Priorities in 2014

Priority 1: Build teacher capacity and collaboration
Targets

- 90 percent of teachers grow in confidence in their practice as demonstrated in teacher confidence capacity matrices
- 90 percent of teachers present their action research
- 90 percent of teachers implement whole school practice
- 90 percent of teachers meet their negotiated goals in their professional pathways

Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Progress

The first of the 3 key improvement strategies used to achieve this priority was to provide **differentiated and targeted system and school professional learning for teachers.**

Training in First Steps, Reading and Writing was co-ordinated for all teachers who had not previously completed the training. Ongoing workshops were provided for all staff in First Steps Reading and Writing Maps of Development, leading to the systematic implementation of First Steps Reading and Writing Strategies as part of a balanced Literacy program. The outcome of this work is that First Steps is evident in planning and in all classrooms. First Steps Maps of development are, according to each team leaders assessment, 90% accurate. This data is effectively used to map achievement and plan for learning. The use of the First Steps maps of development formed a significant part of a several action research projects.

Closely allied to this work is the schools focus on personalised learning and formative assessment. Professional Learning was provided, for all executive staff, on the work of Dylan Wiliam and how to implement it in the classroom. This was coordinated at a Gordon, Cluster and MLA level. Assessment for Learning, High Expectations, Learning Intentions, Success Criteria and Giving Feedback were also a complementary focus of our targeted professional learning. Feedback shared at Gordon Primary Executive meetings is that while individual Learning Intentions for Literacy and Numeracy with Success Criteria and Feedback, for all students, is evident across the school there is a need for a greater

emphasis on this, particularly in the area of giving feedback to students. This will be an ongoing action for 2015.

To support consistent and effective implementation of this learning into classroom practice, structures were put in place to provide coaching and mentoring on data tracking using the First Steps Reading and Writing Map of Development. Success of this action can be clearly seen in the environmental print evident in classrooms and in learning programs that are planned and delivered.

The second key improvement strategy was to **build teacher capacity and collaboration through strengthening structures that cultivate staff collaboration**. The school continues to enhance structures that support executive staff to be instructional leaders in their area of the school. This includes team planning, Growth Model Coaching, use of the Quality Teacher model, peer observations and teacher mentoring. Action Research projects are an important aspect of this work facilitating a process of self-reflection; research, implementing classroom interventions and professional dialogue.   The Cluster wide action research projects involve all staff with more than 90 percent of staff, planning, implementing and presenting their work to school and cluster forums.

The school and cluster focus on the quality pedagogy of *Learning by Design,* continued in 2014 with professional Learning for all staff and peer coaching in *Learning by Design* writing teams. All staff either designed and or implemented, at least, one Learning by Design learning element which addressed intellectual quality and high expectations and which embedded the Australian Curriculum and the use of technology. Staff, through the cluster Action Research project, gathered and presented data on the deep understandings acquired by students as a result of this work. Teachers have been introduced to online applications CG Learner/CG Scholar to develop Learning Elements.

There was also a strong focus on coaching and mentoring on Learning by Design Planning and the Planning Placements. The placemats and pro-forma's are used for Literacy and Numeracy planning and there is an improved use of Planning Placemats and evidence of collaboration in planning documentation.

Executive Teachers report that there has been an increase in their review of Learning Elements for publishing. In 2014 the Principal, Murray Bruce, was engaged to work at Common Ground publishing at the University of Illinois USA, along with three other representatives of the cluster, detailing the success of the cluster's work with Learning by Design. The experience of working with the team at Common Ground had obvious benefits, particularly an in depth understanding of the new directions being undertaken with the software package, CG Scholar. One significant direction of change has been to move from CG learner, which will be phased out, to CG scholar. Many of the learning elements, developed by cluster schools, including Gordon, will soon be more easily accessible to students and teachers all over the world. While this has impact on our achievement of getting more learning elements published, in the long term, it will see our teacher's work more widely published and utilised. Teachers are already using CG Scholar and 2015 will see a greater focus on using this powerful interactive educational resource to enhance learning.

The third key improvement strategy was to **build teacher capacity and collaboration through coaching and mentoring**. In 2014 the majority of classroom teachers actively engaged in peer observations with a focus on specified areas, determined collaboratively by the executive and the teacher.

The instructional leadership team was enhanced by the addition of an Executive Teacher, Professional Practice. This team continued to focus on team planning, GROWth Model Coaching, Quality Teaching model, and added the PALLS (Principals as Literacy Leaders) to its job description. Dedicated coaching days were scheduled, allowing for support for all teachers in all teams. The support that executive teachers need to support their learning continued to be provided by the cluster in the form of forums for Executive Teachers Professional Practice, across all cluster schools, with a focus on Learning by Design and collaboration between cluster schools.

In terms of indications of the success of this work the executive team/ instructional leadership team can report that regular peer observations for each teacher, were reported upon each term and that professional conversations are heavily based on these observations. Teacher reflective practice, so important for growth as an educator, is also strongly evident in coaching records. The Executive teachers consistently use coaching practices in their work with classroom teachers.

Importantly in the School Satisfaction Surveys, carried out in 2014, recorded that 77 percent of teachers reported receiving constructive feedback.

Across this priority Gordon Primary School can report that it achieved its targets in the following ways.
- The benchmark of 90 percent in relation to growth in teacher confidence is hard to reflect upon as the capacity matrices were against a range of individual skills and pedagogies. Some showed growth and some were starting from high level of confidence and consequently didn't show significant growth.
- The benchmark of participation in action research, implementation of whole school practice and meeting professional pathways goals was achieved. This is an outcome of which that the school is justifiably proud.
- More than 90 percent of teachers implement whole school practice, as reported by executive teachers, following ongoing regular teacher observation, professional pathways and professional dialogue;
- Executive records show that 90 percent of teachers meet their negotiated goals in their professional pathways

Priority 2: Improve Student Learning Outcomes
Targets
- ACT Education Directorate NAPLAN targets and number of students reaching expected growth
- 90 percent of students demonstrate growth in First Steps, Mental Computation, Di Siemon benchmarks and PIPs

Directorate Priority areas covered with this priority
Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Progress

The first of the three key improvement strategies in working towards success in this priority is to **achieve success for every student and develop systems for increasing student ownership of their learning.**

A strong school, cluster and network focus on Personalised Learning, over the past few years, has led to the building of a core group of teacher leaders with a good understanding of Personalised Learning. The natural flow on from this start was to implement targeted professional learning on David Langford Personalised Learning across the school. A systematic planning of personalised learning, including David Langford, tools was promoted with the view to extending Personalised Learning across the school. In the April stand down nine staff attended the David Langford Quality Learning Australia (QLA) Personalised Learning four day workshop. Seven staff attended the two-day advanced Langford professional learning program. Peer coaching, mentoring, observation, professional dialogue and reflection was provided for those for those who already had experience in Kagan Cooperative Learning. As a result of this learning the teachers in Banksia (years 4, 5 and 6) implemented Personalised Learning Cycles throughout 2014. These were shared with staff so that the success in Banksia (years 4,5 and 6) can be translated across the school in 2015. Assisting this growth has been the utilisation of Quality Learning Tools in staff meetings. Across the whole school Quality Learning tools such as "Code of Cooperation", "Parking Lot" and "Levels of Self-Help" continue to feature.

As ever the school is continually reflecting on the work. Monitoring of the implementation of Personalised Learning across the school resulted in continuous refinement to increase student agency and engagement. A staff capacity matrix revealed that teachers' level of confidence in using the Langford tools are improving.

The school continues to develop systems that allow for greater student agency. An example of this is the implementation of Readers Workshops in which children have self selected book stacks, which promote a love of reading. Planning documentation presented to executive staff reflects an emphasis on building student agency.

As reflected upon in Priority 1, the school has collaboratively developed and implemented individual Learning Intentions and Success Criteria with some success. All teachers are familiar with the notions of Learning Intentions and Success Criteria. Implementation of these tools has improved with a growing use of capacity matrices. Further personalisation of Learning Intentions and Success Criteria will be a focus in 2015.

In the early childhood area we have continued to develop personalised play based learning. This was particularly strong early in the 2014 school year with many techniques and procedures being retained.

Staff and student satisfaction surveys reveal the effectiveness of Personalised Learning implementation. In the survey 82 percent of parents felt that student's needs were being met. suggests that students are now less positive about their needs being met than in previous years. This is something that the school is analysing so that it can address this perception. However, 74 percent of students felt that they were getting a good education.

The second key improvement strategy was to **strengthen the nexus between Numeracy data interpretation, planning, teaching and learning.** As with all initiatives in improving teaching and learning outcomes the process begins with targeted whole school Professional Learning. In this case the focus was on Di Siemon, Count Me in Too and Middle Years Mental Computation with professional learning in CMIT and MYMC being offered, across the cluster and Murrumbidgee Learning Academy, for teachers who hadn't yet been trained. Teams examined and analysed Di Siemon's benchmark data and gained a greater understanding as a result.

This is an ongoing process with the need to constantly develop teachers' knowledge and understanding of quality pedagogy in Mathematics.

A highly successful aspect of this work was the review and development of planning documents that reflect a balanced numeracy approach, mental computation strategies, assessment data and student choice. Coaching and mentoring in 2014 focussed on improving teacher capacity with regard to the use of planning pro-forma's for Maths lessons.

Other actions flagged in this strategy were to develop and implement a print rich environment around mathematical concepts and to deliver coaching and mentoring around the recording and unpacking of mathematical language and word problems. Coaching and mentoring around mathematical language and word problems has resulted in improved practice. Observation and analysis of maths lessons has highlighted areas of focus for professional learning in 2015.

The school is continuing to investigate mathematical teaching programs, for strands other than number, that incorporate Australian Curriculum outcomes, hands-on learning and differentiated learning opportunities.

The third key improvement strategy was to **implement Bring Your Own Technology (BYOT).**

In line with initiatives with all other cluster schools Gordon Primary embarked on a systematic implementation of Bring Your Own Technology. After developing a detailed plan of action for implementation, the next important step was to inform parents and students of BYOT policy, procedures and implementation plans. Letters home to parents of students involved in this program and information sessions have contributed to a successful uptake of this program. BYOT is currently operating in years 4,5 and 6 and will be extended further in the next few years.

The school tested wireless access points (WAP) in Banksia Unit, which were found to be adequate, and developed a secure storage area for BYOT devices across the school. A picture of one of iPad storage and charging units is proudly displayed on the school website.

There is an increased use of, and engagement with, iPads and other technology by staff and students as observed and noted by executive staff at executive meetings.

Across this priority Gordon Primary School can report that it achieved the majority of its targets.

1. The NAPLAN results indicated success in meeting each of the year 3 targets and the reading target in year 5. The year 5 numeracy score was a little below the specified school target for 2014.

Table: Gordon NAPLAN Target Results

Year	Reading Mean Target	Actual Mean	% achieving expected Growth	Maths Mean Target	Actual Mean	% achieving Expected Growth
2013	492±18	495.3	58.1	473±16	470.4	54.8
2014	493±20	484.7	55.6	478±16	459.8	42.9

Source: SMART Data, December 2014

2. We did not achieve 90% of our kindergarten students achieving expected growth or better in 2014 as shown by the table below. In 2014 59% achieved expected growth or better in reading compared to 64% in 2013. Given the four-year average was 73% this target may have been too aspirational. In Maths in 2014 79% of kindergarten students achieved expected growth or better. This was on the average for the last four years.

Table: Percentage of students achieving growth in PIPS test

Reading	Less than expected growth	Expected Growth	Better than expected growth
2013	36%	57%	7%
2014	41%	51%	7%
Maths	Less than expected growth	Expected Growth	Better than expected growth
2013	21%	62%	17%
2014	21%	62%	18%

Source: CEN Centre Data, December 2014

3. The school collected data across the school for First Steps, Di Siemon benchmarks or Middle Years Mental Computation, however the data sets were not complete. Therefore we were unable to report it as an aggregate. Processes are being put in place to address this during 2015.

Priority 3
Strengthen the positive culture for all members of the school community

Targets
- Improvement in school satisfaction surveys of 5 percent above the system mean on overall satisfaction with the school by parents, teachers and students
- Match system mean for attendance
- Establish baseline data for numbers of parents attending school events

Directorate Priority Areas covered with this priority
Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Progress

In the first of 5 key improvement strategies the school aimed to **develop student agency regarding positive relationships and wellbeing.** Teachers continued the process of learning about the effective implementation of Kidsmatter, attending Professional Development components 2 and 3, as well as targeted teachers attending train the trainer sessions. Teachers also reflected on the learning undertaken in component 1.

Systematic school wide implementation of Bounce Back was continued in 2014 with acknowledgement and celebration of student achievements. This work aligned strongly with Gordon Gold concepts.

The Glasser approach continues to be a cornerstone of life at Gordon Primary School. The cluster based professional learning was again well attended by Gordon Primary Teachers, with 4 teachers attending in 2014. This brings the total percentage of teachers trained in Glasser techniques to more than 90 percent. In 2014 Gordon Gold and the bucket filling concepts used across the Lanyon Cluster complemented this approach. A variety of lunch and recess clubs continue to assist with a positive student culture. Examples of successful clubs include singing, gardening and a girls club.

While these actions were successfully implemented, the School Satisfaction survey data did not draw the outcomes we desired. Results indicate 65% of students feel safe at my school; and I like being at my school; 57% of students agreed the school takes student's opinions seriously.

In the second of the five key improvement strategies the school aimed to **improve effectiveness and use of open classrooms.** Open classrooms are now an integral part of how we work with children at Gordon. The aim in 2014 was to educate parents about how open classrooms work and how parents can make the most of this structure to enhance learning for students. Showcasing student learning through the sharing of quality work with parents has enabled parents to gain an understanding of teaching methods utilised at Gordon and their benefits.

Parent and community feedback through 'correlation charts' and a 'parking lot' was collated and showed overwhelmingly good results. The school, as set out in a target for this priority, looked at attendance at school events as an indicator of success. Baseline data was collected in 2013 and generally the figures for 2014 were thought to match or improve upon the baseline data.

- February Information Session: 160 parents (estimate)
- Mother's Day Open Classrooms: 130 parents (estimate)
- Father's Day Open Classrooms: 110 parents (estimate)
- Grandparents Day Open Classrooms: 110 grandparents (estimate)
- End Of Year Christmas Concert: audience of 800-1000 (estimate)

In the third of the key improvement strategies the school aimed to **improve parent agency, community links and celebration of success through video and audio sharing with parents and the community.** While a number of actions were forecast for this strategy the school only managed to develop a schedule for presentations. This is still very much a work in progress and will be acted upon further in 2015.

In the fourth of the key improvement strategies the school aimed at **celebrating success.** The main actions were for teachers to share successes of colleagues and themselves in team meetings, to refine celebrations of student success at daily Meet and Greet sessions and to embed 'engaging messages' in all areas of the school. The first of these actions has been particularly successful with several celebration events conducted in staff and team meetings.

School Satisfaction Survey results, for parents, show that Gordon Primary School receives similar positive responses to the system as a whole, to the questions: "the school works with me to support my child's learning", "the achievements of students are celebrated at my child's school", "I am satisfied with my child's education at the school" and "The school takes parent's opinions seriously."

In the last of the key improvement strategies the school aimed at **improving agency for Aboriginal and Torres Strait Island (ATSI) parents and students.** Indigenous Arts workshops were run for ATSI students at Gordon. These were highly successful and included workshops conducted by Duncan Smith. The anecdotal evidence after these events was positive, however when we analysed the school satisfaction survey data we found that no indigenous families had completed the survey. This is something we will need to encourage in 2015.

Overall in this strategic priority the school had mixed outcomes in meeting it's targets. The target of achieving 5 percent better than the system mean, in overall school satisfaction, was not achieved. In 2014, 86% of parents stated they were overall satisfied with their child's education at this school. While this is an improvement of five percentage points on last years results it was just below the system. However levels of satisfaction were relatively high. The staff result was 97 percent positive in relation to overall satisfaction with the school and 8 percent higher than the system mean. Students overall satisfaction with the education being provided was 11 percentage points lower than the system. A point of interest, which may have mitigated against a more positive score, was the high percentage of respondents who said they neither agree nor disagree.

Table: Percentage Satisfaction by stakeholders in 2014

Respondents	Survey Item	School	System
Staff	Overall I am satisfied with my work at this school	97	94
Staff	Overall I am satisfied with this school	97	89
Students	Overall I am satisfied I am getting a good education at this school	74	83
Students	Overall I am satisfied this school has high expectations of all it does	67	78
Parents	Overall I am satisfied with my child's education at this school	86	87
Parents	Overall I am satisfied this school has high expectations in all that it does	84	83

Source: Planning and Performance, September 2014

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

The Gordon Preschool is a six class unit that is fully amalgamated with the primary school and is recognised as a crucial first step in children's formal learning, building on their prior knowledge and experience.

The Gordon Preschool aims to provide an engaging child-centred*; play based* learning environment encouraging inclusivity and respect in all relationships. In partnership with families and the wider community we endeavour to build children's sense of fun, belonging, confidence and independence.

This learning takes place in an environment that is safe and nurturing of all students, acknowledges different cultures and family groupings. The Early Years Learning Framework (EYLF) is evident in practice. Program documentation evidences the EYLF and shows evidence of thorough planning, observing, recording and reflecting. Programs identify children requiring extra support and ILP's are in place to support these children within identified areas of development. The programs highlight the play based learning focus, learning intentions, and teaching elements and differentiated programs for children requiring extra support.

Learning Outcomes for children are communicated to parents via community noticeboards, photographs, Reflective Journals and pictorial/notated displays in our classroom. Learning Stories are compiled each term which reflect the strengths, interest and needs of the children, detailing Learning Intentions and where to next provocations for families to view in child learning portfolios. A large block of uninterrupted time, we refer to as "Investigations"

is scheduled in for each Preschool session. Here children are free to explore ideas through their imagination, creativity and play.

Teachers have incorporated a "Personal Reflections" component to be completed at the end of each fortnightly cycle (See *Appendix A*). Such reflections provide information about the children's knowledge, ideas, culture, abilities and interests, as well as inform the program and future planning.

Parents will be notified immediately if their child exhibits concerns in area of development – physical, social, emotional or language. In collaboration with families' strategies to support individual needs will be sought and if necessary referral to appropriate services will be initiated.

Digital photos, work samples and reflective journals are used to capture and record information about children's strengths, interests, relationships and learning. Staff analyse both anecdotal and digital information gathered on students and make judgements about children's progress and reflect on current programming practice in order to inform planning.

Preschool teachers attend whole school staff meetings, and collaborate with the Kinder Team at fortnightly team meetings. At these fortnightly meetings transition strategies are discussed and shared, agenda items planned, and a case management approach to concerns regarding specific children in the preschool or kinder classes is utilised. The teachers share their concerns and collaborate with their teaching peers regarding appropriate strategies and teaching resources in response to the children's needs.

The preschool teachers also hold their own weekly team meetings every Wednesday morning with the Executive Teacher and all the educators (Learning Support Assistants-(LSA)). At these weekly team meetings planning and programming are discussed and moderation occurs across the team to ensure the EYLF is being used to inform all curriculum decision-making. All staff participates in professional learning undertaken by the school.

There is a strong transition program that features a range of class visits, school library visits, assembly visits, canteen visits and singing and reading with primary school students. Interviews are held to gather information about family/cultural backgrounds, medical and developmental concerns and student interests so that staff may best support each child.

Physical environment

The welcoming, vibrant and flexible learning environment reflects the philosophy of the school. There is ease of access from indoor to outdoor spaces and the spaces are used with flexibility to cater for different learning styles and interests. There are daily safety checks of the outdoor environment with documentation available for the staff to sign. There is also effective, safe and secure storage of all outdoor equipment.

The focus for Action Research for the preschool team in 2014 was on using formative assessment strategies to inform their practice with regard to outdoor learning. This included gathering pre and post data on the students, using a range of formative assessments strategies, and using data gathered to inform planning.

Classes have timetabled sessions in the outdoor learning areas with a degree of flexibility to allow maximum access. An obstacle course is set up each day for the children to rotate through, focusing on developing a range of upper and lower body gross motor skills. Designated outdoor areas for different types of play; exploration, discovery and connection to nature (under cover, Sun Smart sand pit, bike track, Sun Smart play ground and grass areas). Outdoor and indoor spaces include interest areas (block play, sand play, climbing, creative constructions, dramatic play – home corner –hospital – builders, picnics…), which are inviting and fun and enable children to function independently.

The Preschool environment is regularly reorganised to continuously engage children in quality experiences that enhance problem solving, fun, creative expression and investigations.

This year our Preschool Parent Association purchased a cubby house for use in the outdoor learning environment. This was funded through an Obstacle-athon, which raised over $4000 and has been a very exciting addition to our outdoor environment.

Sustainable practices- such as paper recycling, using recycled materials (box construction) and conserving water are observed at our Preschool. Staff inform students about the measures we can take to look after and protect our environment.

Children's health and safety

All relevant Occupational Health and Safety (OH&S) procedures are followed and documentation is signed by two staff, and then filed, ensuring consistency from preschool to year 6. Hand washing posters for adults and children are prominently displayed and paper towels are available in all bathrooms.

Medical alerts are regularly updated and emergency procedures are displayed and understood. First Aid kits are current, readily accessible in each classroom and transportable. A first aid reporting form is being used across the preschool, which incorporates parent notification for all accidents requiring first aid, and copies remain at the preschool. Procedures regarding toileting have been put in place and visuals are displayed in all rooms. This year we had a few students who required additional toileting support. Staff were trained in this area and new procedures to ensure compliance with OH and S guidelines were adhered to at all times.

Gordon Primary School P-6 has Sun Smart status granted by the Cancer Council. In accordance with the Sun Smart Policy all children are required, when not under shade, to wear hats all year round except in June and July. Shaded areas are available for children who do not bring a hat to preschool.

Healthy food choices are encouraged at our preschool and parents are given regular information regarding healthy food choices for their children. We have a designated fruit break time at preschool aligned with primary school procedures. Pamphlets on health and nutrition are distributed to families and are posted on the notice board. Dietary issues are raised with families in a confidential way.

Students have a water filled bottle at preschool which they can access readily. The requirement to supply water bottles is communicated in the preschool pack as well as at the information session held prior to the beginning of the preschool year. Students are encouraged/reminded by staff to drink water throughout the day.

All staff has undertaken first aid training, and three staff members participating in additional Asthma and Anaphylaxis training. Spontaneous teaching moments are used to reinforce safe behaviours for identified students in accordance with mandated requirements.

Relationships with children

Positive relationships with our children are crucial to our planning, programming and practice within the preschool. Our preschool focuses on allowing every child to engage with staff in meaningful interactions that support the acquisition of skills for life and learning. Transitions between activities are conducted in meaningful ways to support children's emotional development. Interactions support the acquisition of initial reading and writing skills with a strong focus on oral language development. Programs promote the children's sense of belonging, with families invited to share celebrations and special occasions at the preschool. A family sharing book includes photos of excursions and special events and is displayed at the entry to the preschool rooms.

The preschool has initiated transition of students with specific and special needs, as well as P-K transitions for all the preschool children to ensure they are and feel part of the P-6 school environment. Transition meetings are established and transition plans put in place to support students with identified special needs or concerns commencing at our preschool. Strategies to support students at home are shared regularly with parents.

Other professionals and support agencies are drawn upon to support children who have additional needs as well as those from culturally and linguistically diverse backgrounds.

Our Preschool philosophy upholds the notions of equity and inclusivity and employs strategies to ensure that every child has every opportunity to achieve outcomes. Staff support inclusion of students from diverse backgrounds and capabilities in collaborative play. (Getting to Know You Interviews, Welcome signs on the entrance door in the languages of the student's within our class, all students have equal opportunity to participate in all activities). Student's perspectives and appreciation of diversity within the class are explored through storybooks, picture talks, discussions and responsive, spontaneous teaching moments.

A social skills program explicitly models and provides strategies for students to initiate interactions and join in play and social experiences with others.

Staffing arrangements

The children attend preschool thirty hours per fortnight by alternating two and three day weeks. The staff consists of four full-time teachers and three full-time and two part-time assistants to cover LSA lunch breaks. The executive teacher supervising the preschool team also provides release from teaching for the preschool teachers one day a week. All of our

fulltime teachers have Early Childhood qualifications and our LSA's have the relevant qualifications to support in the preschool.

There are strong links to the primary school with the preschool staff an integral part of the primary professional learning team. The preschool teachers meet collaboratively with the kinder teachers to plan, share knowledge and expertise and discuss relevant issues appropriate to both preschools and kindergarten cohorts. The preschool teachers' handbook is a comprehensive document that clearly articulates processes and procedures for all staff and staff practices reflect the code of ethics. Staff exhibit positive working relationships in an atmosphere of openness and happiness.

New members of staff are welcomed and well supported in their role, this year we have updated our induction package for all staff working at the Preschool.

Leadership and management

The preschool teachers and LSA's meet weekly with the Early Childhood School Leader C. The preschool teachers also meet fortnightly with their kinder team teachers for case management of students and to discuss professional reading, and to share information. The preschool teachers at Gordon have taken advantage of many leadership opportunities offered by the school. The literacy and numeracy field officer has been available to assist with curriculum development and program initiatives. Presenting the findings of their Cluster Action Research Project to the primary school staff was a highlight. This work has extended to Lanyon Cluster meetings, where, at least once per term, the sharing of strategies for assessment for learning, other professional learning and dialogue with colleagues from Bonython and Charles Conder and Tharwa Preschools takes place. At the Cluster meetings knowledge and expertise around assessment and the NQS is shared.

Collaborative partnerships with families and communities

The preschool Parent Committee raises and manages its own finances. The preschool prepares its own newsletter, which is printed twice a term, as well as sending home, a fortnightly school newsletter with a preschool section.

A Preschool Handbook is distributed to all families and is available on the school website and current information about community services and resources is also readily available. At the entrance to each unit, programs are on display for parents to view. Parents have an opportunity to provide feedback to teachers about the experiences children are having at preschool through feedback sheets and a letterbox. Parents are also invited to stay and engage with the children in the learning environment.

Our information night for families was held in November 2014. This was well attended by families of our 2015 Preschoolers.

We also held group interview session for families with their children and developed information sheets that were handed to parents to assist them in providing relevant information for the staff. Staff provided brief written descriptions of themselves to families and children were provided with postcards about themselves to complete. These will be returned at the beginning of the 2015 school year. To promote partnerships, photographs of

families and the children were also taken to be displayed at the beginning of the 2015 school year.

We provide families with an awareness of the community services they are able to access:

- Communities @Work

- Therapy ACT

- Parent Link

Community Service flyers are posted on Notice Boards and displayed in classrooms. Gordon Primary School has a School Psychologist/Counsellor who is available to all families. Families in crisis and students with identified needs are directed towards appropriate services for support.

Access to the School Psychologist/Counsellor enables families in need to connect with other services and agencies in the local community such as:

- Care & Protection

- Early Childhood Intervention Services

- Family Support Services

- Health Professionals

The Preschool Executive Teacher and class teachers will support families to make contact with appropriate services/agencies. With parental consent Preschool staff work in collaboration with these services.

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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was $2044.

Voluntary contributions

This school received $1400 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

Reserves: Nil

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	383522
Voluntary contributions	1400
Contributions & donations	20425
Subject contributions	0
External income (including community use)	19352
Proceeds from sale of assets	0
Bank Interest	6854
TOTAL INCOME	431553
EXPENDITURE	
Utilities and general overheads	123828
Cleaning	95456
Security	26248
Maintenance	51395
Mandatory Maintenance	0
Administration	35087
Staffing	18136
Communication	11287
Assets	10848
Leases	0
General office expenditure	14417
Educational	27910
Subject consumables	0
TOTAL EXPENDITURE	414612
OPERATING RESULT	16941
Actual Accumulated Funds	146402
Outstanding commitments (minus)	
BALANCE	163343

Endorsement Page

I declare that the Gordon Primary 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-
   a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
   b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.

46   The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.

47 (2)   However, the school board must meet at least four times a year.

48 (10) The school board must keep minutes of its meeting.

49   Disclosure of interests by members of school boards.

49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
   a) be present when the board considers the issue or
   b) take part in any decision of the board on the issue.

49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Andrew Windsor, Catherine Terrell
Community Representative   Tim Vines
Teacher Representative   Cherie Dryburgh, Peter Kent
Student Representative: N/A
Board Chair: Jonathon Holt
Principal: Greg Terrell

 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 2014.

Principal Signature: _____   Date: _27/2/15_

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

Board Chair Signature: _____   Date: _27/2/15_