



GORDON PRIMARY SCHOOL

Annual School Board Report 2016



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

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School Board Chair Report

Pending

Context

Total student enrolment, Preschool to Year 6, remained constant according to February census counts in 2015 and 2016 at 515 students each year. Total enrolment has increased slightly from 507 in February 2014.

Student Information

Student enrolment

In 2016 there were a total of 401 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	208
Female	193
Indigenous	22
LBOTE	83

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	92.0
1	90.0
2	92.0
3	90.0
4	92.0
5	91.0
6	89.0

Source: Planning and Analytics, December 2016

Gordon Primary School strongly encourages full attendance. Parents are required to provide written explanation of absences. Where extended absence becomes a problem parents are contacted with a view to supporting them to achieve full attendance for their children.

The table above shows that attendance rates for most Gordon Primary students is slightly higher than 90%. The Gordon rate of attendance is comparable to ACT system mean attendance rates.

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	26

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Gordon Primary 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	42
Teaching Staff: Full Time Equivalent Permanent	33.7
Teaching Staff: Full Time Equivalent Temporary	5
Non Teaching Staff: Head Count	13
Non Teaching Staff: Full Time Equivalent	9.6

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table includes pre-school staffing.

There is one indigenous staff member at this school.

Volunteers

Parents and community members were once again generous in volunteering their time to support the school throughout 2016. The estimated number of hours volunteers worked with the school during 2016 was 3000 hours (equivalent to approximately 500 school days).

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.

Gordon Primary School was reviewed in 2016. A copy of the Review 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, 90% of parents and carers, 98% of staff, and 77% 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 41 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.	98
Teachers at this school provide students with useful feedback about their school work.	88
Teachers at this school treat students fairly.	90
This school is well maintained.	90
Students feel safe at this school.	80
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	34
Students like being at this school.	93
This school looks for ways to improve.	93
This school takes staff opinions seriously.	63
Teachers at this school motivate students to learn.	98
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	80
I receive useful feedback about my work at this school.	78
Staff are well supported at this school.	63

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 132 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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	88
This school is well maintained.	90
My child feels safe at this school.	85
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	72
My child likes being at this school.	90
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	87

My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	87

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 68 students who took part in the survey are tabled below.

[ACTION - Required]

Delete any unnecessary year level ranges from the title of the table below.

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.	89
My teachers provide me with useful feedback about my school work.	86
Teachers at my school treat students fairly.	75
My school is well maintained.	59
I feel safe at my school.	70
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	30
I like being at my school.	71
My school looks for ways to improve.	74
My school takes students' opinions seriously.	58
My teachers motivate me to learn.	82
My school gives me opportunities to do interesting things.	72

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>).

Additional Satisfaction Data

As part of Gordon Primary School's focus on continual school improvement the school began collecting Student Satisfaction Data on a Termly basis, with the Term 4 Data being used to monitor improvement against the Term 3 Student Satisfaction Data. The intention is to ensure on-going monitoring of our improvement strategies around student well-being. The school based Satisfaction Data was collected from students in Years 3 – 6 using a Google Form. The questions used were identical to those used in the ETD satisfaction survey. The table below shows a comparison of the percentage of positive responses for the Term 4 and Term 3 Survey.

Question	Term 3 2016	Term 4 2016	Change
My teachers expect me to do my best.	89	96	+7
My teachers provide me with useful feedback about my school work.	86	90	+4
Teachers at my school treat students fairly.	75	72	-3
I feel safe at my school.	70	75	+5

I can talk to my teachers about my concerns.	67	75	+12
Student behaviour is well managed at my school.	30	59	+29
I like being at my school.	71	78	+7
My school takes students' opinions seriously.	58	79	+21
My teachers motivate me to learn.	82	89	+7
My school gives me opportunities to do interesting things.	72	86	+14
This school celebrates the achievements of students	70	86	+14
Overall I am satisfied I am getting a good education at this school	77	88	+11

The above table shows the comparison of student satisfaction survey data Term 3 and Term 4 2016

The results in this table, indicate that the improvement strategies put in place to enhance student well-being have been very successful and give the school a strong base for further improvement.

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: Gordon Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	45	124	49	121
Mathematics	42	57	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, no 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: Gordon Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	418	441	483	514
Writing	397	420	477	474
Spelling	375	421	473	490
Grammar & Punctuation	397	442	475	511
Numeracy	380	412	465	497

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

Subjects such as History, Geography, Science, The Arts are addressed using an integrated curriculum model. The source document is the Australian Curriculum. Gordon teachers collaboratively plan and deliver integrated learning modules focussed on these subject areas. All learning modules are planned using the Learning by Design pedagogical framework developed by Professors Mary Kalanatzis and Bill Cope (University of Illinois, Champagne - Urbana). Learning modules incorporate a multi-modal approach and use of information technology is incorporated. A strong program in Health, Physical Education and sport is also provided. Singing, based on the ANU School of Music Program, is a particular strength of Gordon Primary School.

Progress Against School Priorities in 2016

***NOTE TO SCHOOLS: The School Review Team will embed altered and/or .pdf versions of the files mentioned below after your ASBR has been submitted.**

Below is Gordon Primary 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 detailed. Double click on the icon of your choice to open the report. If you do not have Adobe Acrobat you can download the free reader [here](#) (large download).



Gordon Primary
School - Annual Acti [EMBED .PDF]

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	216207.40	205272.14	421479.54
Voluntary contributions	1115.00	2181.00	3296.00
Contributions & donations	0.00	25864.00	25864.00
External income (including community use)	12166.26	15002.29	27168.55
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2890.57	2400.14	5290.71
TOTAL INCOME	232379.23	250719.57	483098.80
EXPENDITURE			
Utilities and general overheads	47385.88	75223.53	122609.41
Cleaning	50740.78	52294.72	103035.50
Security	16944.53	17635.00	34579.53
Maintenance	19871.54	39993.13	59864.67
Administration	18444.68	19792.23	38236.91

Staffing	0.00	10106.76	10106.76
Communication	7000.60	2218.78	9219.38
Assets	30989.42	24502.54	55491.96
General office expenditure	10011.72	10875.23	20886.95
Educational	17212.23	12785.61	29997.84
TOTAL EXPENDITURE	218601.38	265427.53	484028.91
OPERATING RESULT	13777.85	-14707.96	-930.11
Actual Accumulated Funds	158506.25	160684.68	160684.68
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	172284.10	145976.72	159754.57

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,685.

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.

[ACTION - Required]

Complete the following table using school based data and documentation.

Reserves

Name and Purpose	Amount	Expected Completion
nil	nil	n/a

Endorsement Page

I declare that the Gordon Primary 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:
- the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s): Catherine Terrell Brendan Moon [.

Community Representative(s): Narelle Wood

Teacher Representative(s): David Livingstone Peter Kent

Board Chair: Andrew Windsor

Principal: Murray Bruce

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: ____/____/____

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

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