

# Gordon Primary School

## Annual School Board Report 2021



Front of School - A picture containing tree, outdoor, front of building

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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## Reporting to the community

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Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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Gordon Primary School is an inclusive government school. It provides a safe and respectful place of learning and opportunity for our students to grow, inquire and develop. The Board supports the school in providing students with a toolkit of skills and learning behaviours so they can look forward to their future challenges and move through to high school and beyond with an enjoyment for learning.

The Board is formed from a wonderful and cohesive mix of school staff and parents, all with equal contribution to the functions of the Board. Board representative members are motivated to represent the views and concerns of the wider school community, and to support the growth of our student outcomes. We want the best for our students, in their learning and in their futures. With the support of the Board, the school continues to care for students' wellbeing, provides a wide range of services and support at all levels of ability, and caters for a diverse student cohort. Recognising the students and teachers' achievements and the schools' initiatives, is a large part of promoting these aims.

The school Executive continues to provide a safe and engaging environment for students including building maintenance and improvements and administrative services targeted to best advantage our students and teaching staff.

In 2021 the school welcomed a new Principal who is dedicated to the strategic priorities of the school and wellbeing of the students, staff, and community. The Board continues to work with the leadership team at Gordon Primary to provide a safe and stable learning environment in these uncertain times when COVID has impacted on the learning and development of Children across Australia.

On behalf of the School Board, I would like to thank all the staff for their dedication to our community of learners, professionalism, and extraordinary efforts during 2021. Thank you also to the students and their parents and carers for your joint contribution to the school community, in what has been a challenging but great year of achievement and experiences.

Claire Clode – Gordon Primary Board Chair

## School Context

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At Gordon Primary School we explicitly engage children in inquiring into how they learn and have commenced a new cycle of school improvement with a focus on developing important assets for learning that have vertical alignment with international, national research that is then implemented into the local context of Gordon Primary School.

We plan innovative learning experiences that have authenticity where children know the purpose of what they are learning. Children learn about 'big ideas' that foster the dispositions of creativity, compassion, curiosity, and confidence. Children and educators co-construct learning where student agency is nurtured and encouraged. Regular feedback is given to children about their progress and the next steps for their learning. We are inclusive and differentiate learning experiences that enable every child to participate and 'personal best is valued and achieved'.

Our community is collaborative and focuses on the development of capabilities with student wellbeing at the centre. We are safe, respectful, responsible learners. Gordon Primary School is a unique contemporary P-6 school located in Gordon and is a part of the Tuggeranong Network. Visitors and new families quickly recognise the warm, caring, and positive tone generated at the school. The student population has continued to grow, and we have a current enrolment of 530 students (P-6). We are proud of our students and of our school. We set high expectations for all children, and staff are supported with ongoing professional learning to support the implementation of evidence-based high impact instructional practices.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 437 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	212
Gender - Female	225
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	25
LBOTE**	94

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

\*\* Language Background Other Than English

### *Student attendance*

The following table identifies the attendance rate of students by year level during this reporting period. 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.

\*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	90.0
2	93.0
3	94.0
4	91.0
5	88.0
6	89.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

## Staff Information

### *Teacher qualifications*

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

### *Workforce composition*

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	27.07
Teaching Staff: Full Time Equivalent Temporary	3.84
Non Teaching Staff: Full Time Equivalent	15.50

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2021. A copy of the Report of Review can be found on our school website.

## School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

### Overall Satisfaction

In this period of reporting, 91.8% of parents and carers, 100.0% of staff, and 87.7% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.



A total of 36 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	
Parents at this school can talk to teachers about their concerns.	100
Staff get quality feedback on their performance.	65
Student behaviour is well managed at this school.	83
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	100
This school is well maintained.	92
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 85 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	
My child feels safe at this school.	91
My child is making good progress at this school.	89
Student behaviour is well managed at this school.	68
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	82
Teachers give useful feedback.	83
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	91
This school is well maintained.	89
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	51
This school works with me to support my child's learning.	84

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 138 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	70
I feel safe at this school.	77
I am happy to be part of this school.(Replaces 'I like being at my school')	82
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	78
My school is well maintained.	84
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	92
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	87
Staff take students' concerns seriously.	72
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	89
Teachers give useful feedback.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

**Table: Gordon Primary School BASE 2021 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	51	119	36	55
ACT	58	125	38	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

#### *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 this reporting period, no students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

**Table: NAPLAN Mean Scores**

<b>Test Domain</b>	<b>Year 3 School</b>	<b>Year 3 ACT</b>	<b>Year 5 School</b>	<b>Year 5 ACT</b>
<b>Reading</b>	396	437	480	515
<b>Writing</b>	402	418	460	475
<b>Spelling</b>	377	409	479	502
<b>Grammar &amp; Punctuation</b>	383	426	464	497
<b>Numeracy</b>	378	404	474	492

## 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**

<b>INCOME</b>	<b>January-December</b>
Directorate Funding	347319.57
Contributions and Donations	24080.61
Subject Contributions	1285.00
Hire of Facilities	9327.40
External Revenue	175.00
Sale of Assets	0.00
Interest Received	1366.87
Other School Revenue	1939.53
<b>TOTAL INCOME</b>	<b>385493.98</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	93268.29
Security and Caretaking	1715.32
Maintenance	74071.07
Administration	14875.83
Staffing Expenditure	32244.19
Communication	5537.34
Assets & Leases	34200.20
General Expenses	34822.42
Educational Resources	34840.93
Subject Consumables	463.64
Directorate Funded Payments	7825.39
Other Payments	1609.25
<b>TOTAL EXPENDITURE</b>	<b>335473.87</b>
<b>OPERATING RESULT</b>	<b>50020.11</b>
Accumulated Funds	78868.69
<b>BALANCE</b>	<b>128888.80</b>

## 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 this reporting period.

## Reserves

Name and Purpose	Amount	Expected Completion
No reserves allocated for 2021		

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Katrina Reynolds	Paul Cowled
<b>Community Representative(s):</b>	Jonathon Holt	
<b>Teacher Representative(s):</b>	Kylie Benning	Carolyn Crowley
<b>Student Representative(s):</b>		
<b>Board Chair:</b>	Claire Clode	
<b>Principal:</b>	Belinda Fenn	

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

2021 Board Chair Signature: [Claire Clode **ELECTRONIC ONLY**] Date: 30/6/2022

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Belinda Fenn **ELECTRONIC ONLY** Date: 30/6/2022