



# Gold Creek School

## Annual School Board Report 2019



**ACT**  
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Education

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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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It is my pleasure to present to you the Gold Creek School Annual Report for 2019.

The Annual Report provides a range of information about the school's context, approach and achievements and I encourage you to consider it.

2019 was a year of broad achievement for the school. Continued investment in the International Baccalaureate programs remains a feature of the school's work program, from the Primary Years Program (PYP) and Middle Years Program (MYP) through to Personal Projects in Year 10.

In recent years, the school has managed through rapidly expanding student numbers on the primary site. In 2019, the school was pleased to see significant Government investment come to fruition with the construction of the additional primary building with some amazing facilities, and refreshed playground areas. The renewal investment program has also continued across the campuses with a range of projects including classroom furniture, equipment and resources.

I would like to thank Principal Angela Spence and her team for the extensive planning and implementation work that has taken place through these projects.

Thanks go to the teaching and non-teaching staff for their continuing tireless work delivering quality education outcomes for your children throughout the year. Thank you to the many volunteers we have at the school, including David Pollard and the other members of the P&C Committee. Thank you also to my fellow Board members for their work and support.

I commend the report to you.

Michael Rush  
Board Chair  
Gold Creek School



## School Context

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Gold Creek School is a preschool to year 10 school offering education across three sites. One Principal provides educational leadership across the whole school. The primary site in Nicholls comprises a preschool and years kindergarten to 6. A second preschool site is situated in Hall. The secondary site comprises years 7-10. The primary and secondary sites are headed by an Associate Principal and is supported by an executive leadership team. In April 2016 Gold Creek School was authorised by the International Baccalaureate Organisation (IBO) to offer the Primary Years Programme (PYP) and Middle Years Programme (MYP) at the school. The programme is based on the principles of respect, responsibility, and community through exploration and discovery and aligns with the IB philosophy underpinning the programmes on the primary and senior sites. The preschool classes utilise the Reggio Emilia approach of play based learning. The primary site has undertaken learning programmes using the PYP framework in all classes from kindergarten to year 6. The senior site has implemented the use of the MYP framework for all classes in years 7 to 10.

Gold Creek School continues to grow in student enrolments. There has been a steady increase in numbers with an ongoing increase in Kindergarten over the last few years. The numbers of LBOTE and Aboriginal and Torres Strait Islander students continue to rise. Out of school area enrolments remains steady due to the non-acceptance of new out of area students in the primary section of the school.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 1,156 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	604
Female	552
Aboriginal and Torres Strait Islander	45
LBOTE*	401

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*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.

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	93.0
2	92.0
3	92.0
4	92.0
5	92.0
6	92.0
7	91.0
8	88.0
9	88.0
10	85.0

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, 119 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	54.68
Teaching Staff: Full Time Equivalent Temporary	21.77
Non Teaching Staff: Full Time Equivalent	34.39

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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed in 2021. A copy of the most recent Validation Report 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 students from year 5 and above through an online survey.

## Overall Satisfaction

In this period of reporting, 75% of parents and carers, 82% of staff, and 57% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 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.

A total of 84 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.	91
Staff are well supported at this school.	66
Staff get quality feedback on their performance.	58
Student behaviour is well managed at this school.	43
Students at this school can talk to their teachers about their concerns.	90
Students feel safe at this school.	60
Students like being at this school.	59
Students' learning needs are being met at this school.	69
Teachers at this school expect students to do their best.	86
Teachers at this school motivate students to learn.	84
Teachers at this school treat students fairly.	85
Teachers give useful feedback.	81
This school is well maintained.	78
This school looks for ways to improve.	87
This school takes staff opinions seriously.	69
This school works with parents to support students' learning.	78
Teachers give useful feedback.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 473 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school motivate my child to learn.	71
I can talk to my child's teachers about my concerns.	86
My child feels safe at this school.	77
My child is making good progress at this school.	72
My child likes being at this school.	78
My child's learning needs are being met at this school.	67
Student behaviour is well managed at this school.	52
Teachers at this school expect my child to do his or her best.	85
Teachers at this school give useful feedback.	70
Teachers at this school treat students fairly.	75
This school is well maintained.	79
This school looks for ways to improve.	69
This school takes parents' opinions seriously.	60
This school works with me to support my child's learning.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 365 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 can talk to my teachers about my concerns.	50
I feel safe at this school.	42
I like being at my school.	46
My school gives me opportunities to do interesting things.	66
My school is well maintained.	30
My school looks for ways to improve.	59
My teachers expect me to do my best.	83
My teachers motivate me to learn.	63
Staff take students' concerns seriously.	52
Student behaviour is well managed at my school.	19
Teachers at my school treat students fairly.	51
Teachers give useful feedback.	59

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## Learning and Assessment

### 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 Performance Indicators in Primary Schools (PIPS) 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: Gold Creek School PIPS 2019 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	45	109	37	53
ACT	49	123	39	55

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, 0.00 % of year 3 students, 0.00 % of year 5 students, 0.00 % of year 7 students and 1.40 % of year 9 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: Gold Creek School 2019 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	414	438	507	516	507	550	565	592
Writing	427	418	472	474	486	509	527	544
Spelling	404	408	493	497	516	542	579	584
Grammar & Punctuation	412	440	485	500	510	544	566	580
Numeracy	397	411	495	496	508	552	581	594

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

**Table: Financial Summary**

INCOME	January-June	July-December	January-December
Self-management funds	578157.79	469106.91	1047264.70
Voluntary contributions	12748.00	7123.50	19871.50
Contributions & donations	4190.70	2618.00	6808.70
Subject contributions	3530.00	2419.00	1111.00
External income (including community use)	25075.04	44539.80	69614.84
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	7479.68	7942.47	15422.15
<b>TOTAL INCOME</b>	<b>631181.21</b>	<b>528911.68</b>	<b>1160092.89</b>
EXPENDITURE			
Utilities and general overheads	113796.73	163783.63	277580.36
Cleaning	148567.35	5632.15	154199.50
Security	0.00	0.00	0.00
Maintenance	80238.87	68806.17	149045.04
Administration	27778.37	25308.79	53087.16
Staffing	0.00	13315.00	13315.00
Communication	10523.71	10952.17	21475.88
Assets	6198.77	44577.49	50776.26
General office expenditure	18467.03	34966.23	53433.26
Educational	69543.99	178666.57	248210.56
Subject consumables	0.00	428.18	428.18
<b>TOTAL EXPENDITURE</b>	<b>475114.82</b>	<b>546436.38</b>	<b>1021551.20</b>
<b>OPERATING RESULT</b>	<b>156066.39</b>	<b>-17524.70</b>	<b>138541.69</b>
<b>Actual Accumulated Funds</b>	<b>231928.63</b>	<b>355092.63</b>	<b>231928.63</b>
Outstanding commitments (minus)	-95364.26	0.00	-95364.26
<b>BALANCE</b>	<b>292630.76</b>	<b>337567.93</b>	<b>275106.06</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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Staffing Reserve Specialist teachers	50,000.00	Ongoing
International Baccalaureate Professional development for teaching staff	60,000.00	January 2020
Tennis Court upgrade Community & School use	60,000.00	June 2020

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Kirsten Maloney	Timothy Soper	Michael Rush
<b>Community Representative(s):</b>	n/a	n/a	n/a
<b>Teacher Representative(s):</b>	Kai Scott	Katie Bennett	n/a
<b>Student Representative(s):</b>	Claire Warner	Keona Abraham	n/a
<b>Board Chair:</b>	Michael Rush		
<b>Principal:</b>	Angela Spence		

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

Board Chair Signature: Michael Rush

Date: 18/ 06/2020

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: Jacqueline Chapman

Date: 30/ 06/ 2020