



Gold Creek School

Annual School Board Report 2022



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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

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

It's my pleasure as the Chair of the School Board to present to you the Annual School Board report for 2022.

It was another challenging year for our school as a result of COVID-19. Students came back to a very different Gold Creek School. Many were required to wear masks in the classroom. Cohorting of staff and students was introduced to reduce the risk of spread of the virus. The school had a very difficult job managing high levels of student and staff absences.

It was wonderful to see the school slowly open up and move away from COVID restrictions towards the end of the year. Watching the students gather together and celebrate their graduation events was extremely special for the whole school population.

One of the highlights of 2022 was the official handover for the senior school expansion. The expansion delivered a mix of contemporary learning areas ranging from large studios, adaptable learning spaces and smaller quiet spaces, all of which connect the outdoors and integrate to the existing school buildings.

I'd like to say a huge thank you to the many volunteers at the school, including the hard-working P&C committee and its President David Pollard. The P&C continued to work tirelessly to support the school community during the year. They ran great events when they were able, with the election BBQ a personal highlight – there's nothing like democracy sausage sizzle. Finally, thank you to my fellow board members for their work and support.

I commend the report to you.

Kirsten Maloney
Board Chair Gold Creek School

School Context

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 Associate Principals 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 school

Student Information

Student enrolment

In this reporting period there were a total of 1,177 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	622
Gender - Female	555
Aboriginal and Torres Strait Islander	54
LBOTE*	433
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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	83.0

2	85.0
3	86.0
4	88.0
5	85.0
6	85.0
7	84.0
8	80.0
9	77.0
10	80.0

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, 153 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	62.13
Teaching Staff: Full Time Equivalent Temporary	20.50
Non-Teaching Staff: Full Time Equivalent	38.52

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 of 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, 72.0% of parents and carers, 70.4% of staff, and 51.3% 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 71 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	Proportion
Teachers at this school expect students to do their best.	89
Teachers give useful feedback	68
Teachers at this school treat students fairly.	82
This school is well maintained.	64
Students feel safe at this school.	44
Students at this school can talk to their teachers about their concerns.	89
Parents at this school can talk to teachers about their concerns.	85

Student behaviour is well managed at this school.	19
Students like being at this school.	57
This school looks for ways to improve.	71
This school takes staff opinions seriously.	47
Teachers at this school motivate students to learn.	82
Students' learning needs are being met at this school.	65
This school works with parents to support students' learning.	82
Staff get quality feedback on their performance	32
Staff are well supported at this school.	46

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 132 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	Proportion of
My child likes being at this school.	75
This school looks for ways to improve.	62
This school takes parents' opinions seriously.	55
Teachers at this school motivate my child to learn.	68
My child is making good progress at this school.	69
My child's learning needs are being met at this school.	60
This school works with me to support my child's learning.	54
Teachers at this school expect my child to do his or her best.	79
Teachers give useful feedback	59
Teachers at this school treat students fairly.	74
This school is well maintained.	80
My child feels safe at this school.	71
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	46

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 478 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	
My teachers expect me to do my best.	71
Teachers give useful feedback	46

Teachers at my school treat students fairly.	45
My school is well maintained.	29
I feel safe at this school	39
I can talk to my teachers about my concerns.	36
Student behaviour is well managed at my school.	21
I like being at my school.	40
My school looks for ways to improve.	49
Staff takes students' concerns seriously	45
My teachers motivate me to learn.	50
My school gives me opportunities to do interesting things.	52

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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 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: Gold Creek School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	65	118	39	55
ACT	65	122	40	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, 1.81 % of year 7 students and 0.60 % 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: 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	421	450	499	522	531	554	556	591
Writing	400	427	487	492	516	536	546	565
Spelling	420	420	499	510	537	554	587	584
Grammar & Punctuation	405	439	484	503	513	541	573	586
Numeracy	379	409	477	496	519	552	561	592

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-December
Directorate Funding	1,026,240.36
Contributions and Donations	29,755.53
Subject Contributions	16,719.00
Hire of Facilities	55,004.65
External Revenue	84,321.46
Sale of Assets	0.00
Interest Received	20,251.04
Other School Revenue	88,682.60
TOTAL INCOME	1,320,974.64
EXPENDITURE	
Utilities and General Overheads	295,475.59
Security and Caretaking	0.00
Maintenance	348,567.76
Administration	45,896.21
Staffing Expenditure	0.00
Communication	22,881.02
Assets & Leases	251,479.26
General Expenses	110,650.38
Educational Resources	355,964.05
Subject Consumables	17,893.73
Directorate Funded Payments	53,954.34
Other Payments	286.20

TOTAL EXPENDITURE	1,503,048.54
OPERATING RESULT	-182,073.90
Accumulated Funds	399,375.20
BALANCE	217,301.30

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.

[ACTION - Required]

Complete the following table using school based data and documentation.

Reserves

Name and Purpose	Amount	Expected Completion
Seniour site technology lab upgrade – IT	10,000.00	December 2022
Staffing Debt – Specialised teachers	150,00.00	On going
International Bacalaurette – Professional Development	20,000.00	December 2022
Gymnasium Floor upgrade- Fit for purpose	20,000.00	On going
Wood technology upgrade – Fit for purpose	10,000.00	December 2022

Members of the School Board

Parent Representative(s):	Claire Stunden,	Sophie Mendick,
Community Representative(s):		
Teacher Representative(s):	Bianca Porcheddu,	[Leesa Cabral,
Student Representative(s):	Charlotte Spence,	Tyler Byrne,
Board Chair:	Kirsten Maloney	
Principal:	Daniel Breen	

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

2022 Board Chair Signature: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD/ MM/ YYYY

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: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD / MM / YYYY