

2019 Annual Report to The School Community



School Name: Gordon Primary School (0755)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 19 March 2020 at 12:25 PM by Russel Cowan (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

Gordon Primary School has developed a culture of continuous school improvement that is constantly focusing on improving the achievement levels of all students, and the overall level of school performance. We are committed to personalised learning; providing quality learning programs that support every individual child at their point of need. This includes a variety of extension activities, Individual Learning Plans and Support Programs and the implementation of our revised instructional model across the school.

An emphasis upon digital technologies, and a strong commitment to the integration of Information and Communication Technologies throughout the curriculum, combine to provide engaging and flexible learning programs. Our Physical Education, Kids Shed and SAKG programs promote enjoyment and learning in a variety of areas while promoting a healthy lifestyle. We are actively preparing our students for their futures.

Our school values of respect, responsibility and resilience, underpin our programs and activities. Strong partnerships have been developed with parents and the wider community, with many opportunities being created for community participation within our school.

This school has 10.32 equivalent full-time staff: 1 Principal class, 8.8 teaching staff and 0.52 Education Support staff. Our school offers an attractive, safe and friendly environment comprising 7 spacious classrooms, Library, teaching kitchen, community classroom and an indoor centre for physical education, art, drama, science and large group activities.

Framework for Improving Student Outcomes (FISO)

2019 has seen a focus on:

- Building Leadership Teams
- Building Practice Excellence

Staff have developed a clear instructional model that fosters high impact teaching strategies. 2020 will see us continue to develop a collaborative approach to improve instructional practice. Our strategic plan clearly identifies how we will achieve this.

Four staff were trained in the implementation of PLC's. They have now been established within the school and they are working towards establishing a collective responsibility for every student. This brings a focus on the improvement cycle as a team and as individual teachers. Staff now attend weekly professional development on a monthly rotation (reading, numeracy, writing, numeracy). This allows staff to further develop their teaching skills.

Achievement

Once again, Gordon Primary School is extremely proud of its achievements in student learning. We believe we are equipping our students well for their futures.

The 2019 teacher assessments against the Victorian Curriculum in Literacy and Numeracy, have again shown that our students are performing extremely well. When these teacher assessments are compared to external data, like Acer, NAPLAN and ON Demand, it is clear that our teachers know and understand their students' needs.

Our wide range of assessment and diagnostic tools have helped us identify each student's stage of learning so that we can provide appropriate support for their individual learning needs. These assessments provide a rigorous indication of the students' learning, as well as providing information for their future learning.

School Comparison Data shows us that we achieve much higher results to "like schools" in Australia in the areas of

Literacy and Numeracy. However our grade three NAPLAN results were well below expectations. After analysis, we believe the online test they were subjected to was the reason for the poor NAPLAN results. They do not reflect other Assessment measures that we have in place. Our students demonstrated very good growth from grades three to five when compared to the growth of other students across Australia, however, we have identified numeracy growth as an area to focus on. 2019 saw the implementation of the Primary Maths Specialist initiative at Gordon PS and we expect to see this reflect growth in 2020 data onwards.

In 2020 the school will focus on further developing staff capacity through professional learning, peer-coaching, shared planning and rigorous analysis of data. We will continue to use the Big Write (VCOP) to engage and improve student gain in writing skills. We will also continue to focus on Spelling through our spelling mastery program. PMSS will continue to be a focus across the school, with all staff receiving a numeracy coaching session and a further workshop each week (to assist with the implementation of the instructional model and practice goals). An increased focus on Vocabulary will be established across the whole school in line with our community of practice partners. We have a belief that children need to be provided with multiple opportunities for success and programs like these do just that. We will continue to integrate ICT throughout the new Victorian curriculum and run intervention programs like Quicksmart and Multilit to cater for student need.

Engagement

When compared to other Schools our Attitude to School Surveys from students is much higher than like schools. This is something that we are extremely proud of. Attendance is still a focus area, we had 5 students with significant absence, these students were the reason for not reaching our target.

Survey data suggests that students feel that their teachers know how they learn and incorporate these areas of interests into the classroom. Attendance and achievement can be compared, we will continue emphasise the value that regular attendance has on student learning and 2020 will also see us working on strategies to further improve absence rates at Gordon PS.

Wellbeing

We continue to have a strong focus on the wellbeing of our whole community. Students are surrounded by multiple adults who care about their needs. As a result, our students feel supported in dealing with issues that may arise. The Student Engagement Policy is used to generate wellbeing and social responsibility. We promote a positive culture throughout the school, implementing positive behaviour management techniques and encouraging cooperation, good manners, kind deeds, hard work and respectfulness. We celebrate our students' behaviour and achievements through awards and "Students of the Week" to promote our school values of Respect, Responsibility and Resilience.

We are an engaged school community who share and support our school beliefs, values and endeavours. This has enabled us to build and maintain an effective school.

Financial performance and position

A strong financial year was recorded. Our surplus was a made up of: \$54000 carried forward for future staffing fund. The additional surplus is for financial commitments that include, capital building works and asset replacement. in addition to this we are installing our Before and After School care room over January 2020.

We received a \$5000 grant to install our renewable energy corner (windmill and solar). This was a JSC project in 2019.

Our equity money was allocated to a designated ES staff member who worked one on one with identified students for acceleration or intervention. All other expenditure was accounted for by the day to day running of our school




For more detailed information regarding our school please visit our website at
www.gordonps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 122 students were enrolled at this school in 2019, 66 female and 56 male.

ND were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



















Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>65%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>61%</td> <td>39%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>8%</td> <td>63%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>42%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	65%	22%	Numeracy	61%	39%	0%	Writing	29%	50%	21%	Spelling	8%	63%	29%	Grammar and Punctuation	21%	42%	38%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
Domain	Low	Medium	High																							
Reading	13%	65%	22%																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p style="text-align: center;">Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>84 %</td> <td>94 %</td> <td>91 %</td> <td>93 %</td> <td>89 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	84 %	94 %	91 %	93 %	89 %	89 %	92 %	<p style="text-align: center;">Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
84 %	94 %	91 %	93 %	89 %	89 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$1,159,042
Government Provided DET Grants	\$166,480
Government Grants Commonwealth	\$34,210
Revenue Other	\$13,283
Locally Raised Funds	\$132,988
Total Operating Revenue	\$1,506,003

Funds Available	Actual
High Yield Investment Account	\$117,040
Official Account	\$52,156
Other Accounts	\$0
Total Funds Available	\$169,196

Equity ¹	
Equity (Social Disadvantage)	\$6,915
Equity Total	\$6,915

Expenditure	
Student Resource Package ²	\$1,132,457
Books & Publications	\$3,534
Communication Costs	(\$3,763)
Consumables	\$27,867
Miscellaneous Expense ³	\$91,809
Professional Development	\$8,941
Property and Equipment Services	\$52,759
Salaries & Allowances ⁴	\$43,319
Trading & Fundraising	\$15,739
Travel & Subsistence	\$1,154
Utilities	\$17,204

Financial Commitments	
Operating Reserve	\$41,576
Funds Received in Advance	\$4,251
School Based Programs	\$1,900
Funds for Committees/Shared Arrangements	\$4,750
Asset/Equipment Replacement < 12 months	\$24,000
Capital - Buildings/Grounds < 12 months	\$49,500
Total Financial Commitments	\$125,977

Total Operating Expenditure	\$1,391,021
Net Operating Surplus/-Deficit	\$114,982
Asset Acquisitions	\$24,575

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

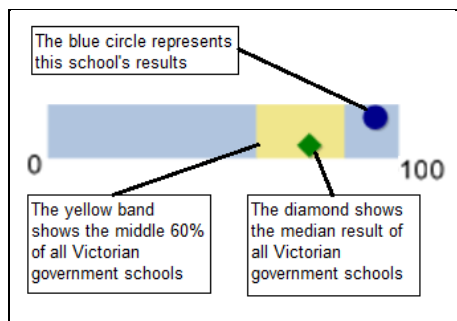
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

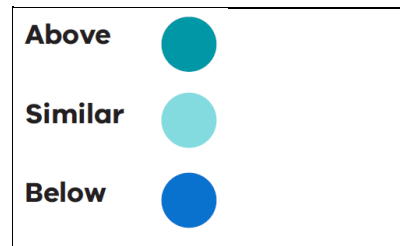


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').