

2020 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 2020 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 10 March 2021 at 04:31 PM by Russel Cowan (Principal)

The 2020 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.

Attested on 25 March 2021 at 08:24 PM by Jason Bonar (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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. 2020 was a difficult year with COVID 19, however, our school community were able to rise to the challenge and with resilience, assist our school be the best version of itself throughout this time.

An emphasis on STEM, and a strong commitment to its integration throughout the curriculum, combine to provide engaging and flexible learning programs. Our Physical Education and STEM programs promote enjoyment and learning in a variety of areas while promoting a healthy lifestyle.

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 12.78 equivalent full-time staff: 1 Principal class, 8.9 teaching staff and 2.88 Education Support staff. Our school offers an attractive, safe and friendly environment, comprising 7 spacious classrooms, Library, teaching kitchen, community classroom, STEM shed and an indoor centre for physical education, art, drama, science and large group activities.

Framework for Improving Student Outcomes (FISO)

2020 has seen a focus on:

- Building Leadership Teams
- Building Practice Excellence

1. Gordon Primary School delivered on our KIS to develop a clear instructional model focusing on the High impact teaching strategies. We did this through weekly coaching and mentoring sessions with all staff.
2. Gordon Primary School delivered on our KIS to join and implement the primary Math's Specialist initiative 2019 - 20. This has now completed and all staff are to be congratulated, particularly our two specialists on their achievements through a very difficult time (COVID 19).
3. Gordon Primary School delivered on our KIS to Implement the PLC, however, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by training selected staff as PLC specialists and moving through a change- management process. All staff attend weekly professional development on a monthly rotation (reading, numeracy, writing, numeracy). This allows staff to further develop their teaching skills.
5. Gordon Primary School delivered on its KIS to modify and implement the school Attendance policy with a focus on a select few students with large absence. A significant improvement has been made with these students. Staff called daily, set more engaging tasks and utilised the wider community where appropriate.
6. Gordon Primary School delivered on its KIS to Implement Respectful Relationships across the school aligned with the Gordon Primary School values. Key staff were trained in this program and all staff have now implemented this program across the school.

Achievement

Once again, Gordon Primary School is extremely proud of its achievements in student learning. In particular we are very proud of the entire community and the adaptations made during remote learning. We believe we are equipping our students well for their futures.

The 2020 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, Essential Assessment 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.

In 2020 we are unable to comment on school comparison data, however, our staff have been committed to ensuring that all students make one years growth based on the VIC curriculum throughout the remote learning period. After reviewing student assessment we are pleased that 91.7% of our students were at or above expected standards in English (above the state average). We are also pleased that 86% are at or above the expected level in Mathematics (above the state average), however, we expect continued improvement in this area given our recent focus.

In 2021 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. An introduction of synthetic phonics (foundation - two) will ensure that all students have a very strong base to read for meaning by the time they reach grade three. Teacher development will continue to be a focus across the school, with all staff receiving a coaching session and a further workshop each week (to assist with the implementation of the instructional model and practice goals). An increased focus on student voice and early years phonics will be a focus at PLC at the start of 2021. 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 through our trained ES staff and tutor program. These will include STAP, Power Pack phonics, Multi Lit, point of need and classroom support.

Engagement

This was a significant challenge in 2020. Staff worked extremely hard to ensure that students and families continued to feel connected throughout remote learning and return to school. While remote learning staff held daily meeting with the class on Teams, daily small group sessions and utilised phone calls to assist families where required. We are very pleased to see that 83.2% of our students felt connected to school last year (with a 4 year average of 90%). This is significantly higher than like schools and the state average and something that we are very proud of.

87% of students felt that they were being challenged in the classroom and that their teacher knows and teaches to their needs (12% gave a neutral response).

89% of students felt that there was excellent classroom behavior (10% neutral response).

Survey data suggests that students feel that their teachers know how they learn and incorporate these areas of interests into the classroom.

Our parent satisfaction was significantly higher than the state average and demonstrates the great lengths that school staff went to in a very difficult year of remote and return to school learning. Attendance is a focus area, we had 5 students with significant absence, these students were the reason for not reaching our target. Attendance and achievement can be compared, we will continue to emphasise the value that regular attendance has on student learning in 2021.

Wellbeing

We continue to have a strong focus on the wellbeing of our whole community. However 2020 proved a challenge while remote learning was taking place. Our school modified the delivery of health and wellbeing supports to students and their families by focusing on a tailored individual focus. Daily check-ins, onsite opportunities, weekly newsletters with support contacts ensuring that the entire community understood that we are all in this together. We continued to ensure that every student was surrounded by multiple adults who care about their needs. As a result, our students felt supported in dealing with issues that arose. 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 maintain strong wellbeing structures in very difficult times.

Financial performance and position

A strong financial year was recorded. Our surplus was made up of: \$177,252. Expenditure was significantly down in 2020 with the exception of cleaning. A significant portion of this surplus is carried forward for the future staffing fund. School Council have committed to a new playground, toilet refurbishment and other capital works and asset replacement.

We received a \$5000 grant to install new bins. This was a JSC project in 2020.

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 Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 131 students were enrolled at this school in 2020, 70 female and 61 male.

3 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

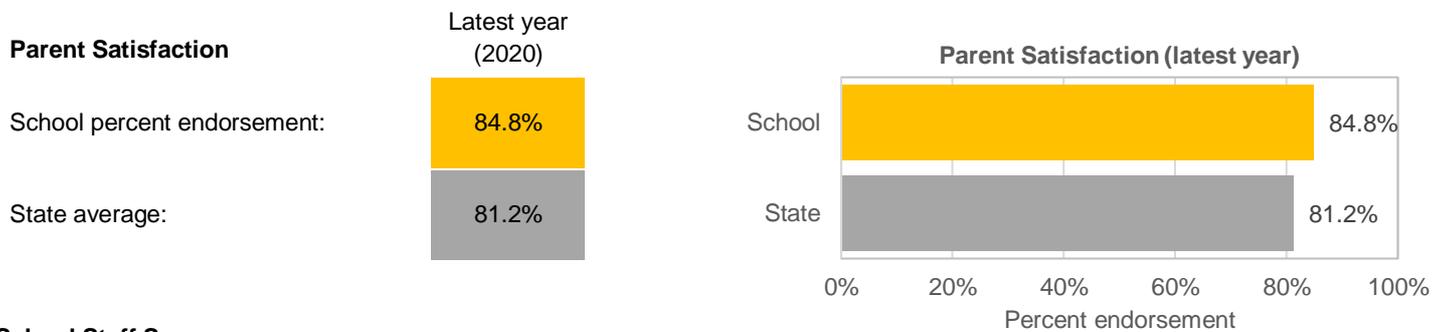
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

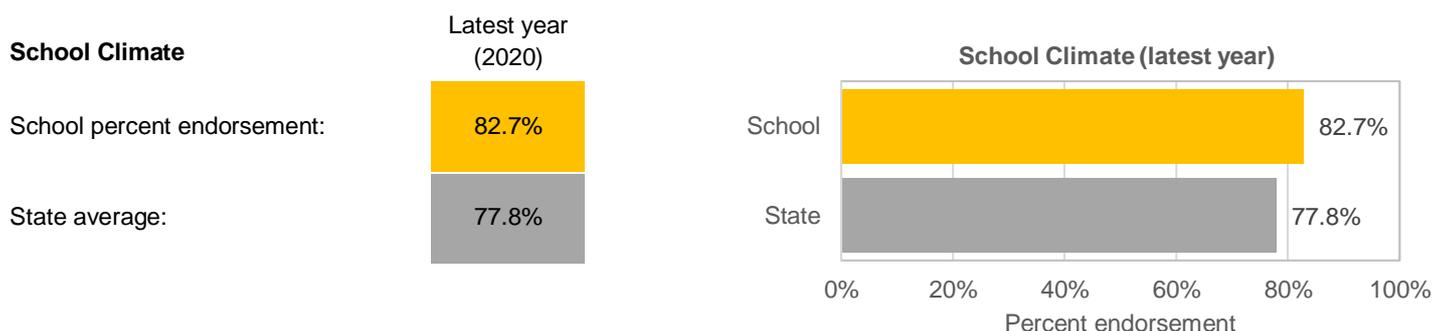


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

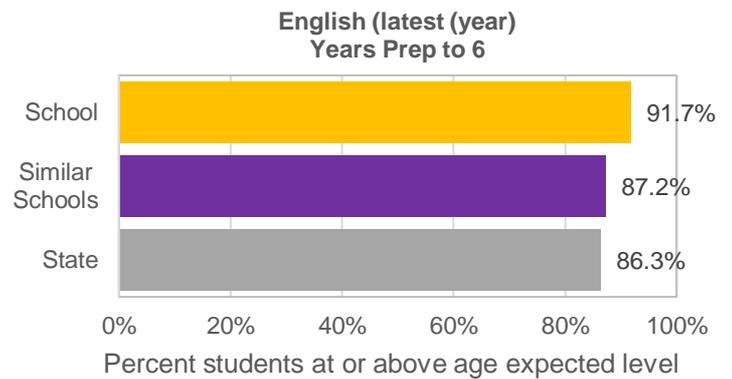
91.7%

Similar Schools average:

87.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

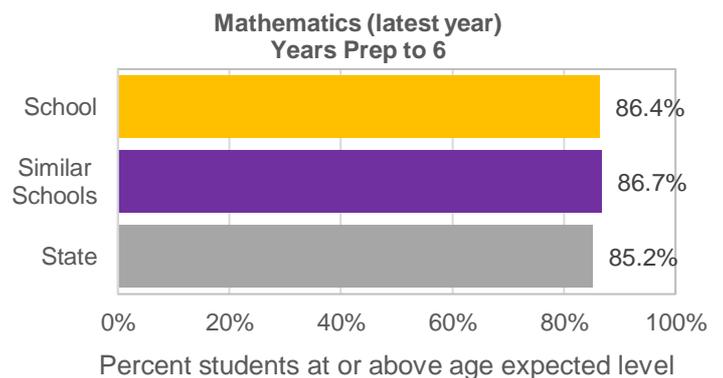
86.4%

Similar Schools average:

86.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

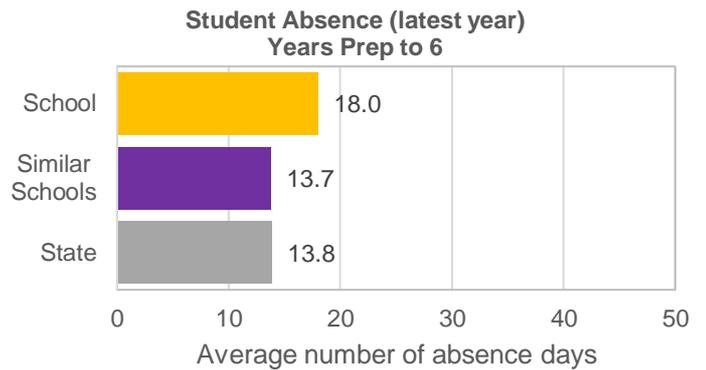
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	18.0	17.9
Similar Schools average:	13.7	15.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	85%	94%	93%	94%	89%	90%

WELLBEING

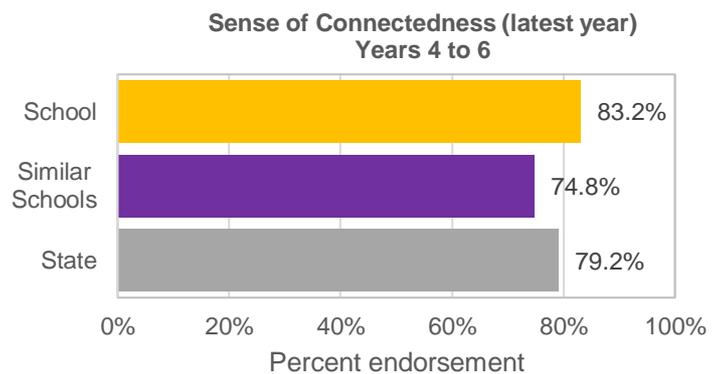
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	83.2%	90.0%
Similar Schools average:	74.8%	79.2%
State average:	79.2%	81.0%



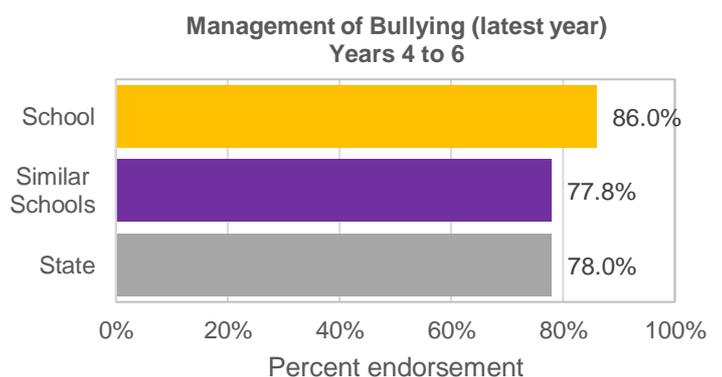
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	86.0%	90.3%
Similar Schools average:	77.8%	79.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,300,009
Government Provided DET Grants	\$197,198
Government Grants Commonwealth	\$97,401
Government Grants State	\$4,150
Revenue Other	\$29,443
Locally Raised Funds	\$74,586
Capital Grants	NDA
Total Operating Revenue	\$1,702,789

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,703
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$8,703

Expenditure	Actual
Student Resource Package ²	\$1,251,415
Adjustments	NDA
Books & Publications	\$10,229
Camps/Excursions/Activities	\$22,282
Communication Costs	\$2,865
Consumables	\$27,402
Miscellaneous Expense ³	NDA
Professional Development	\$8,532
Equipment/Maintenance/Hire	\$43,687
Property Services	\$69,182
Salaries & Allowances ⁴	\$18,463
Support Services	\$906
Trading & Fundraising	\$88,272
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$873
Utilities	\$15,608
Total Operating Expenditure	\$1,525,537
Net Operating Surplus/-Deficit	\$177,252
Asset Acquisitions	\$26,578

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$237,020
Official Account	\$42,545
Other Accounts	NDA
Total Funds Available	\$279,564

Financial Commitments	Actual
Operating Reserve	\$39,330
Other Recurrent Expenditure	\$1,260
Provision Accounts	NDA
Funds Received in Advance	\$21,872
School Based Programs	\$67,501
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$51,759
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$281,722

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.