

2021 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 2021 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 08 March 2022 at 09:01 PM by Russel Cowan (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 15 March 2022 at 04:54 PM by Jason Bonar (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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

With significant interruption due to COVID complications and remote learning, Gordon Primary School has continued to develop 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 Education Plans and Support Programs and the implementation of our revised instructional model across the school. 2021 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.

The school has 12.78 equivalent full-time staff: 1 Principal class, 9.0 teaching staff and 3.6 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. A very successful OHSC program is also a highlight of 2021.

In regards to this report, there are a few considerations in regards to this cohort: Both Grade 3 and 5 classes have learning needs that span over seven years, with 100% of students completing NAPLAN, results, particularly in grade 5 NAPLAN, demonstrates this difficulty.

Framework for Improving Student Outcomes (FISO)

2021 has seen a focus on:

- Building Leadership Teams
- Building Practice Excellence

1. Gordon Primary School delivered on our KIS to build resilient students who display behaviors and attitudes that reflect the school values. We did this through weekly values recognition, respectful relationships implementation and strong community connections.
2. Gordon Primary School delivered on our KIS to ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy, Numeracy, and Critical and Creative Thinking. We did this by providing all staff with a learning coach and shared planning time. We continued our PLC journey, but acknowledge that COVID disruptions have hindered this implementation across the school.
3. Gordon Primary School delivered on our KIS to develop students who are engaged and connected to their learning. Our strong mentoring / coaching program played a significant role here. We were able to utilize learning walks and peer observations. We focused on teaching to point of need using engaging tasks with strong assistance through coaching. We also worked with local police, DHHS and DET to address some attendance concerns.
5. Gordon Primary School delivered on its KIS - learning, catch-up and extension priority. Our learning tutor and intervention program together with the introduction of our synthetic phonics program have provided our students with tremendous gain.
6. Gordon Primary School delivered on its KIS to Embed Respectful Relationships in all classrooms. Key staff were trained in this program and all staff have now implemented this program across the school.

Achievement

In what was a very difficult year, 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 2021 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 2021 our staff have been committed to ensuring that all students make one year's growth based on the VIC Curriculum throughout the remote learning period. After reviewing student assessment, we are pleased that 93.3% of our students were at or above expected standards in English (well above the state average). We are also pleased that 90.3% are at or above the expected level in Mathematics (well above the state average), however, we expect continued improvement in this area given our recent focus.

One of the most pleasing signs was the level of high gain. While these fluctuate with cohorts, we know that these two classes were the most difficult cohorts and our high gain compared favorably to the State (spelling program was not able to be completed due to COVID). This is an amazing achievement. While grade 5 NAPLAN (numeracy) results look lower, the level of growth is significant with internal data showing a very different picture.

In 2022 the school will focus on further developing staff capacity through professional learning, peer-coaching, shared planning and rigorous analysis of data. We will further develop our writing program to engage and improve student gain in writing skills. We will also continue to focus on spelling through our Spelling Mastery program. Continued embedding of our synthetic phonics program 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, early years phonics and integrated learning will be a focus at PLC at the start of 2022. 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 including extension opportunities.

Engagement

This was a significant challenge in 2021. Staff worked extremely hard to ensure that students and families continued to feel connected throughout remote learning and return to school. While in remote learning, staff held daily meetings 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 ATS data demonstrates that our students felt connected to school last year.

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 remains a focus area, however, it was pleasing to see all classes (with the exception of Grade 2) reaching a 90% attendance rate. Attendance and achievement can be compared and we will continue to emphasize the value that regular attendance has on student learning in 2022. However, we also acknowledge that COVID interruptions may continue into the new year.

Wellbeing

We continue to have a strong focus on the wellbeing of our whole community. However, 2021 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 behavior management techniques and encouraging cooperation, good manners, kind deeds, hard work and respectfulness. We celebrate our students' behavior and achievements through awards and "Students of the Week" to promote our school values of Respect, Responsibility and Resilience.

87.8% of students feel connected (well above state average)

88.8% of students surveyed endorse our handling of bullying

We are an engaged school community who share and support our school beliefs, values and endeavors. This has enabled us to maintain strong wellbeing structures in very difficult times

Finance performance and position

A strong financial year was recorded. Our surplus was made up of: \$147,528. Expenditure was significantly down, with the exception of cleaning. A significant portion of this surplus is carried forward to pay for OHSC staff who are paid from the school central budget. School Council have committed to two new shade sails and an OHSC extension.

We received a \$10,000 grant to landscape the new shade sail area.

Our equity money was allocated to ES staff who worked one-on-one with identified students for acceleration or intervention. It was also used to fund adjustment requirements for students who require them. 2022 will see the introduction of a Leading Teacher, Wellbeing to provide improved focus in this area.

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 2021, 68 female and 63 male.

3 percent of students had English as an additional language and 4 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).

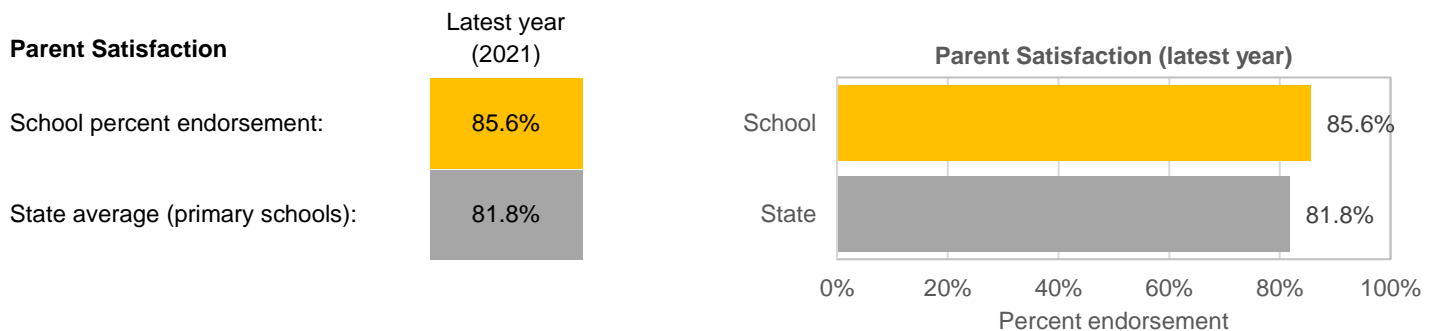
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

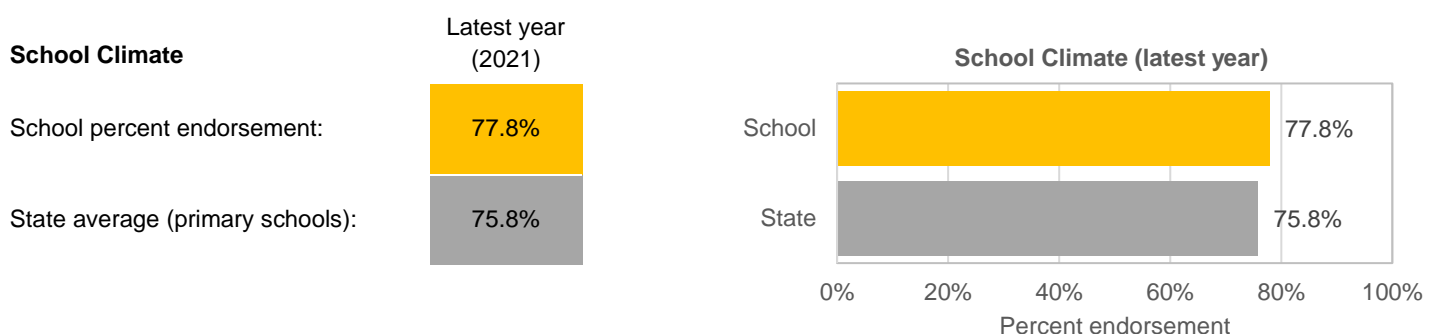


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

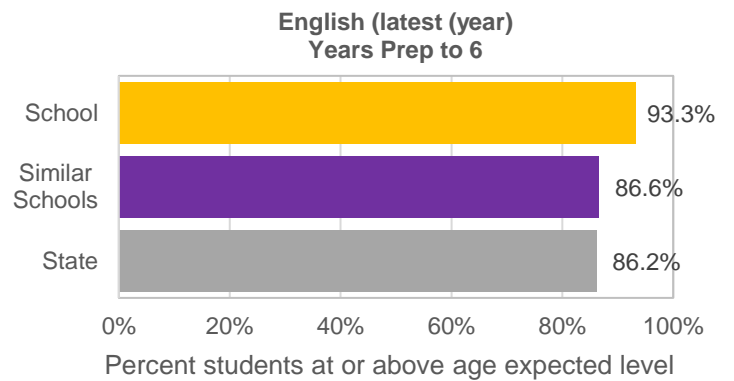
93.3%

Similar Schools average:

86.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

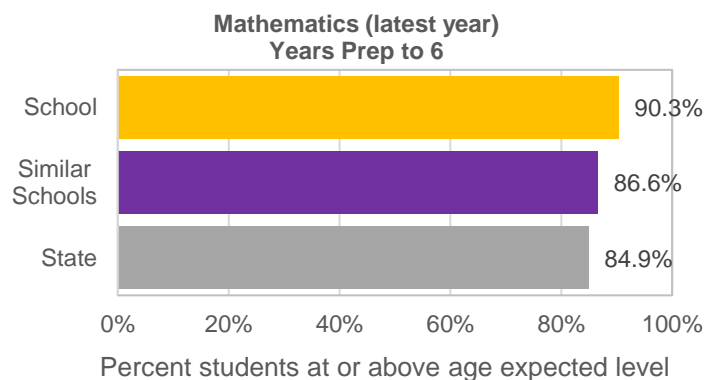
90.3%

Similar Schools average:

86.6%

State average:

84.9%



ACHIEVEMENT (continued)

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.

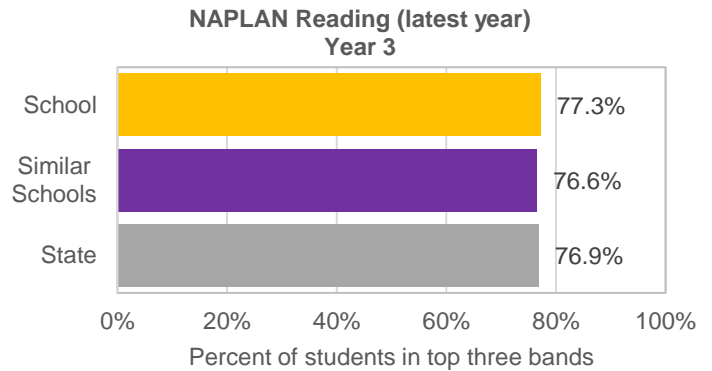
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

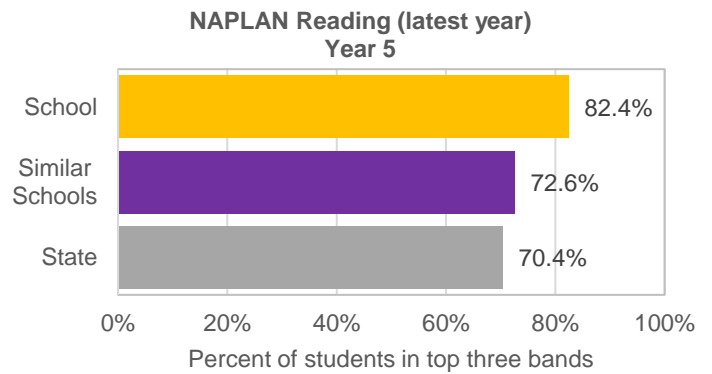
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.3%	75.0%
Similar Schools average:	76.6%	77.4%
State average:	76.9%	76.5%



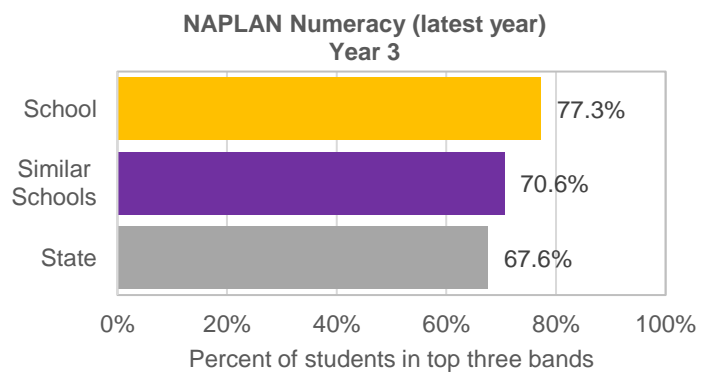
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.4%	84.9%
Similar Schools average:	72.6%	70.9%
State average:	70.4%	67.7%



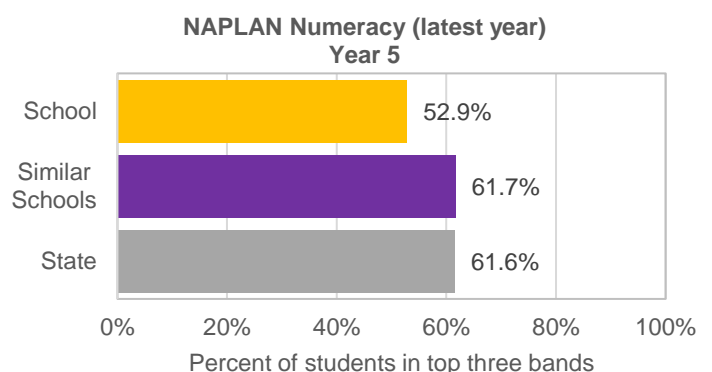
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.3%	71.4%
Similar Schools average:	70.6%	71.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.9%	66.0%
Similar Schools average:	61.7%	61.7%
State average:	61.6%	60.0%



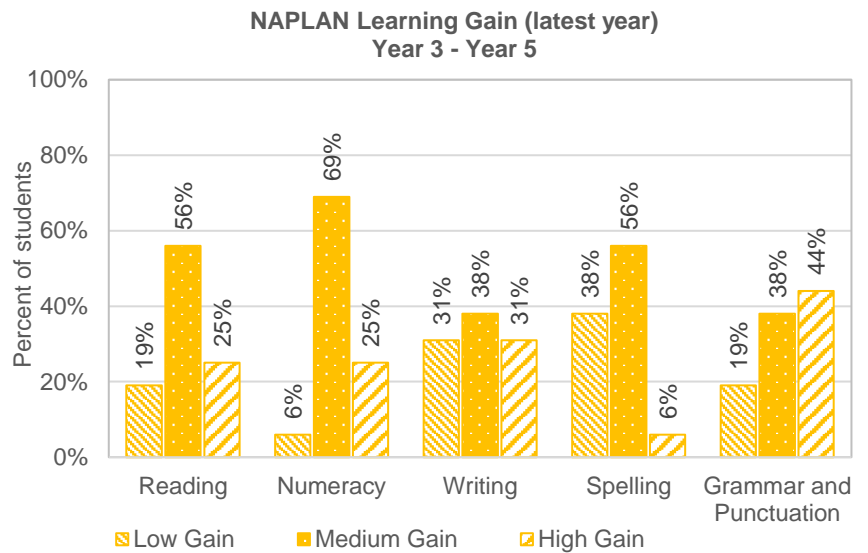
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	56%	25%	27%
Numeracy:	6%	69%	25%	23%
Writing:	31%	38%	31%	20%
Spelling:	38%	56%	6%	23%
Grammar and Punctuation:	19%	38%	44%	23%



ENGAGEMENT

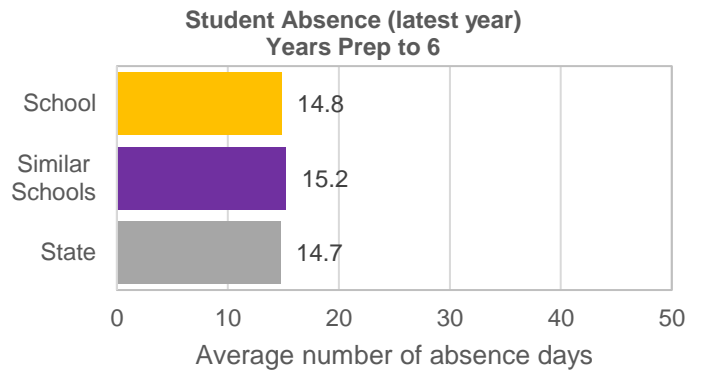
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.8	17.1
Similar Schools average:	15.2	15.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	93%	88%	93%	94%	94%	92%

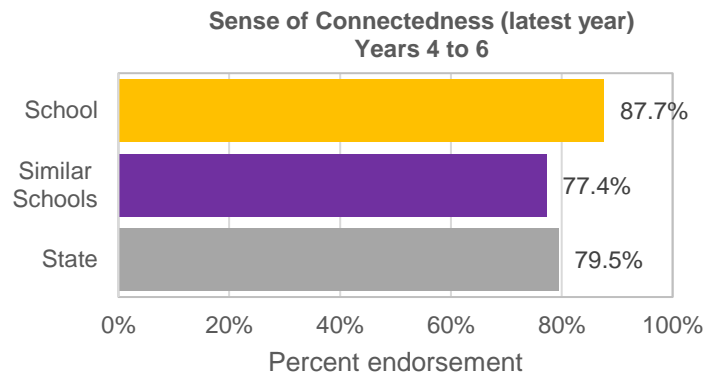
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.7%	87.8%
Similar Schools average:	77.4%	78.0%
State average:	79.5%	80.4%

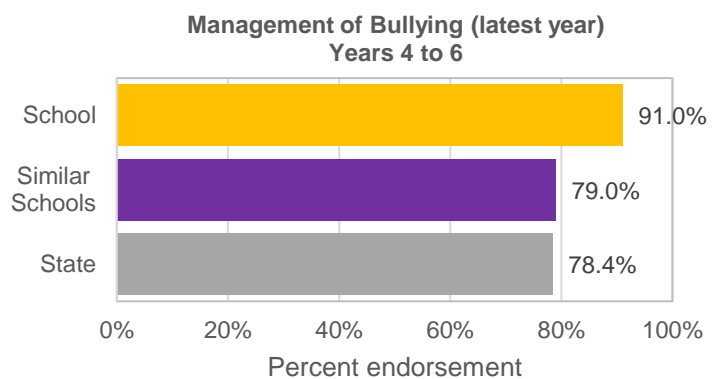


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	91.0%	88.8%
Similar Schools average:	79.0%	79.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,296,138
Government Provided DET Grants	\$209,957
Government Grants Commonwealth	\$140,184
Government Grants State	\$80,464
Revenue Other	\$1,381
Locally Raised Funds	\$145,683
Capital Grants	\$0
Total Operating Revenue	\$1,873,807

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,116
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,116

Expenditure	Actual
Student Resource Package ²	\$1,309,961
Adjustments	\$0
Books & Publications	\$4,964
Camps/Excursions/Activities	\$43,771
Communication Costs	\$2,002
Consumables	\$46,355
Miscellaneous Expense ³	\$16,147
Professional Development	\$6,912
Equipment/Maintenance/Hire	\$39,799
Property Services	\$179,754
Salaries & Allowances ⁴	(\$17,204)
Support Services	\$5,031
Trading & Fundraising	\$72,503
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,285
Total Operating Expenditure	\$1,726,278
Net Operating Surplus/-Deficit	\$147,528
Asset Acquisitions	\$93,179

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$334,878
Official Account	\$10,032
Other Accounts	\$0
Total Funds Available	\$344,910

Financial Commitments	Actual
Operating Reserve	\$45,675
Other Recurrent Expenditure	\$5,368
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$51,043

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.