

2017 Annual Report to the School Community

School Name: Gordon Primary School

School Number: 755

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 Proficiency Scales for our students.

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 all of 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 9.2 equivalent full-time staff: 1 Principal class, 6.8 teaching staff and 1.4 Education Support staff. Our school offers an attractive, safe and friendly environment comprising 6 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)

2017 has seen a focus on :

- Building Leadership Teams
- Building Practice Excellence
- School Review

Staff have developed a clear instructional model that fosters high impact teaching strategies. 2018 will see us continue to develop a collaborative approach to improve instructional practice. Our new strategic plan clearly identifies how we will achieve this.

PLT's have been established within the school and they are working towards establishing a collective responsibility for every student within the sub school. This will allow for improved analysis of student feedback and ultimately lead to improved student outcomes.

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 2017 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 NAPLAN, 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. Our students demonstrated very good growth from grades three to five when compared to the growth of other students across Australia, however, we continue to look for ways to improve in this space.

Literacy and numeracy data clearly demonstrates that our students are performing well above the median of the state and nation, with the majority of students sitting in the top 20% in the nation. This is an outstanding achievement and further evidence that we cater to student need at all parts of the spectrum extremely well.

In 2018 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 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 Multitilt to cater for student need.



Engagement

When compared to Australian Schools our Attitude to School Surveys from students is much higher than like schools. This is something that we are extremely proud of. Our student attendance rates are similar to other Government schools when compared to the four year average, but lower when we look at 2017 data alone. This will be a focus area for 2018.

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 2018 will also see us working on strategies to further improve absence rates at Gordon PS. One of these will be to notify home for all absences..

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 endeavors. This has enabled us to build and maintain an effective 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	
<p>Enrolment Profile</p> <p>A total of 105 students were enrolled at this school in 2017, 50 female and 55 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</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:

Achievement	Student Outcomes	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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</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: ◆

Achievement	Student Outcomes	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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>67%</td> <td></td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>44%</td> <td></td> </tr> <tr> <td>Spelling</td> <td>56%</td> <td>44%</td> <td></td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>78%</td> <td></td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	67%		Numeracy	22%	56%	22%	Writing	56%	44%		Spelling	56%	44%		Grammar and Punctuation	22%	78%		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	67%																								
Numeracy	22%	56%	22%																							
Writing	56%	44%																								
Spelling	56%	44%																								
Grammar and Punctuation	22%	78%																								



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:

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	91 %	92 %	91 %	94 %	86 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	91 %	92 %	91 %	94 %	86 %										



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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Higher
<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>Results: 2017</p>	Higher

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

Once again, we find ourselves in a strong financial position. A very small Deficit of \$413 recorded from our staffing budget, this was due to payment of CRT staff through central payroll.

Additional funds are the result of a strong fundraising performance and additional buildings throughout the year.

Equity funding was used to support students in the classroom in the form of additional staff.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$857,336	High Yield Investment Account	\$7,105
Government Provided DET Grants	\$116,268	Official Account	\$34,610
Government Grants Commonwealth	\$6,800	Other Accounts	\$52,421
Revenue Other	\$11,199	Total Funds Available	\$94,137
Locally Raised Funds	\$112,180		
Total Operating Revenue	\$1,103,783		
Equity¹			
Equity (Social Disadvantage)	\$9,568		
Equity Total	\$9,568		
Expenditure		Financial Commitments	
Student Resource Package ²	\$859,130	Operating Reserve	\$10,000
Books & Publications	\$2,746	Asset/Equipment Replacement < 12 months	\$10,652
Communication Costs	\$2,593	Maintenance - Buildings/Grounds incl SMS<12 months	\$2,926
Consumables	\$34,524	Revenue Received in Advance	\$12,174
Miscellaneous Expense ³	\$74,947	School Based Programs	\$2,400
Professional Development	\$9,551	Provision Accounts	\$53,421
Property and Equipment Services	\$67,778	Repayable to DET	\$2,563
Salaries & Allowances ⁴	\$13,794	Total Financial Commitments	\$94,137
Trading & Fundraising	\$25,553		
Travel & Subsistence	\$681		
Utilities	\$12,897		
Total Operating Expenditure	\$1,104,196		
Net Operating Surplus/-Deficit	(\$413)		
Asset Acquisitions	\$0		

(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 05 March 2018 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.

