

2016 Annual Report to the School Community

School Name: Gordon Primary School

School Number: 755



Name of School Principal:	Russel Cowan
Name of School Council President:	Joanne Goss
Date of Endorsement:	16.3.2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.



This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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)

2016 and 2017 have seen a focus on :

- Building Leadership Teams
- Building Practice Excellence

Staff have developed a clear instructional model that fosters high impact teaching strategies. 2017 will see us continue to develop a collaborative approach to improve instructional practice. This will be achieved by increased planning time for staff and a focus on teacher observation and effective feedback.

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

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

The 2016 teacher assessments against the Victorian Essential Learning Standards (VELS) 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 higher results to "like schools" in Australia in the areas of Literacy and Numeracy. Our students demonstrated solid growth from grades three to five when compared to the growth of other students across Australia, however, we are looking to have a higher percentage of children demonstrating high growth in the future. Literacy and numeracy data clearly demonstrates that our students are performing well above the median of the state. This is an outstanding achievement and further evidence that we cater to student need at all parts of the spectrum extremely well. 2017 data will likely show improvement in this area given our Proficiency Scale focus combined with the PLT collaborative approach.

In 2017 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. We have a belief that children need to be provided with multiple opportunities for success and programs like this 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.



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework AusVELS Victorian Curriculum A Combination of these

Engagement

When compared to Australian Schools our Attitude to School Surveys from students is higher than like schools. Our student attendance rates are similar to other Government schools.

Survey data suggests that students feel that their teachers know how they learn and incorporate these areas of interests into the classroom. Engagement and attendance can be compared. Our strong attendance rates can be used as a measure of engagement throughout the community. We emphasise the value that regular attendance has on student learning and 2016 will also see us working on strategies to further improve absence rates at Gordon PS. One of these will be to call home after every absence to foster a strong working partnership with all families.

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.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 103 students were enrolled at this school in 2016, 45 female and 58 male. There were < 10% of EAL (English as an Additional Language) students and 6% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Similar</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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>56%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>63%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	56%	11%	Numeracy	10%	40%	50%	Writing	38%	50%	13%	Spelling	13%	38%	50%	Grammar and Punctuation	13%	63%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>88 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	93 %	92 %	88 %	91 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	93 %	92 %	88 %	91 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

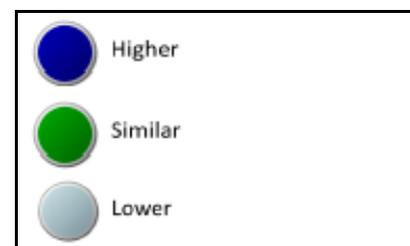
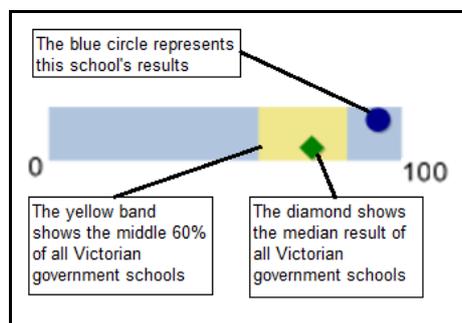
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

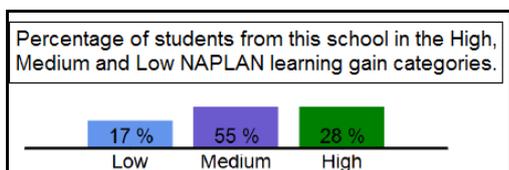
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Gordon Primary School once again had a very strong year financially.

Our strong surplus was due to a long term staffing absence and growth in student numbers. Additional funds were a result of new buildings, a community grant and a strong fundraising performance.

Gordon Primary School received funding from the Active After Schools program. This was used directly in various sporting activities. Equity funding was used to support students in the classroom by providing additional staff.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$827,131
Government Provided DET Grants	\$168,567
Government Grants Commonwealth	\$6,000
Revenue Other	\$40,570
Locally Raised Funds	\$108,452
Total Operating Revenue	\$1,150,720

Expenditure	
Student Resource Package	\$818,289
Books & Publications	\$2,689
Communication Costs	\$6,043
Consumables	\$29,073
Miscellaneous Expense	\$61,032
Professional Development	\$11,807
Property and Equipment Services	\$83,587
Salaries & Allowances	\$38,805
Trading & Fundraising	\$27,729
Travel & Subsistence	\$27
Utilities	\$10,046
Total Operating Expenditure	\$1,089,129

Net Operating Surplus/-Deficit **\$61,592**

Asset Acquisitions **\$6,412**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$50,367
Official Account	\$34,946
Total Funds Available	\$85,314

Financial Commitments	
Operating Reserve	\$41,165
Revenue Received in Advance	\$27,715
School Based Programs	\$4,915
Provision Accounts	\$1,228
Asset/Equipment Replacement > 12 months	\$41,456
Total Financial Commitments	\$116,478

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.