

## Gordon East Public School

### 2019 Annual Report



3985

## Introduction

The Annual Report for 2019 is provided to the community of Gordon East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

Gordon East Public School – a welcoming and collaborative school community that supports student success. Quality teachers inspire students to be creative and critical thinkers enabling them to become active and informed global citizens.

### School context

Gordon East Public School is a high performing school situated on spacious, picturesque grounds in Gordon. An outstanding feature of our school is the sense of shared purpose by the school community and the supportive relationships that underpin this. We value high expectations for student learning, enabling all students to strive for and experience success. Highly professional and dedicated teachers implement quality learning programs across all key learning areas. Gordon East provides innovative and well-resourced programs that engage, motivate and inspire students to achieve excellence. As well as undertaking a rigorous academic program students also participate in a variety of extra curricula opportunities including robotics, chess club, representative sport, string ensembles, bands, choirs and dance groups.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1

### Student Success

#### Purpose

To engage and challenge all students to be resilient, creative and critical thinkers with the personal resources for future success and wellbeing.

#### Improvement Measures

Increased percentage of students achieving benchmarks in literacy and numeracy.

Premier's Priorities – Increased percentage of students performing in the top two bands – 8% over three years.

#### Progress towards achieving improvement measures

##### Process 1: Growth Mindset

Enhance student wellbeing and equip students with skills and strategies to be resilient and challenge themselves.

Evaluation	Funds Expended (Resources)
The addition of communicating growth mindset approaches used across the school as part of the induction processes of new staff assisted in the embedding practice. Consistent meta-language used across the school is evident in teacher practice. Students' willingness to give things 'a go' has increased..	Teaching resources  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$5000.00)</li></ul>

##### Process 2: Visible Learning

Develop students' deep understanding of the curriculum using visible learning.

Evaluation	Funds Expended (Resources)
Staff began building knowledge of visible learning through professional learning. This has provided staff with the knowledge to identify areas in which visible learning can be incorporated in teaching and learning activities to improve understanding. This direction will be further developed in 2020.	Professional development  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$2000.00)</li></ul>

##### Process 3: Assessment

Implement assessment strategies that inform teaching and promote student success.

Evaluation	Funds Expended (Resources)
In 2019, assessment practice was a prioritised focus. Staff participated in professional learning focusing on the three forms of assessment, the purpose of assessment and the principles of assessment. Assessments across the school were reviewed and adjusted providing increased validity and reliability. Adjustments made resulted in an enhanced picture of student achievement and progress assisting teachers to better program for student needs.	Professional Learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$5000.00)</li></ul>

#### Next Steps

2019 was largely focused on assessment and ensuring the embedding of growth mindset across the school in all contexts. The focus on assessment will continue in 2020 and include further development on data analysis, types of assessment and research based practices. Sitting side by side with assessment will be a greater focus on visible learning and how its use might assist with student improvement.



## Strategic Direction 2

Excellence

### Purpose

To create a stimulating and engaging learning environment underpinned by high quality teaching practices.

### Improvement Measures

Increased percentage of teachers engaged in co-planning, co-teaching and assessing.

Increased teacher confidence in implementation future-focused learning.

Increase percentage of students achieving expected growth.

### Progress towards achieving improvement measures

**Process 1:** Enhance teacher capacity to develop students' future-focused learning through professional learning, observations, collaboration and feedback.

Evaluation	Funds Expended (Resources)
Staff participated in professional learning and engaged the services of the Department of Education's School Services Support team. This support facilitated ongoing professional learning and a collaborative approach to programming and planning using English concepts. Staff were provided with collaborative stage planning time to develop units of work. Stage 2 trialled a co-teaching approach when teaching some areas of English. Initial observations showed that student's depth of understanding saw improvement. Stage 3 staff Participated in a Middle Years project as part of the Killara Schools Partnership and staff across the school participated in Quality Teaching Rounds. Staff continue to meet as a stage and collaboratively plan for all areas of teaching and learning cycle. Teachers have been mentored and coached through induction and accreditation processes, as well as informal lesson observations and reflective discussions.	Professional Learning Killara Schools Partnership Mini Lit  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$35496.00)</li></ul>

**Process 2:** Implement whole school consistent approach to assessment to inform teaching and learning.

Evaluation	Funds Expended (Resources)
Staff reflected on assessment practices, participated in a range of professional learning and collaboratively developed revised assessments. As a school, a set of benchmarking procedures were developed to ensure consistency across the school.	Teaching resources and professional learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$5000.00)</li></ul>

### Next Steps

Next steps will build on the work undertaken in assessment and be further enhanced in 2020. Projects that link curriculum, visible learning and assessment together will be a direction with a focus on collaboration continued.



### Strategic Direction 3

#### Collaborative Partnerships

#### Purpose

To build a culture of collaboration through shared responsibility to enhance student learning and success.

#### Improvement Measures

Increased percentage of parents agree/strongly agree in school satisfaction surveys.

Increased attendance at school and community events.

#### Progress towards achieving improvement measures

**Process 1:** Engage parent and community members in a range of school-related activities to build cohesiveness.

Evaluation	Funds Expended (Resources)
Parents continued to be engaged in a range of school-related activities with ongoing opportunities to volunteer in classrooms assisting with literacy groups, canteen, excursions and other school related activities. Following the receipt of a government grant, 2019 also saw the completion of the new playground equipment – a School & P&C collaborative project further strengthening school and community partnerships..	Playground equipment school contribution  Community events  <b>Funding Sources:</b> • (\$10000.00)

**Process 2:** Develop and strengthen partnerships with the wider community to enhance teacher practice and student learning.

Evaluation	Funds Expended (Resources)
Partnerships with both the Killara Schools Partnership and the City Country Alliance continued to be strengthened in 2019. Staff also participated in opportunities facilitated by school-university links. Students and staff benefited from both professional learning and network opportunities to gain a deeper understanding across both local and extended communities.	City Country Alliance – professional learning & student leadership camps  Killara Schools Partnership  <b>Funding Sources:</b> • (\$8000.00)

#### Next Steps

In 2020, our focus will be to continue to build the strong relationships we currently have. Locally, our focus will be engaging parent and community members in a range of school-related activities to build cohesiveness. In the wider community, we will develop and strengthen partnerships to enhance teacher practice and student learning. Next steps in 2020 will also include the evaluation of our 2018–2020 School Plan, Community consultation and the development of the next school plan.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$50 404.00)</li> </ul>	An additional English Language Teacher was employed. This increased the support from a 0.4 allocation to a 0.6 – 3 days per week. The teachers worked to support staff in developing resources to support student with program adjustments. This additional support assisted students to acquire language and access the curriculum. Additionally, resources were purchased to support learning in classrooms.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$19 410.00)</li> </ul>	The school has a 0.4 teacher allocation for Learning and Support Teacher. This teacher works with class teachers to develop personalised learning programs supporting identified students. School Learning and Support officers were engaged to work with a range of students based on identified need. In addition to this, the Mini-Lit program was implemented for identified students in years 1&2. an additional aide time was allocated to classrooms to assist with identified students.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$57 840.00)</li> </ul>	The school employed an additional teacher to support team leaders mentoring staff across the school. to facilitate collaboratively planning, programming, demonstration lessons and lesson study as required..
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$1 613.00)</li> </ul>	A small number of students were supported providing equity of access to school initiatives that supported the curriculum implementation. These included excursions and incursions.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$36 798.00)</li> </ul>	Beginning teachers were supported with additional time off class to collaboratively plan and observe lessons. Teachers were also provided with a mentor and induction designed to develop capacity as early career teachers.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	166	172	175	177
Girls	181	163	151	137

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	96.7	96.9	93.9
1	95.8	96.4	95.7	97.3
2	96.1	96.3	95	94.4
3	94.9	95.4	95.9	95.8
4	96	97	95.3	95.8
5	96.1	95	96	95.3
6	95.7	95.8	96.4	95.4
All Years	95.9	96.1	95.9	95.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.55
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.82

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	318,894
<b>Revenue</b>	3,117,059
Appropriation	2,660,768
Sale of Goods and Services	10,549
Grants and contributions	413,862
Investment income	1,438
Other revenue	30,441
<b>Expenses</b>	-3,147,003
Employee related	-2,636,375
Operating expenses	-510,628
<b>Surplus / deficit for the year</b>	-29,945

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	92,862
<b>Equity Total</b>	178,143
Equity - Aboriginal	0
Equity - Socio-economic	1,613
Equity - Language	114,434
Equity - Disability	62,097
<b>Base Total</b>	2,185,196
Base - Per Capita	76,492
Base - Location	0
Base - Other	2,108,704
<b>Other Total</b>	143,545
<b>Grand Total</b>	2,599,746

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of the parents, students and teachers based on the School excellence Framework. This data was gathered through online survey, staff meetings, parent teacher meetings and the P&C.

96% of parents believe that the school creates more opportunities for parents and families to be involved in school activities.

98% of parents believe that the school values parents and families as important partners.

80% of parents believe that their child's learning needs are being met at school.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.