

2020 Annual Report

Gordon East Public School



3985

Introduction

The Annual Report for 2020 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.

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School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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 the growth mindset approaches used across the school as part of the induction processes of new staff assisted in the embedding of growth mindset practices. Consistent meta-language used across the school is evident in teacher practice. Students' willingness to give things 'a go' has increased.	

Process 2: Visible Learning

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

Evaluation	Funds Expended (Resources)
All students tracked on the reading data wall. All Stage 2 teachers implemented quality lessons in reading instruction, focusing on comprehension using the 4Hs model. Stage 2 teachers implemented regular meetings to discuss student progress and achievement with the focus on 'uplift'.	\$2000

Process 3: Assessment

Implement assessment strategies that inform teaching and promote student success.

Evaluation	Funds Expended (Resources)
Student achievement data entered into PLAN for Literacy and Numeracy. Students review term progress and set future goals for improvement Successful addition of Learning Intentions for English Textual Concepts program. This will be monitored and supported in 2021.	\$15000

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)
All English and Maths Programs included learning intentions (WALT) Due to COVID-19 and the period of online learning, the ability to continue external TPL and courses in 2020 was limited. This area of the school plan was continued but not expanded.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5000.00)

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

Evaluation	Funds Expended (Resources)
All teachers participated in curriculum alignment and assessment development PL. Greater alignment between outcomes, curriculum delivery and assessments was evident in programming and lesson activities.	

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)
Due to COVID-19, the Kindergarten Transition program was modified and presented in an online format (Zoom) while children attended three in-school events.	\$2000

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

Evaluation	Funds Expended (Resources)
Due to COVID-19 2020 external QTR with KSP did not take place. The executive team will re-evaluate the QTR 2021 focus early in 2021 when restrictions are reviewed. Due to COVID-19 2020 KSP Middle Years Project was not participated in. Student leaders continued to attend Termly online KSP Leadership meetings. Pending COVID-19 restrictions GEPS plans to continue the following local partnership activities in 2021: <ul style="list-style-type: none">• KSP Middle Years Project• Killara HS Stage 1 and Stage 2 Enrichment workshops• Bi-annual visit to Euston Public School and Mungo Youth Project• STEM.T4L 3D printing project	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: • English language proficiency (\$49 561.00)	An additional English Language Teacher was employed for 1 day. This increased the support from our 0.6 teaching allocation to 0.8 . Teachers worked to support staff in developing resources and classroom adjustments to assist identified students. Additionally flexible funding enabled the school to fund additional SLSO hours providing in class support to students.
Low level adjustment for disability	\$63 532	The combined funding of staffing and flexible funding supported the school learning & Support initiatives. The school filled their 0.4 teacher allocation. This teacher worked with class teachers to develop personalised learning programs supporting identified students and provided targeted small group support sessions. School Learning and Support officers were engaged to work with a range of students with identified needs and facilitate a Mini-Lit program for identified students in year 1 and 2
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$56 005.00)	QTSS funding was used to release Executive staff to mentor staff across the school. This initiative supported collaborative planning and programming, demonstration lessons, lesson studies and co-teaching practices and built staff capacity across the school.
Socio-economic background	Funding Sources: • Socio-economic background (\$2 289.00)	A small number of students were supported providing equity of access to school learning. This included excursions and incursions. Allocated funds were supplemented with operational funding in order to meet the gap in costs.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$18 856.00)	Beginning teachers were supported with additional time off class to collaboratively plan and observe lessons. Teachers were also provided with a mentor and an induction program designed to develop capacity as early career teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	172	175	177	170
Girls	163	151	137	151

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	96.9	93.9	97.2
1	96.4	95.7	97.3	97.7
2	96.3	95	94.4	96.9
3	95.4	95.9	95.8	96.2
4	97	95.3	95.8	97.7
5	95	96	95.3	95.9
6	95.8	96.4	95.4	96
All Years	96.1	95.9	95.5	96.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	11.56
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	288,949
Revenue	3,212,984
Appropriation	2,843,542
Sale of Goods and Services	3,047
Grants and contributions	317,885
Investment income	328
Other revenue	48,182
Expenses	-3,174,818
Employee related	-2,759,678
Operating expenses	-415,140
Surplus / deficit for the year	38,166
Closing Balance	327,115

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.

	2020 Approved SBA (\$)
Targeted Total	87,709
Equity Total	181,012
Equity - Aboriginal	0
Equity - Socio-economic	2,289
Equity - Language	115,191
Equity - Disability	63,532
Base Total	2,372,407
Base - Per Capita	75,518
Base - Location	0
Base - Other	2,296,889
Other Total	126,890
Grand Total	2,768,017

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Student Survey

This year 134 students in Years 4-6 took part in the Tell Them From Me Survey, which included nine measures of student engagement alongside the five drivers of student outcomes (quality instruction, teacher-student relations, classroom learning climate, expectations for success, and student advocacy). The survey is designed to provide insight to help guide school planning and identify school improvement initiatives. Here is a snap shot of some of the results.

Social Emotional Outcomes

- Student participation: 68% of students participate in extra curricular activities (State 55%)
- Positive relationships: 84% of students have friends at school they can trust and who encourage them to make positive choices (State 85%).
- Positive behaviour: 92% of students display positive and appropriate behaviour (State 83%)
- Student effort: 83% of students try hard to succeed in their learning (State 88%)

Drivers of Student Outcomes

- 19% of students believe they are victims of bullying (State 36%)

School staff emphasise academic skills and hold high expectations for students to succeed (School norm: 8.1 State norm: 8.7)

Teacher Survey

The results for the Eight Drivers of Student Learning have been converted to a 10-point scale. This report provides results based on data from 16 respondents in this school who completed the Teacher Survey.

- Leadership (School: 7.3 State Norm: 7.1)
- Collaboration (School: 7.8 State Norm: 7.8)
- Learning Culture (School: 7.8 State Norm: 8.0)
- Data Informs Practice (School: 7.3 State Norm: 7.8)
- Teaching Strategies (School: 7.6 State Norm: 7.9)
- Technology (School: 5.7 State Norm: 6.7)
- Inclusive School (School: 8.0 State Norm: 8.2)
- Parent Involvement (School: 6.2 State Norm: 6.8)

Parent Survey

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. This report provides results based on data from 59 respondents in this school who completed the Parent Survey.

Parents Feel Welcome:

- School administrative staff are helpful (School Mean 7.9)
- Written information from the school is clear (School Mean 7.3)
- I am well informed about school activities (School Mean 7.2)

Parents are Informed:

- Reports on my child's progress are written in terms I understand (School Mean 6.9)
- Teachers inform me immediately if there are concerns about my child's behaviour (School Mean 6.9)

School Supports Learning:

- Teachers expect homework to be done on time (School Mean 7.7)
- My child is encouraged to do their best work (School Mean 7.2)
- Teachers expect my child to work hard (School Mean 7.1)

School Supports Positive Behaviour:

- My child is clear about the rules for school behaviour (School Mean 8.3)
- Teachers expect my child to pay attention in class (School Mean 7.8)
- Teachers maintain control of their class 7.2

Safety at School

- My child feels safe at school (School Mean 8.2)

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.