



2008 Annual Report to the
School Community



School Overview

Glen Katherine Primary School is located in Eltham North, a north-eastern suburb of Melbourne. It is a relatively new school being twenty-one years old. Children are drawn from Eltham, Eltham North, Diamond Creek and Greensborough as well as Plenty, Yarrambat and Hurstbridge. Strong links with the local kindergartens and St. Helena S. C. ensure a smooth transition process into and beyond GKPS.

Our staffing structure includes the Principal, two Assistant Principals, three Leading Teachers, Expert Level Professional Learning Team leaders, teams of teachers and support staff. There are School Support Officers (SSO) personnel in the office, library, a Business Manager, a trained First Aid Officer, ICT technicians and Integration Aides.

The school's facilities include modern, carpeted, air-conditioned teaching spaces, a Library, multi-purpose room, specialist Art, Music and Science rooms, two computer labs and an accredited Out of School Hours care program which also operates in school holidays. The extensive, well maintained grounds provide a mix of active and passive playing areas that include a full-sized gymnasium, oval, hard courts, two synthetic tennis courts and five adventure play grounds.

Parent participation is recognised as being essential to the continuing success of the school. Parents, teachers and children form the partnership for children's learning. Contact with parents is through the weekly 'Linkletter', our school website, at <http://www.glenkps.vic.edu.au/>, information evenings, Three Way Conferences and through involvement on School Council, Parents and Friends Association and the Grade Communicator program.

Strategic Plan 2007 - 2010

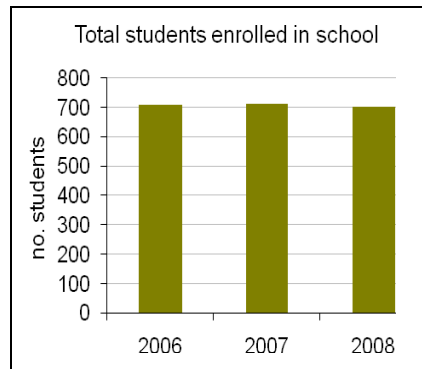
Our Goals Are:

1. To improve student achievement in the Victorian Essential Learning Standards (VELS) in the Reading, Writing, Number and Measurement Dimensions.
2. To further enhance student learning across the Physical, Personal and Social Learning and Interdisciplinary Learning Strands of the Victorian Essential Learning Standards (VELS)
3. To improve student engagement, connectedness and well being.
4. To further improve student transition from home to school, pre-school to Prep, from class to class, from primary school to primary school and from Year 6 to Year 7.

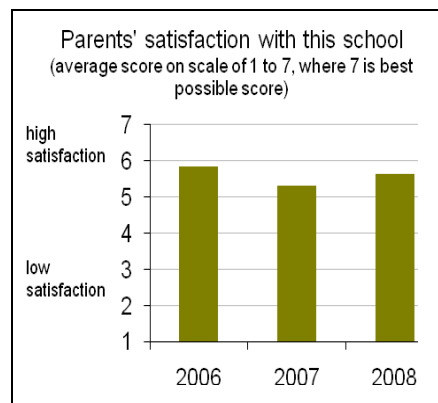
Our Targets are:

1. To increase the proportion of students assessed above the expected level by 10% across all English and Mathematics dimensions by 2009.
2. To maintain upward movement in school trendline in AIM/NAPLAN number and reading in grades 3 and 5.
3. Raise the percentage ranks for the Student Morale, School Connectedness, Student Motivation, Connectedness to Peers, Classroom Behaviour and Student Safety scales by 10% or more by 2009.
4. The proportion of parents reporting satisfaction with the Prep and the Year 7 transition programs to be 90% or above each year 2007 – 2009.

Student enrolments – Enrolments have remained relatively stable and remain in the low 700 range.



Parent Satisfaction - In a state-wide survey parents were asked to what extent they agreed with the statement, "Overall, I am satisfied with the education my child receives from the school." The average score for parent satisfaction was 5.64 which is 0.34 *more than* the 2007 figure of 5.32. This score indicates that generally, parents were satisfied with the school.



Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (school morale) at this school was 71.9 on a scale from 0 to 100 where 100 is the best possible score.
- **Teacher Absence** - The average number of non-certificated sick leave days per teacher for 2008 was 2.35 (State Median: 1.79). The average number of sick leave days per teacher was 8.19 (State Median: 6.40). An increase in the number of sick leave days resulted from longer term absences due to illness.
- **Teacher Retention** - Of the 55 teaching staff at Glen Katherine PS at June 2007 (including those on leave without pay), 48 or 87% were still at the school at June 2008. This figure across all Government schools was 84%.
- **Teacher participation in professional learning** –All teaching staff have participated in professional learning throughout the year, such as the Teacher Professional Leave Program, Australian Government Quality Teacher Program and the Induction / Mentoring for Beginning program for teachers.
- **Teacher Qualifications** –All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

The 2008 school year was another very busy, exciting, challenging and successful year for everyone associated with Glen Katherine Primary School. Cresten Pearce and Julie Nankervis capably led the school as Acting Principals and ensured a continued focus on teaching and learning and improving learning outcomes for all students.

Looking back over the 2008 school year, there were many highlights, some of which included:-

- continuous hard work and achievements across the school with students consistently working to learn new skills and understandings as well as apply their learning to new situations. On any given day a walk through the school would show students and staff working enthusiastically together across all areas of the curriculum.
- an interesting and challenging range of extra-curricula opportunities designed to extend student learning beyond the classroom. Activities included excursions out of the school, a camping program (grades 3-6), buddies, Choir, Rock Band, instrumental music program, Tournament of Minds, hobbies club, chess club, gully club, Junior School Council, Junior Leadership program, sport skills program etc.
- continued focus on learning intervention and support for students in need of extra assistance in reading and writing
- implementation of the revised Integrated Curriculum Program, now known as 'Throughlines.'
- continued individual and team successes in sport at District, Zone and State levels.
- a whole school focus on values education. Students in grades 3& 4 worked with a parent and Artist in Residence, The Naughty See Monkey, to create a wonderful values circle sculpture in the playground. The Values Education program was officially launched in November and the school values (RESPECT, Resilience, Excellence, Safety, Persistence, Encouragement, Creativity and Tolerance) now form the basis of our student behaviour management program.
- a successful submission to become part of the Resource Smart Schools initiative which will enhance the school's opportunity to develop and implement sustainable practices into the future.
- several successful working bees and facilities projects being undertaken which resulted in a large number of routine maintenance tasks being accomplished as well as continued improvements to the grounds. The area outside the Year Round Care building was re-developed and made into a much more useful and attractive area. The 3/4 garden area was completed and new play equipment was installed for Preps and Grades 5/6.
- two fantastic performances of Charlie and the Chocolate Factory held in September. Students from Grade 6 and Grade 2 capably entertained their audiences and delighted everyone with their skills and abilities.
- continuous staff learning with teachers working together after school hours and during curriculum days to develop new skills and strategies. Staff participated in a range of professional learning activities that included working with Dr Jenny Wilson in developing understandings about 'Throughlines' and Dr Sue Ruffey who facilitated teacher learning in the area of Values education. Teachers also undertook professional learning in Maths, focussing on the Maths Continuum and individualising student instruction to better meet student needs. This learning was facilitated by Sandra Knox, a Maths consultant and follow up support was provided by Keren Barro, a regional Maths Coach who worked in the school during semester 2.
- presentation of a Northern Region Education Excellence Award to our Business Manager, Pauline Zealley.
- continued and much appreciated support from a large number of parents in a variety of ways including classroom assistance, School Council or PFA membership, canteen assistance, attendance at camps, excursions, working bees, school functions etc.

2008 was a very productive and successful year. Well done everyone! We have a lot to be proud of at Glen Katherine ~ our students, our staff, special programs, our facilities and resources and the wonderful support that we receive from parents and friends of Glen Katherine.

Jill Ramsay

Student Progress & Achievements

Student Learning

What did we set out to do in 2008 and what did we achieve?

The 2008 one year targets in our Annual Implementation Plan were:

1. *To increase and sustain the proportion of students assessed above the expected level in reading, writing, number and mathematics by 5% in all areas – against the Victorian Essential Learning Standards (VELS.)*

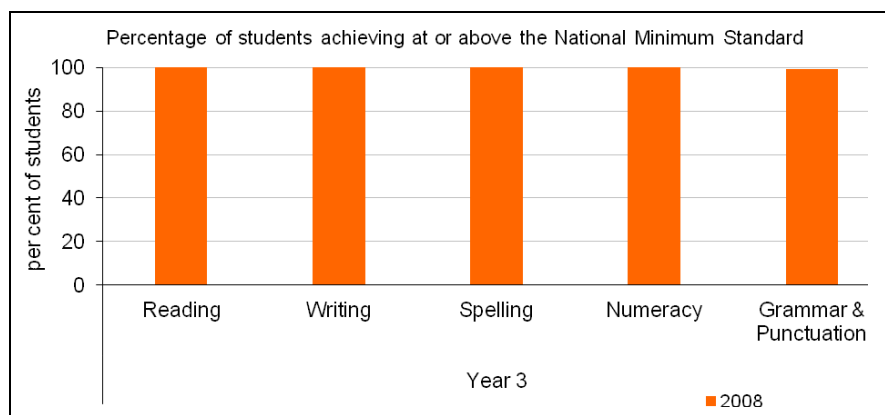
We achieved:

- In the Teacher Judgement against the Victorian Essential Learning Standards (VELS) Prep-6 combined results, the percentage improvement of all students **above the expected level** has shown the following growth:
 - *Reading scores have improved from 2007 from 33%-35%, in Writing improvement from 20%-23%, in Speaking and Listening from 12%-16%, in Number from 23% - 33% and in Measurement and Data from 12% - 16%.*
 - the percentage of students reaching Reading benchmark levels increased in Prep, was sustained in Grade 1 and increased in Grade 2.
 - Year P-2 Assessment of Reading data showed our students to be considerably above State benchmarks and very favourably compared to schools with similar profiles to our, especially in Years 1 and 2. The combined performance for the past three years in each of the Prep-2 levels has shown that we are working near the 80th percentile compared with other similar schools.
2. *To increase the school NAPLAN (National Assessment Program - Literacy and Numeracy) mean in Reading and Number as a SFO (Student Family Occupation) percentile by 5%.*

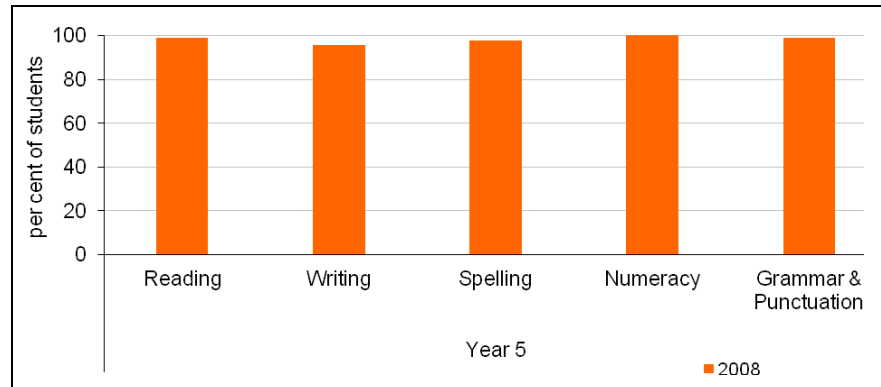
We achieved:

- Year 3 **Reading** results show that our school is working well within the expected range compared to school's similar to ours. 100% of students are working *at, or above*, the National Minimum Standard with 66% working above the typical Year 3 level. Our students' achievements compare favourably with children from schools with similar profiles to ours. (at the 87th percentile)
- Year 3 **Numeracy** results show that 100% of the group are working *at, or above*, the National Minimum Standard with 51% working above the typical Year 3 level. Our students' achievements are approaching levels commensurate with children from schools with similar profiles to ours. (at the 73rd percentile)

Percentage of students achieving at or above the National Minimum Standards –



Year 3 2008 results



Year 5 2008 results

The percentage of Year 5 students who, according to their NAPLAN results, were *at, or above*, the National Minimum Standard. This data is available from 2008.

- Year 5 Reading is within the expected range compared to school's similar to ours with 99% of students working at, or above, the National Minimum Standard and 40% working above the typical Year 5 level. Our students achievements compare favourably with children from schools with similar profiles to ours. (at the 81st percentile)
- Year 5 Numeracy scores indicate that 100% of the group are at, or above, the National Minimum Standard with 37% working above the typical Year 5 level. Our students achievements are approaching levels commensurate with children from schools with similar profiles to ours. (at the 77th percentile)

Comparisons with AIM data pre-2008 are unable to be made with the introduction of NAPLAN in May 2008.

3. *To improve the boys achievement measured by decreasing the difference in results between boy and girl cohorts - Target is to increase number of boys achieving above expected level by 20% ~ in NAPLAN*

We achieved:

In Reading:

- 60% Year 3 boys were working above expected levels against National Benchmarks in Reading compared with 71% of girls. (-11% difference)
- 37.5% Year 5 boys were working above expected levels against National Benchmarks in Reading compared with 45% of girls. (-7.5% difference)

In Writing:

- 47% Year 3 boys were working above expected levels against National Benchmarks in Writing compared with 82% of girls. (-35% difference)
- 30% Year 5 boys were working above expected levels against National Benchmarks in Writing compared with 41% of girls. (-11% difference)

In Numeracy:

- 68% Year 3 boys were working above expected levels against National Benchmarks in Numeracy compared with 53% of girls. (+15% difference)
- 39% Year 5 boys were working above expected levels against National Benchmarks in Numeracy compared with 32% of girls. (+7% difference)

These results will form the baseline data for this target. Comparisons with AIM data pre-2008 are unable to be made with the introduction of NAPLAN in May 2008. The biggest differences appear to be within the writing area in the Year 3.

What were our Key Improvement Strategies or Significant Activities and how did we go about implementing them?

- Participation in the Northern Metropolitan Region (NMR) Teaching and Learning Coach initiative having the support of Keren Barro

- providing individualised coaching support for teachers in identified areas in Mathematics in the Grade 3/4 team.
- Familiarisation and deepening of knowledge of VELs Standards and Progression Points especially in Mathematics and English P-6
 - Data improvement in Maths target area identified using the Mathematics Online Interview and (Victorian Curriculum & Assessment Authority) VCAA On Demand online adaptive tests in the Grade 3/4 area.
 - All teachers applying knowledge gained from standardised tests to differentiate teaching and assessment strategies, map student progress and develop a common understanding across teams, of the relevant progression points for their students in Literacy and Numeracy
 - Programs developed for targeted Special Needs ~ support and extension enabled many children to have broad, rich, learning experiences. Withdrawal BOOST Extension and Support Program and participation in GATEWAYS, Science Talent Search, Maths Olympiad, University of NSW Competitions, Tournament of the Minds and Maths Talent Quest.
 - Professional Development on Individualised Education Strategies in School PD Plan with particular emphasis on boys education.
 - Establishment of a Boys only grade in Grade 5 where the boy numbers in grade 5 were 56 to 31 girls.
 - Creation of a Boys Education Priority Group .

What worked, what did not and what did we learn?

- Having the model of a Teaching and Learning Coach working intensively across a team of teachers in the Grade 3/4 Area provided an exemplary model for enhancing staff teaching and learning opportunities and enabling programs to be differentiated to meet individual student learning needs.
- This model has been proposed as a future model across VELs levels for 2009 with the introduction of Leading Teachers acting as Teaching and Learning Leaders.
- Having Keren Barro able to continue her role as a Teaching and Learning Coach in Mathematics, moving into the Grade 5/6 Team in 2009 will assist in sustaining the initiative in 2009 once the funded initiative finishes.
- Broadening staff understanding of assessment tools has enabled staff to gain greater confidence and skill in planning and reporting techniques and greater correlation between teacher judgement of student performance and external judgement of performance.
- Staff understanding of the learning styles of boys and their needs has increased through the focussed work in the Boys Education Priority Group.

Student Engagement and Wellbeing

What did we set out to do in 2008 and what did we achieve?

The 2008 one year targets in our Annual Implementation Plan were:

4. *Raise the percentage ranks by 5% from the [Annual Student Attitudes to School Survey](#) in by end of year 2008 with special emphasis on boys*

We achieved:

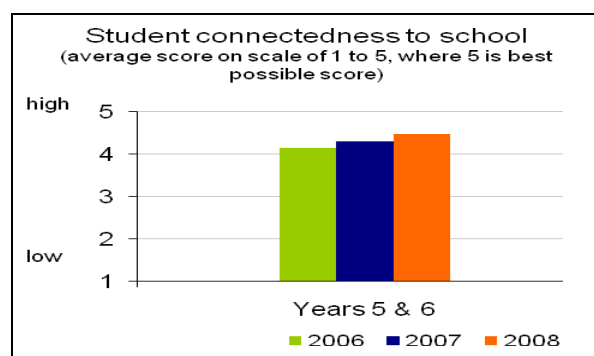
- It is very pleasing to see that student perception in all variables in Well-Being, Teaching and Learning and Student Relationships have all moved to the 75th percentile and above range in the combined 5-6 results in 2008 compared with all other schools.
- Student perceptions have shown 20%-30% improvement in their degree of feelings of positivity about school over the year in the Well-Being section.
- In their perceptions of Teacher Effectiveness, Teacher Empathy, Stimulating Learning, School Connectedness, Student Motivation and Learning Confidence, in the Teaching and Learning Section, student perceptions have shown 10% -35% improvements. They generally feel that their teachers deliver effective teaching in a planned and energetic way, that supports their individual needs, that develops their sense of belonging, confidence and achievement to a high degree.
- Student attitudes in the Student Relationships section in their Connection to Peers, Classroom Behaviour and Student Safety have improved by 18%-35%. Our children: feel socially connected and got along with their peers, are not disrupted in class because of disruptive children and generally feel safe from bullying and harassment.
- All boys results have improved and are nearly all in the 4th quartile in Grade 5/6 combined results.
- In Grade 5 Boys the lowest score was in Student Motivation on the 45th percentile. In Grade 6 Boys the lowest scores were in School Connectedness (51st Percentile) Learning Confidence (55th percentile) and Connectedness to Peers (55th percentile.)

5. *Raise the percentage ranks from the [Annual Student Attitudes to School Survey](#) on the Tracking Cohort Graph from Grade 5-6 in the 'School Connectedness' variable in the Teaching and Learning Section and the 'Connectedness to Peers' variable in the 'Student Relationships' Section by 10% by 2008.*

We achieved:

- 'School Connectedness' increased by 3% and 'Connectedness to Peers' increased by 18% on the Tracking Cohort Graph in the Attitudes To School Survey using Grade 5 2007 moving to Grade 6 2008 data. 'School Connectedness' has shown a positive improvement Trendline over the past three years

Students' school connectedness – Year 5 and 6 students were asked to what extent they agreed with each of the five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported.



6. Raise the percentage ranks from the Annual Parent Opinion Survey in the 'Student Engagement' and 'Student Behaviour' sections by 10% by 2008.

We achieved:

In the Parent Survey in the **Student Engagement Section** parent perception showed that:

- 'Connectedness To Peers' increased by 7%
- Perception on 'Student Motivation' dropped by 5%
- Perception on 'Social Skills' increased marginally by 3%
- School Connectedness dropped by 5%

The Student Engagement percentage ranks increased from 3%-7% across the section (an average of 5%)

In the **Student Behaviour Section** parent perception shows that:

- Parent perception on 'Student Safety' increased significantly from 2007-8 by about 20%
- Perception on 'Classroom Behaviour' increased marginally by 3%

The Student Behaviour Section scores increased by an average of 11.5%

The only variable that improved by 10% or more in these sections was the Student Safety Variable with its 20% improvement

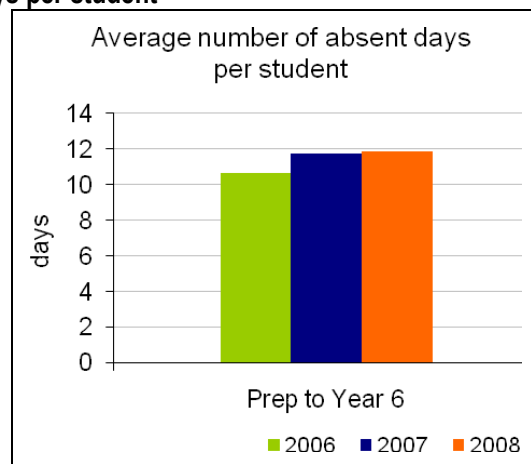
All of these variables have shown a positive improvement in 2008

7. A Communication Strategy will continue to be developed and parent perception in all 12 variables in the 'School Climate' section of the Annual Parent Opinion Survey will increase by an average of 10%.

We achieved:

- The 'School Climate' section performance in the Annual Parent Opinion Survey 2007 against state wide school means showed an average improvement of 9.1% over all the variables .
- 10 out of the 12 variables have shown improvement in 2008
- Parental Input has shown significant growth of about 25%
- General Satisfaction has had a 20% improvement yet sits around the 30th percentile compared to other schools .
- School Improvement and Extra Curricular have decreased from 2007-2008, however Extra Curricular is the 2nd highest variable in the survey.

Average number of absent days per student –



- The P-6 mean for number of days absent/student increased from 11.7 days in 2007 to 11.8 days in 2008, however it was still below the state mean of 13.4
- The school's student attendance means were below the state mean at all year levels.
- Scores in all grade levels were below state mean benchmarks.

What were our Key Improvement Strategies or Significant Activities and how did we go about implementing them?

- Eight new school values were identified through parent, student and staff consultation via the Values Committee to identify RESPECT~ Resilience, Excellence, Safety, Persistence, Encouragement, Creativity and Tolerance as our core values..
- An Artist In Residence was sought to create a sculpture with support from the Grade 3/4 students during art sessions over terms 2 and 3 to exemplify our new values at the front of the school.
- A Values Launch was initiated in November which enabled our values to be explained and shared across the whole school community.
- An external consultant Dr Sue Roffey worked on two occasions over the year with staff, students and parents on 'Rights, Relationships and Responsibilities' and guided the staff through the operation and importance of 'Circle Time'
- Staff Opinion of 'Student Misbehaviour' in the Annual Staff Opinion Survey from 2007-2008 improved by about 3% and perception on 'Classroom Misbehaviour" increased positively by around 7% over the year.

What worked, what did not and what did we learn?

- Student, parent and staff attitudes showed improved relative positivity in relation to attitudes to student and classroom behaviour; however, both staff and parent surveys reflected scores below the 25th percentile.
- Preparation was made for further ongoing support from Dr Roffey in 2009 and investigation of a values based approach to student behaviour management at the start of 2009 after her very successful staff and parent forums in 2008.
- Improving the Organisational Health of the school by revising the Performance Review process was targeted as a key improvement strategy to enhance student engagement by nurturing the development of a positive staff morale. All variables as measured on the Annual Staff Opinion Survey decreased from 2007-9 with the exception of 'Student Misbehaviour" and Classroom Misbehaviour" which increased by 35% and 7 % respectively. These trends are commensurate with the positive growth in student and parent perception in relation to student behaviour and relationships.

Student Pathways and Transitions

What did we set out to do in 2008 and what did we achieve?

The 2008 one year targets in our Annual Implementation Plan were:

1. *To improve and sustain the proportion of parents satisfied using our school specific parent transition survey from Kinder - Prep parents together with parents of children transferring into the school.*

We achieved:

The school continues to survey all new prep families with our results documented under 'Key Improvement Strategies'.

In our Specific Prep Transition Survey, we have met the target set of generally 90% satisfaction.

2. *To raise the "Transitions" variable in the School Climate Section of the Annual Parent Opinion Survey from the 'Needs Improving' Band further into the 'Developing Band.'*

We achieved:

In 2007 the school mean score in the "Transitions " variable was 5.37. This was slightly below State at 5.76.

In 2008 the school mean score in the "Transitions " variable was 5.52. This was slightly below State at 5.79.

From 2007 to 2008 the school improvement margin was from 5.37 to 5.52. This was an improvement of 0.15. This equated to a 10% improvement from 2007 to 2008.

What were our Key Improvement Strategies or Significant Activities and how did we go about implementing them?

In 2006, 2007 and 2008, a survey of Prep families was undertaken. Recommendations from the survey results were acted upon each year. The following 2 recommendations have been retained from 2006 through to 2008.

- Children attend school for five full days from the beginning of the year in favour of the shortened day for a specific period of time. Parents have the option to collect their children if and when necessary. Teachers have the option to recommend that students leave early if and when necessary.
- The school has maintained the four 'optional' after school orientation sessions during October for one hour.

Below are the responses to the 2008 **Specific Prep Parent Survey**. 92 parents were surveyed and 42 surveys were returned. This is slightly less than 50%.

Opinions	Strongly Agree	Moderately Agree	Don't Agree
1. Information to pre schools was comprehensive	31	4	(didn't attend kinder-1) (didn't answer- 1,1)
2. Information received during Education Week was comprehensive	26	8	(didn't attend – 4) (not answered 1,1)
3. School tours were effective and informative.	29	2	1 (didn't attend – 7) (didn't answer- 1)
4. Prep Information Evening was informative?	27	3	(didn't attend- 8) (didn't answer- 2)
5. Transition mornings in November were welcoming to both	39	1	

students and parents.			
6. Optional afternoon transition sessions during October helped to familiarise children with the school.	27	7	(did not attend- 4) (not answered - 2)
7. The availability of the Welcome Committee Parents provided additional opportunity to ask questions and feel welcome.	27	12	(didn't attend-1)
8. The easing into school process worked well for students and parents eg option of full days	29	7	4 (Prefer Wed off.- 5)
9. Communication during Transition/Orientation program was comprehensive	32	8	
10. Parents feeling welcome.	38	1	(NA- 1)
11. The February personal interview was valuable for information sharing.	36	2	2

Response to the components of the above Prep survey continues to be strong. Outcomes continue to be:

- Generally a very high level of satisfaction with communication about our programs, procedures and student opportunities prior to the children commencing school.
- Generally a very high level of satisfaction with individual and personal attention.

Secondary School Liaison

Meetings between the year 6 and 7 learning teams from both Glen Katherine Primary School and St. Helena Secondary College were held and joint activities discussed. This will continue to be developed in 2009.

Student Destination Data

Grade 6 Exit Student Destinations	2007 Exit Students	2008 Exit Students
St Helena Secondary College	99	87
Other State Secondary Schools	9	7
Catholic Schools	8	4
Private schools	6	9
Totals	122	107

What worked, what did not and what did we learn?

- Survey data was relevant and useful in guiding future planning
- Further surveys (for transitions from Grades 2 to 3, from Grades 4 to 5 and for incoming students from Grade 1 to Grade 6) would also provide useful planning data and should be developed and implemented in 2009

Future Directions

Student Learning Goals

- To increase and sustain the proportion of students assessed achieving above the expected level, in A & B categories, in Reading, Writing, Speaking and Listening, Number and Measurement, Chance and Data by a further **5%** on 2008 scores– against VELS by 2009.
- To increase the NAPLAN school mean against the SFO percentile range in 2009 in Number and Reading from baseline scores in 2008 by **5% -10%**.
- To further improve the performance of boys achieving above the expected level in Reading, Writing, Grammar & Punctuation and Numeracy in 2008 by **5%-10%** in 2009 in NAPLAN scores.

Student Learning Key Improvement Strategies

- Further enhance the consistency of teaching and learning through the further implementation of VELS across the school, specifically in Literacy and Numeracy.
- Implement the new DEECD E5 Instructional Model of Engagement, Exploration, Explanation, Elaboration and Evaluation as a means of further engaging students in their learning and enhance performance.
- Continue to use the 2008 model and use of a Teaching and Learning Coach working 0.4 with the Grade 5/6 Team in *Mathematics* building on work developed in the 3/4's in 2008.
- Designate 3x Leading Teaching Positions in P-2, 3/4 and 5/6 specifically to lead curriculum development across teams; LT's to be released in a 0.4 capacity to coach and mentor teachers in their teams building their disciplinary and pedagogical knowledge in *Literacy* and *Numeracy* into their repertoire of high quality teaching practices.
- To specifically re-visit the Early Years Model of curriculum implementation and Middle Years strategies.
- Support for teachers to utilise data effectively to inform curriculum planning and delivery and to monitor student learning
- Introduce school-based grade level Annual Implementation Plans (AIP's) to direct enhanced teaching and learning
- Further enhance Student Learning through broader integration of the Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning Strands of the Victorian Essential Learning Strands into our Integrated Inquiry Framework

Student Engagement and Wellbeing Goals

- To increase and sustain the proportion of student % ranks within the 4th quartile, (i.e. over the 75th percentile,) in the Grade 5/6 combined scores in the Attitudes to School Survey by end of 2009.
- Raise the percentage ranks from the Annual Student Attitudes to School Survey 2008 on the Tracking Cohort Graph from Grade 5-6 in the 'Student Motivation' variable in the Teaching and Learning Section and the 'Student Safety' variable in the Student Relationships Section by **15%** by 2009. (These are the lowest variables in the 2008 Grade 5 (boys/girls data.)
- Raise the percentage ranks scores in the 2008 Annual Parent Opinion Survey in the Student Behaviour and Student Engagement variables by **15%** moving further into the 2nd quartile by 2009.
- Raise the percentage ranks identified in the 2008 Annual Parent Opinion Survey in the School Climate, variables by a further **15%** moving further into the 2nd quartile by 2009.

Student Engagement and Wellbeing Key Improvement Strategies

Extend whole-school implementation of our new Vision and Values by:

- Whole school PD with continued PD with Dr Sue Roffey on a rights and responsibilities, values focussed school behaviour management approach
- Creation of a whole school unit "Being and Belonging" focussing on extending our Curriculum Organizer of 'Ourselves' and its associated 4 'throughlines'
- Introducing the concept of a Code of Cooperation for each grade, for staff and our community

- Continuing to investigate staff and parent forums

Student Pathways and Transitions Goals

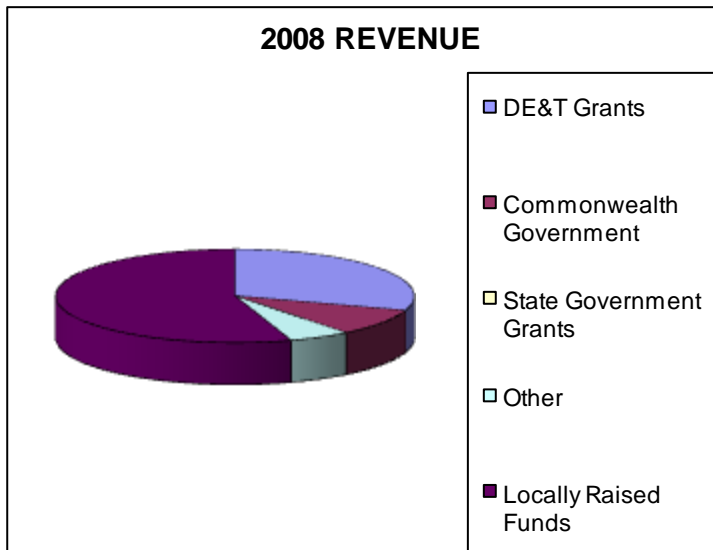
- To show **90%** satisfaction in parent perception of transition program for new families of Grade 1-6 students using a new Grade1-6 Survey 2009
- Raise the “Transitions” variable scores in the School Climate Section of the Annual Parent Opinion Survey 2008 by a further **15%** in 2009.

Student Pathways and Transitions Key Improvement Strategies

- Strengthen inter-year level (eg. P-2, 3/4 and 5/6) meetings for teachers to plan units of work together across the whole school, to ensure that teaching and learning approaches used in different year levels are sequential and complimentary.
- Planning Day schedule to reflect joint year level integrated unit development for *whole* school
- Create and implement a parent survey for new families Grade 1-6
- Develop a whole school transition program extending on from the Kinder – Prep and Year 6-7 focus.

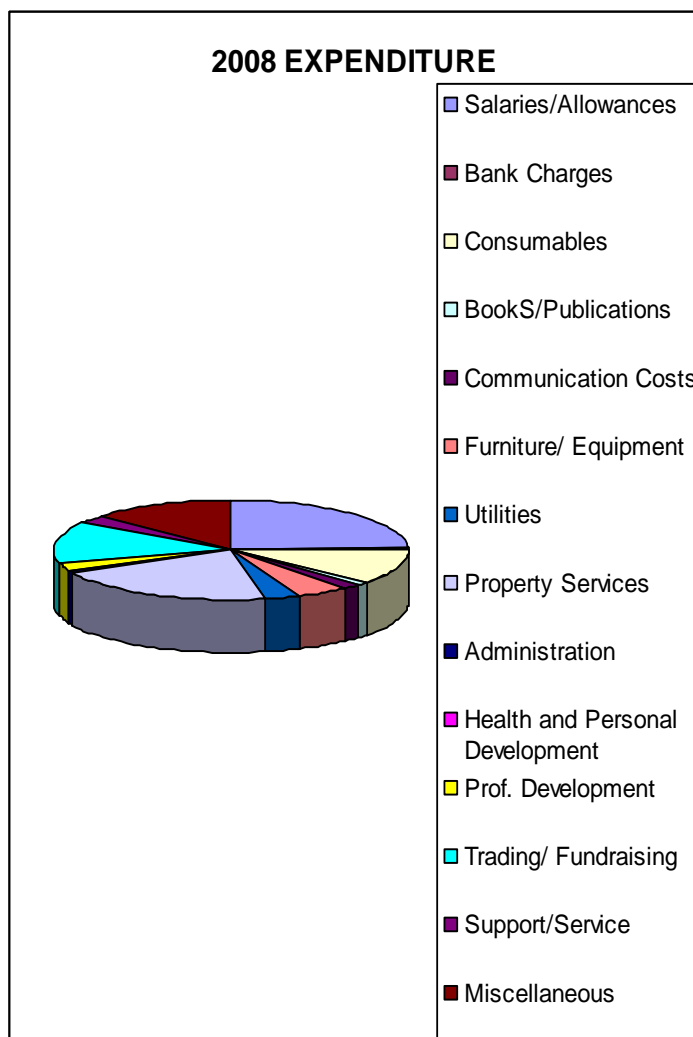
Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008		Financial Position as at 31st December, 2008	
Revenue	2008 Actual	Funds Available	2008 Actual
DE&T Grants	369,766	High Yield Investment Account	1,611.08
Commonwealth Government Grants	114,583	Official Account	12,634.64
State Government Grants	255	Other Bank Accounts(listed individually)	
Other	68,261	<i>Library Trust</i>	18,134.06
Locally Raised Funds	677,454	<i>Victorian Teachers Credit Union</i>	277,203.26
Total Operating Revenue	1,230,318	Total Funds Available	309,583.04
		Financial Commitments	2008 Actual
Expenditure		School Operating Reserve	185,298.16
Salaries and Allowances	309,167	Co-operative Bank Account	
Bank Charges	6,483	Assets or Equipment Replacement < 12 months	
Consumables	146,851	Revenue Received in Advance	124,284.88
Books and Publications	14,906	Building/Grounds including SMS < 12 months	
Communication Costs	20,546	Region /Clusters Funds/School Based Programs < 12 months	
Furniture and Equipment	62,003	Provision Accounts < 12 months	
Utilities	43,177	Repayable to DEECD	
Property Services	261,943	Other Recurrent Expenditure (Accounts Payable)	
Travel and Subsistence		Assets or Equipment Replacement > 12 months	
Motor Vehicle Expenses		Building/Grounds including SMS > 12 months	
Administration	11,652	Region /Clusters Funds/School Based Programs > 12 months	
Health and Personal Development	649	Provision Accounts > 12 months	
Professional Development	31,709	Co-operative loan >12 months	
Trading and Fundraising	171,982	Beneficiary/Memorial Accounts	
Support/Service	34,066	Total Financial Commitments	309,583.04
Miscellaneous	168,048		
Total Operating Expenditure	1,283,183		
Net Operating Deficit	52,864		
Capital Expenditure	46,453		
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package			



- Commonwealth Government grants include before and after school care grants
- Other includes Reimbursements, Bank Interest and ATO Refunds
- Locally raised funds include subject contributions and donations made by parents, fundraising activities, commission, camps and excursions, trading operations (canteen, uniform, book club) and before and after school care fees paid by parents.

Expenditure



- The salaries and allowance expenses include salaries for before and aftercare staff, canteen staff, casual relief teaching and the associated on costs, superannuation and Workcover.
- Consumables include costs associated with office and teacher requisites, class materials, photocopying, printing and computer software.
- Communication Costs include postage, telephone and internet
- Property services include security, safety & fire prevention, sanitation, contract cleaning, refuse & garbage, building works and ground works.
- Administration includes advertising, insurance, affiliations, freight and police checks.
- Health & Personal development includes First aid costs
- Support/Services includes technical support

Financial Performance for the year ending 31st December, 2008

The 2008 year resulted in an operating deficit of \$52,864. This is mainly due to additional revenue of \$95,800 being carried forward from 2007 to support the 2008 budget expenditure which is not reflected in the 2008 revenue received.

Significantly 65% of the revenue received in 2008 was from locally raised funds. The range of contributions from the parent community support the school in delivering quality educational opportunities to our children and the effective and efficient delivery of the schools goals and priorities.

State Government Grants received in 2008 included ICT \$5,213, Teaching & Learning Coach \$956 and Planned Maintenance Grant of \$4,926. A Community Water Grant of \$45,159 was received from the Commonwealth Government.

Our hardworking PFA provided funding of \$17,705. 2008 being a non fair year the major fundraiser was the chocolate drive generating a profit of \$13,030. The PFA through their significant efforts make a major contribution to our schools financial position.

Additional expenditure in the salaries & allowances is due to the change in leadership profile during term 4 which resulted in the employment of additional casual relief teachers to back fill the short fall. This additional spending was reconciled against the Schools Resource Package.

Additional expenditure in the property services was as a result of the purchase of new playground equipment for the prep and grade 6 areas, the expenditure of the water grant received in 2008 which provided a changeover to dual flush toilets and the installation of a water tank to feed the grade 3 /4 toilet block and the part replacement of the fencing adjacent to the neighbours with the finalisation to be completed early 2009.

There was a reduction from the expenditure in 2007 for professional development due to the finalisation in 2007 of the 3 year Innovations and Excellence funding.

Financial Position as at 31st December, 2007

The \$309,583 held in the schools bank accounts at the 31st December 2007 includes an amount of \$164,100 received in late 2008 as payments for the 2009 school charges and grade 6 camp deposits. It also includes \$72,500 cf from 2008 for 2009 commitments such as funds received in advance for our Year Round Care Program, (\$4,600), entitlement leave provisions for Year Round Care and Canteen (\$15,650), Community water grant \$9,200, Fencing grant (\$6,000), Network Funds (\$1,700) SRP Reconciliation Funds (\$20,000) Staff Funds (\$9,900) and miscellaneous expenditure (\$7,050) as well as \$96,500 carried forward to support the 2009 program budget expenditure.

\$277,200 of the bank account balances is invested in the Victorian Teachers Credit Union optimising the interest earned during the year. The VTCU funds are invested for a six month period; interest reviewed and rolled over on maturity date. Interest rate for the first 6 months was 7.2% and 8.0% for the second half of the year. The High Yield Investment funds are at call and are used as needed to manage the day to day cash flow needs during the year. The balance is held in the Official Account & Library Trust Accounts to support the daily operations of the school. Interest earned in 2007 was \$39,121.

School Contact Information

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