

# 2017 Annual Report to the School Community



School Name: Glen Katherine Primary School

School Number: 5260

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





## About Our School

### School Context

#### VISION

*Children, Teachers, Parents: A partnership for the future*

As a school community, we work together to empower students to become lifelong learners who embrace their future confidently and contribute successfully as global citizens.

#### PURPOSE

By placing the child at the centre of all that we do, we ensure a focused and committed effort, enabling each child to feel valued, safe, supported and successful. Our differentiated learning programs aim to challenge learners and stimulate their interest and curiosity. In developing their knowledge, skills, understandings, positive behaviours and attitudes, we equip each child with the confidence and capacity to succeed in a globalized world.

#### SCHOOL PROFILE

Glen Katherine Primary School is located in Eltham North, mid-way between Eltham and Diamond Creek. The school was established in 1988 and families in attendance are drawn primarily from Eltham, Eltham North, Diamond Creek, Greensborough, and Plenty. Strong links with the local kindergartens and St Helena Secondary College ensure a smooth transition process into and beyond GK. The school's enrolment sits in the high 500 range. We provide a friendly, welcoming and caring environment to all who enrol at GK. Glen Katherine is not zoned, so enrolments at this stage are not capped.

#### FACILITIES AND LEARNING ENVIRONMENT

The learning environment, including buildings and grounds, provides an important foundation for learning to occur. At GK, we take pride in the school environment and work to continually improve it as has been evidenced over recent years.

There are 16 permanent classrooms, 8 relocatable classrooms plus 3 school owned spaces (GK Kitchen, Science room and Facilities store). The school's facilities include modern, carpeted, air-conditioned/heated teaching spaces, a large library, specialist art, science, and performing art rooms, and an activity based Out of School Hours Program which includes vacation, Curriculum Day and Prep care. The extensive well-planned grounds provide both active and passive activity zones including: a full sized gymnasium, a shared full size, competition soccer pitch, running track and multi-use courts within, hard courts, two synthetic surface tennis courts and adventure playgrounds. The Science precinct includes a dedicated classroom and environmental area called the GK Gully. In 2011, the school was announced by the state government as a specialist school in Science and Sustainability. Shade sails, a gazebo, a large, curved roof shade structure over a central courtyard and long verandas give children ample shaded play and quiet activity spaces. A multipurpose building (MPB) provides a modern space for Performing Arts, Visual Art as well as a half-sized gym which is used for PE, grade activities, visiting presenters, PFA functions etc. A functional kitchen and additional multipurpose space also provides a magnificent area for our Out of School Hours Care program (7am-8.40am; 3pm-6.30pm and vacation care program). The MPB is in use from 7am-6.30pm for 48 weeks of the year.

Glen Katherine is a joint member of the St Helena Sports Precinct team which has been lobbying with other community stakeholders for improvement of the joint school's sporting facilities (St Helena SC and GK). Our sporting facilities are used by students daily and are available to be used by the broader community out of hours.

#### STAFF

Our leadership structure consists of Principal, Assistant Principal and Student Engagement & Wellbeing Leader. The leadership team is supported by a Curriculum School Improvement Team (SIT) and Student Management Team (SMT) who lead professional learning teams. Our professional learning teams comprise a well balanced mix of less experienced to very experienced teachers. There are Education Support personnel in the office, library, a Business Manager, a trained First Aid Officer, ICT technicians, Integration Aides, Out of School Hours Care Coordinator and assistants and Canteen manager.

#### CURRICULUM

The Victorian Curriculum guides all teaching and learning programs at Glen Katherine with English and Mathematics the core in developing literate students. Other curriculum focus includes Science, Performing Arts, Visual Art, Health & PE, Technology (including food technology), History, Geography, Economics and Information and Communication Technology. Developing a strong sense of self and equipping our students with social and emotional skills that strengthen their approach to learning is a priority at GK. Our teaching and learning is built on a foundation of comprehensive and consistent skill development in resilience and self and social management across the school. Learning can only occur if a student feels safe and empowered to do so – our curriculum focus ensures this is key. Students have ready access to computers/notebooks and Ipads, with a focus on teaching skills in multi-platform technology. Year 5 & 6 students participate in a Bring Your Own iPad program, developing fundamental skills for transfer to secondary education. Extra-curricular activities and programs include:- Interschool Sport; Choir; Camps and Excursions Program; Gully Club; Buddies; Junior School Council; Student Leadership Program including School Captains, House leaders, Arts leaders, Peer Mediation leaders, STEM & Green Team leaders, Community leaders and Academic Leaders ; Premier's Reading Challenge; a Years 1, 2 & 5 Production (every 2nd year). Instrumental and vocal tuition are also available.

#### CURRICULUM LEADERSHIP

The Curriculum SIT leaders leads curriculum and staff development along with our Assistant Principal. We strategically build teacher capacity and to improve clarity in curriculum planning, implementation and review as well as to reduce inconsistencies and potential misconceptions across P-6. Strong curriculum leadership improves curriculum documentation, curriculum implementation and teacher practice, all of which result in improvements to student achievement.

#### PARENTS

Parent participation and support is recognised as being essential to the continuing success of the school. Student learning is greatly enhanced when the home/school relationship is strong and connected. Contact with parents is primarily through:- the fortnightly



'Linkletter'; our school website; Qkr & Skoolbag apps; information evenings; parent bulletins; reporting program; direct teacher/parent contact; and through involvement on School Council, Parents and Friends Association and the Grade Communicator Program. Parent assistance in a broad range of school programs including classroom assistance is highly valued and encouraged.

**IN SUMMARY**

Overall, Glen Katherine is a school characterised by excellence, enthusiasm, goodwill, commitment and ongoing improvement. Whilst it is a school that is proud of its traditions and achievements, at the same time, it continues to be committed to ongoing improvement in order to provide the best possible learning environment and educational opportunities and outcomes for all students.

**Framework for Improving Student Outcomes (FISO)**

The FISO Priority *'Excellence in Teaching and Learning'* provided the core focus for school improvement goals in 2017. The **Curriculum Planning** Initiative guided our action of implementing a new approach to Literacy, with the implementation of VCOP Writing and a comprehensive Spelling and Word Study Scope & Sequence running parallel to this. Phonics and Phonemic Awareness continuums within the scope and sequence address core reading development needs for all students in writing and reading but particularly with struggling readers. Developing a guaranteed and viable curriculum – what we teach – has been the core focus of all staff so that we can transfer this knowledge to strong instructional practice. 2018 will see this strategic intent captured in our focus on the following FISO initiative: *'Building Practice Excellence'* and the dimensions: *'Evidence-based High Impact Strategies'* and *'Evaluating Impact of Learning'*. Building from 2016, 'Positive Climate for Learning' focus saw the implementation of student voice and agency through the Year 6 IMPACT Leadership program and participation in the SOAR – racism no way surveys 4-6. The SEL framework continued to be developed with full structured implementation occurring in 2018.

**Achievement**

GK is focused on continuous improvement in student outcomes, with the aim of all students exceeding their potential. Our 2017 achievement summary indicates significant progress in shifting student outcomes, particularly when comparing previous learning gain from Year 3 to Year 5. Our 2017 Year 3 and 5 cohorts demonstrated steady increase in achievement within NAPLAN Reading and Numeracy top three bands. This is aligned to Similar Schools Comparison data. Particularly pleasing is the significant shift in learning gain when comparing the relative growth of students from 2015 to 2017 in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. Compared to 2016, significant shift has occurred in moving more students into the top 25% (High) learning gain in all learning domains, particularly Reading and Grammar and Punctuation. This has also occurred in the middle 50% (Medium) learning gain with positive shifts in all, particularly Numeracy and Writing – key strategic foci over previous years. Significant reduction in learning gain in the bottom 25% (Low) supports our intent to address the need to 'close the gap' for below standard achievement, again with noticeable reduction in Reading, Numeracy and Writing. Our Teacher judgements remain stable however continual evaluation of impact of teaching may see this shift.

**Engagement**

Our F-6 student attendance rate averages between 93%-94% which is below the state median. A number of families continue to take holidays during school term which contributes to the number of absences and increases the school mean. Also, a small number of students continue to have significantly higher absences in 2017 which further affects the school's F-6 mean. Promoting the importance of regular attendance and maintaining contact with parents of students with attendance irregularities will continue to be key strategies aimed at improving attendance and reducing what has been an upward trend of the school mean. A comprehensive pre-school to Foundation program continues to enable a smooth transition to school and engages present and new family into the GK community comprehensively. Transitions from Yr6 to Yr7 remain strong with very strong relationships building with many network secondary schools, enabling parent and student support to build. New students and families to GK throughout the year remain a key focus, with the development of a more structured support program on our agenda which includes regular communication with both student and parents. Student voice as a means of engagement was focused strongly in 2017 with Junior School Council, IMPACT Student Leadership and School Captain participation being more visible. 2018 will continue to build agency for student voice and school engagement.



## Wellbeing

The 2017 Attitudes to School Survey included our Year 4 cohort for the first time. As a result, our sample group is larger and trend data from previous years is not available. The new indicators 'Sense of Connectedness' and 'Management of Bullying' provide strong student voice on which to frame future school improvement initiatives and focus. While our Yr4-6 student responses are similar to other 'alike' schools, the percentage of positive responses (agree or strongly agree) is slightly lower than the Victorian median in both sense of connectedness and management of bullying. Developing a preventative SEL program, implementing this throughout every classroom and embedding it as part of our GK culture has been, and will continue to be, a targeted approach improving student connect and feeling of safety. Strong classroom learning cultures that allow safe and friendly connection remains a priority. 2018 focuses on fully implementing the SEL framework, aligned to our school values, as well as explicitly educating students and families about bullying – what it is, what it isn't and approaches and strategies to address any form of bullying when seen or experienced.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 571 students were enrolled at this school in 2017, 292 female and 279 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Lower</p> <p> Similar</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>62%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>61%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>55%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>43%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	54%	22%	Numeracy	13%	62%	25%	Writing	21%	61%	18%	Spelling	28%	55%	16%	Grammar and Punctuation	21%	43%	36%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1005"> <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>92 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	93 %	93 %	95 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	93 %	93 %	95 %	93 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

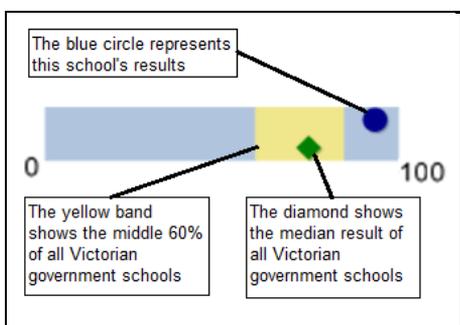
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

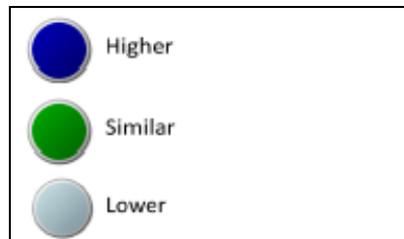


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



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

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



## Financial Performance and Position

### Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,997,358	High Yield Investment Account	\$213,781
Government Provided DET Grants	\$437,428	Official Account	\$84,674
Government Grants Commonwealth	\$159,361	Other Accounts	\$302,614
Revenue Other	\$50,563	<b>Total Funds Available</b>	<b>\$601,069</b>
Locally Raised Funds	\$790,216		
<b>Total Operating Revenue</b>	<b>\$5,434,926</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$15,847		
<b>Equity Total</b>	<b>\$15,847</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,860,724	Operating Reserve	\$194,754
Books & Publications	\$1,735	Asset/Equipment Replacement < 12 months	\$100,000
Communication Costs	\$11,681	Capital - Buildings/Grounds incl SMS<12 months	\$75,000
Consumables	\$135,111	Maintenance - Buildings/Grounds incl SMS<12 months	\$46,049
Miscellaneous Expense <sup>3</sup>	\$238,858	Revenue Received in Advance	\$157,134
Professional Development	\$28,034	School Based Programs	\$12,000
Property and Equipment Services	\$318,068	Other recurrent expenditure	\$16,132
Salaries & Allowances <sup>4</sup>	\$511,614	<b>Total Financial Commitments</b>	<b>\$601,069</b>
Trading & Fundraising	\$139,409		
Utilities	\$45,342		
<b>Total Operating Expenditure</b>	<b>\$5,290,577</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$144,350</b>		
<b>Asset Acquisitions</b>	<b>\$18,668</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*



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. 2017 resulted in a surplus of \$144,350 due to an increase in student numbers & sound management of staff salaries and the SRP in 2017. The Govt provided DET grants which included \$428,516 for the quarterly term grants and \$4554 for the CSEF. The Commonwealth Grants included \$156,661 for the OHSC Program. Locally raised funds included \$204,507 for Camps & Excursions, \$243,950 from OHSC Fees. Our Trading Operations raised \$141,445 which includes Canteen & Uniform. The PFA had another great year raising \$12,531 in profit which assisted us in purchasing some much needed outdoor seating for use by students and GK community.