

2022 Annual Report to the School Community

School Name: Glen Katherine Primary School (5260)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 April 2023 at 05:00 PM by Gerard Fay (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2023 at 08:57 AM by Chris Cunliffe (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

At Glen Katherine Primary School, we are committed to a whole child approach to education by ensuring all students feel safe, valued, and included, so that they can learn effectively and reach their full potential. Our VISION is - Students, Staff, Families: A partnership for the future. As a school community, we work together to empower students to become confident about who they are and the positive impact they can have individually and collectively. Our aim is for every child to develop knowledge, skills, character and learning qualities that evoke a passion for lifelong learning, equipping them to engage and contribute fully in the 21st Century world. Our PURPOSE is - 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, character and learning qualities, we equip each child with the confidence and capacity to succeed in the 21st Century world. Glen Katherine Primary School is 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 PS is a zoned school, however enrolments are not a capacity as yet. The learning environment, including buildings and grounds, provides an important foundation for learning to occur. At Glen Katherine PS, we take pride in the school environment and work to continually improve it. 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 room, science laboratory, performing art room, mandarin room, and an activity based Out of School Hours Program which includes holiday and curriculum day care. The extensive and well-planned school grounds provide both active and passive activity zones including: a full-sized gymnasium, a shared full size synthetic soccer pitch, running track, multi-use courts, hard courts, two synthetic surface tennis courts and multiple adventure playgrounds. The science precinct includes a dedicated classroom and environmental area called the GK Gully. 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 - used for PE, class activities, PMP, visiting presenters, PFA functions etc. A functional kitchen and additional multipurpose space also provide magnificent areas for our Out of School Hours Care program (7am-8.40am; 3pm-6.30pm and holiday care program). Glen Katherine PS is a joint member of the St Helena Sports Precinct team. This team successfully lobbied for the construction of a million-dollar international grade soccer pitch, now in daily use including for weekend competitions. Our sporting facilities are used by students daily and are available to be used by the broader community out of hours. Our STAFF - Our Executive team consists of Principal, Assistant Principal (Welfare & Wellbeing) supported by one Leading Teacher and two Learning Specialists. The School Improvement Team (SIT) drives the AIP (Annual Implementation Plan), which is made up of our executive team and sub school team leaders. The SIT leaders lead curriculum and staff development. 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. Operation and Wellbeing Leaders (OWL) work with our Assistant Principal (Welfare & Wellbeing) supporting teams with student and staff wellbeing concerns. Our sub school teams comprise a well-balanced mix of graduate to experienced teachers. There are Education Support personnel in the office, a Business Manager, a trained First Aid Officer, an ICT technician, Integration Aides, Out of School Hours Care Coordinator and assistants, Maintenance Manager, and a Canteen manager. The CURRICULUM and our STUDENTS- The Victorian Curriculum guides all teaching and learning programs at Glen Katherine PS with English and Mathematics the core in developing literate students. Other curriculum foci include Science, Visual Art, Health (SEL) & PE, Technology (including food technology), Mandarin (LOTE), History, Geography, Economics and Information and Communication Technology. Developing a strong sense of self and equipping our students with social and emotional skills (SEL) that strengthen their approach to learning is a priority at Glen Katherine PS. Our teaching and learning strategies are 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 4-6 students participate in a Bring Your Own Device (BYOD) program, developing fundamental skills for transfer to secondary education. Extra-curricular activities and programs include: - Interschool Sport, Choir, Lunchtime Clubs, School Performances, School Band, Sporting Carnivals, Camps and Excursions Program, Gully Club, Buddies, Junior School Council, Student Leadership Program including School Captains, House leaders, Arts leaders, STEM Team leaders and Community Spirit leaders, the annual Premier's Reading Challenge, Instrumental and vocal tuition are also available. Our FAMILIES - Family participation and support are 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 families is primarily through: the fortnightly

'Linkletter', our school website, Qkr & COMPASS apps, information evenings, reporting program, direct teacher/parent contact, and through involvement on School Council, Parents and Friends Association and the Grade Communicator Program. Family assistance in a broad range of school programs including classroom assistance is highly valued and encouraged. 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 to provide the best possible learning environment and educational opportunities and outcomes for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school community looked forward to an uninterrupted school year with all students and staff onsite for face-to-face learning. The school also undertook the school review process during term 2 – providing a platform to acknowledge the achievements of the last 4 years and setting targets for the next four. In 2022, Glen Katherine Primary School followed DET's expectations of 2 state-wide Victorian priorities in schools- Learning and Wellbeing. Some of our students thrived in the remote learning environment, others maintained their learning progress, and some needed extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We supported each student at their point of need and in line with FISO. The school aimed to achieve 3 Key Improvement Strategies and 13 targets through the implementation of 11 professional learning activities across the year. With the stabilisation of leadership, targets and actions were specific and aligned with a new school direction. Our targeted areas demonstrated emerging and evolving. We did this by reviewing and targeting our professional learning processes, being flexible and accommodating to the needs of the students and families, still providing structure to staff for professional development and leadership opportunities and regularly collecting feedback from the school community. The school employed a literacy learning specialist and a numeracy learning specialist to lead improved and consistent teaching and learning across the school to address NAPLAN results including the introduction of a phonetics program for all year levels.

Wellbeing

2022 allowed the school to re-establish the various Social and Emotional Learning programs offered face-to-face at school. Wellbeing continued to be a priority area with a focus on student, staff and family wellbeing. Increased communications practices continued to be implemented, providing more regular contact with families, including the introduction of positive behaviour awards via Compass. 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. Year 4 to 6 student attitude to school survey results in 2022 highlighted Sense of Connectedness at 89%, higher than similar schools and state averages. Student survey results on Management of Bullying has a positive result at 86%, also above similar school and state averages. Student voice as a means of engagement returned in 2022 with Junior School Council, Student Leadership and School Captain programs.

Our Yr4-6 student responses were higher than other 'like' schools, a positive endorsement to the programs being offered by the school. 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.

Engagement

Our F-6 student attendance rate averages between 89-92% with the average number of absence days at 18.7, which is below the state median of 23.3 days. School attendance fluctuated in 2022 and an increase in absence was associated with the remnants of COVID and varying government guidelines and regulations. The school also saw an increase in family holidays during teaching weeks as restrictions were relaxed. 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.

Other highlights from the school year

- * Camps returned for Middle and Senior Schools.
 - * Interschool Sports returned.
 - * Numerous sports teams made regional and state finals.
 - * End of year celebrations returned.
 - * Audience attended graduation restarted.
 - * Combined programs involving GKPS and St Helena Secondary students were established.
 - * School music band was established.
 - * Performing Arts returned as a specialist subject.
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Financial performance

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. The Financial Performance and Position Report shows an end of year deficit of \$150,890. This deficit was accumulated due to the School Council managing a local level before and after school care program and the school canteen, wages being the main item incurring the deficit, with income impacted due to COVID. By the end of the calendar year, with staffing adjustments, the original deficit reduced to under \$200,000. Note: income from the OSHC program and the canteen was held in the 'cash' account of the school, offsetting some of the deficit. Through strategic management, there will be a focus of returning the accounts to surplus. In 2023, the school has been allocated \$80,000 towards the new graduate initiative program; and \$98,000 to employ tutors (full time for 40 weeks). The school was successful in gaining funding to be a greener government building, and had 49kws of solar panels installed in December 2022.

For more detailed information regarding our school please visit our website at
<https://www.glenkps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 564 students were enrolled at this school in 2022, 283 female and 281 male.

4 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

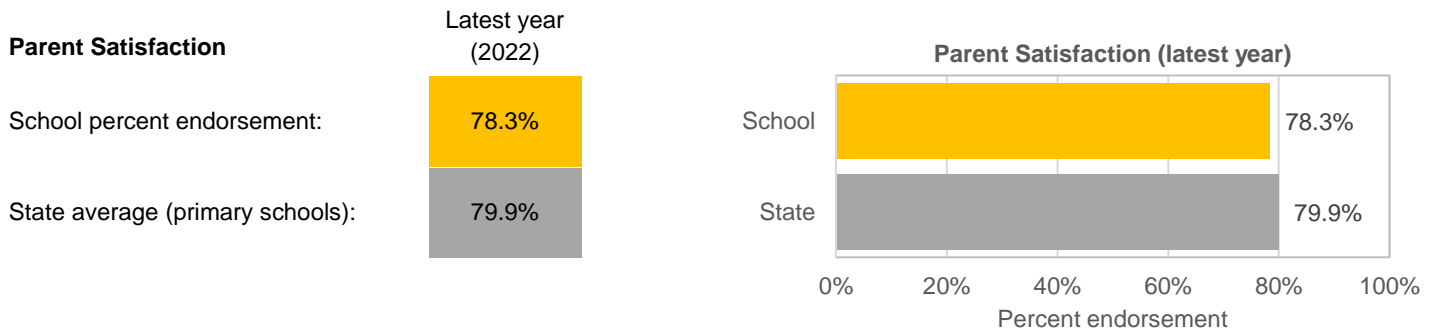
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

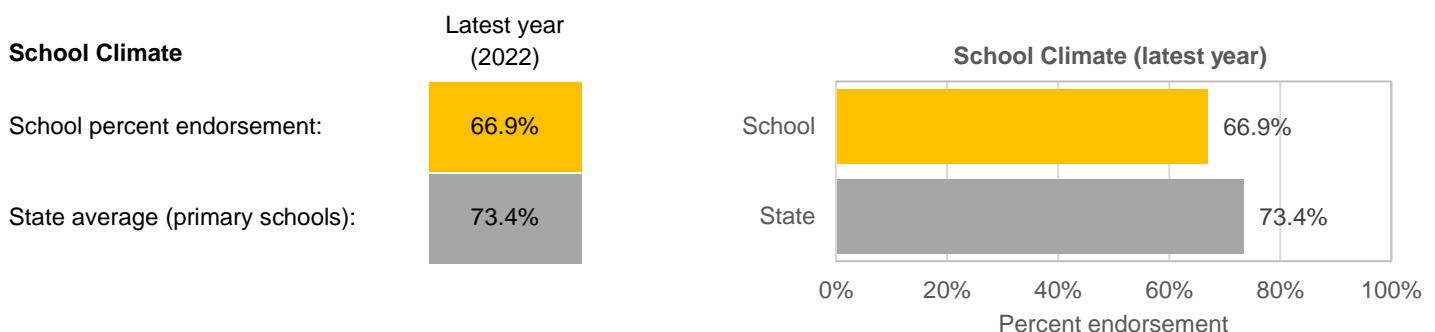


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

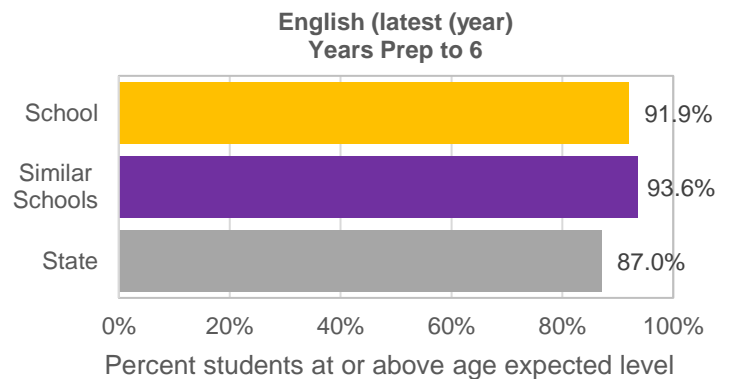
91.9%

Similar Schools average:

93.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

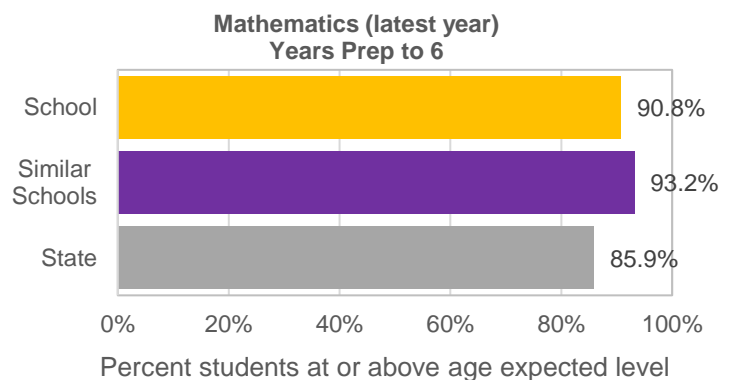
90.8%

Similar Schools average:

93.2%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

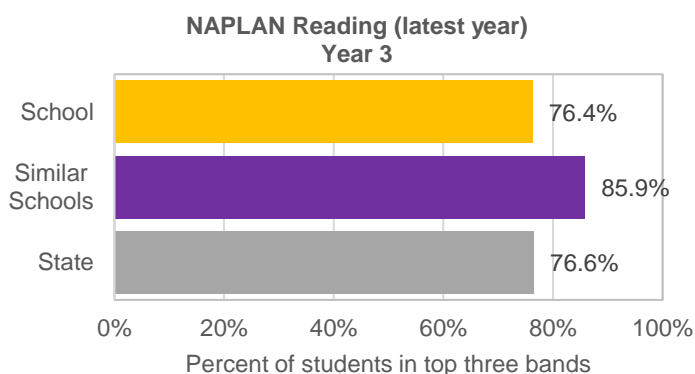
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

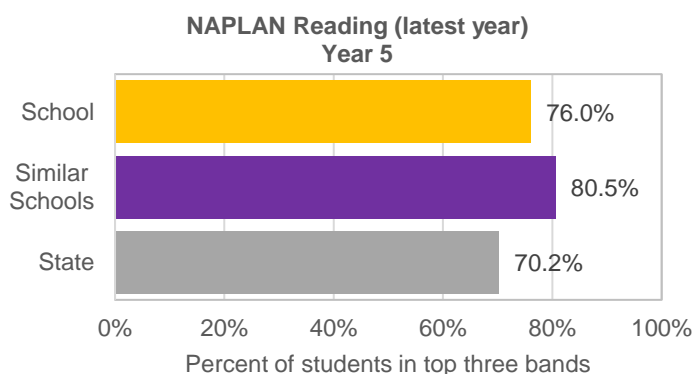
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.4%	80.8%
Similar Schools average:	85.9%	86.2%
State average:	76.6%	76.6%



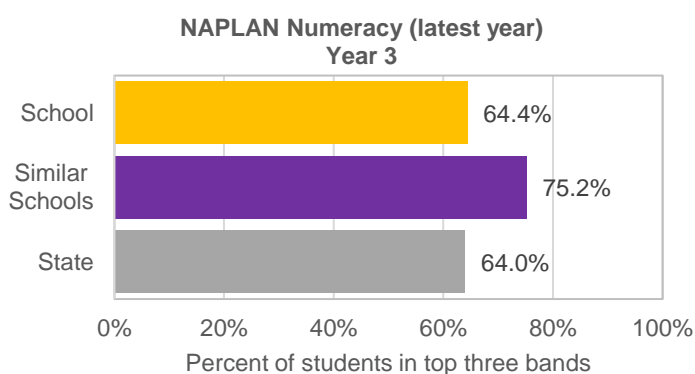
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.0%	75.8%
Similar Schools average:	80.5%	80.0%
State average:	70.2%	69.5%



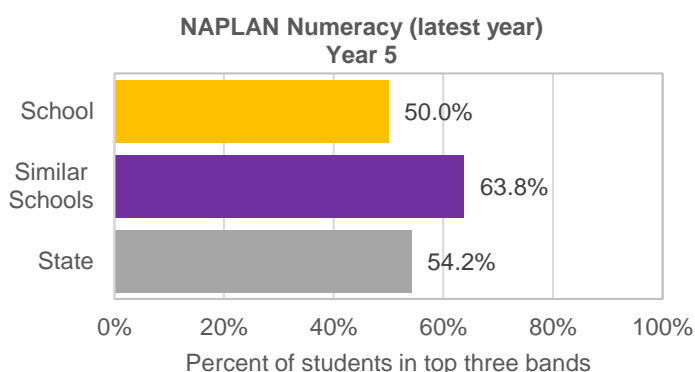
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.4%	63.6%
Similar Schools average:	75.2%	78.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	60.9%
Similar Schools average:	63.8%	68.5%
State average:	54.2%	58.8%



WELLBEING

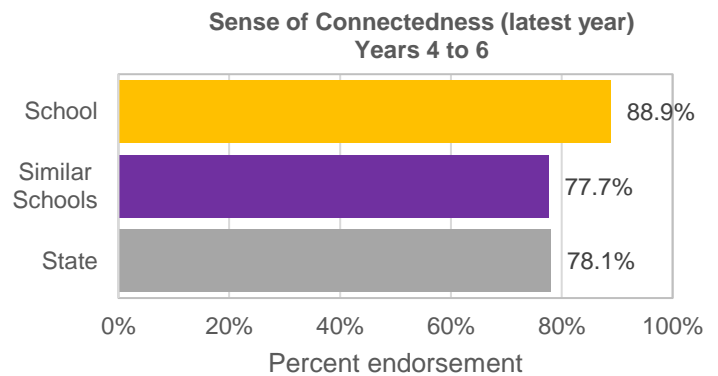
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.9%	84.5%
Similar Schools average:	77.7%	79.9%
State average:	78.1%	79.5%

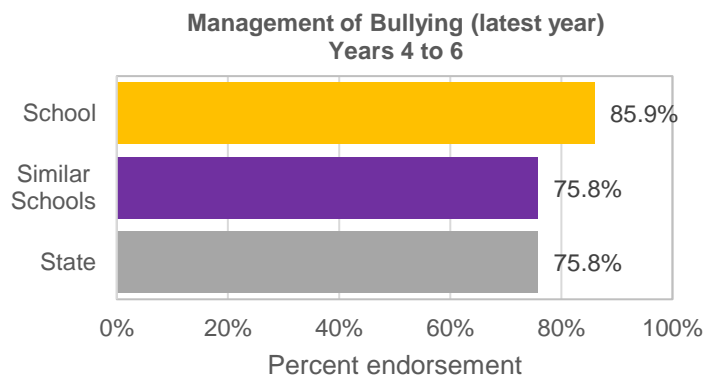


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.9%	84.1%
Similar Schools average:	75.8%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

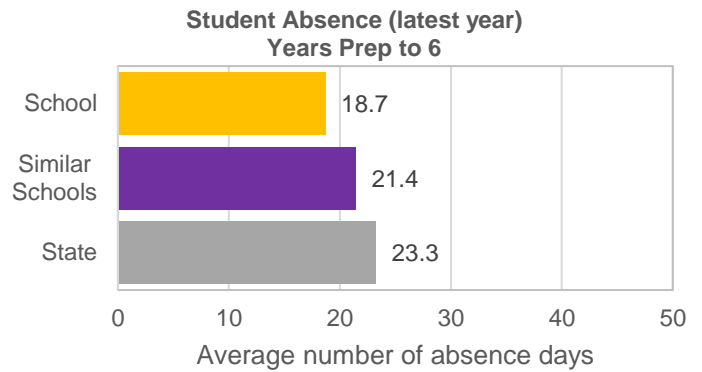
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.7	14.0
Similar Schools average:	21.4	14.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	91%	92%	90%	90%	89%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,870,474
Government Provided DET Grants	\$338,944
Government Grants Commonwealth	\$187,276
Government Grants State	\$87,295
Revenue Other	\$26,572
Locally Raised Funds	\$700,196
Capital Grants	\$0
Total Operating Revenue	\$6,210,757

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,673
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,673

Expenditure	Actual
Student Resource Package ²	\$4,938,055
Adjustments	\$0
Books & Publications	\$539
Camps/Excursions/Activities	\$218,830
Communication Costs	\$7,302
Consumables	\$67,100
Miscellaneous Expense ³	\$67,533
Professional Development	\$35,897
Equipment/Maintenance/Hire	\$101,185
Property Services	\$129,686
Salaries & Allowances ⁴	\$580,404
Support Services	\$79,827
Trading & Fundraising	\$93,612
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,678
Total Operating Expenditure	\$6,361,647
Net Operating Surplus/-Deficit	(\$150,890)
Asset Acquisitions	\$19,560

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

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$216,147
Official Account	\$17,728
Other Accounts	\$687
Total Funds Available	\$234,562

Financial Commitments	Actual
Operating Reserve	\$217,283
Other Recurrent Expenditure	\$13,853
Provision Accounts	\$55,631
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$286,766

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.