

2017 Annual Report to the School Community



School Name: Katandra West Primary School

School Number: 4401



- 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 Regulation 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 2017 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 30 April 2018 at 12:28 PM by Marcia Waters (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 31 May 2018 at 11:26 AM by Paul Harry (School Council President)



About Our School

School Context

Katandra West is a small community approximately 25 kilometres north of Shepparton. Once serving the families of a predominantly dairying community, long lasting effects of drought and cheaper housing has seen the demographics of the community changing. To date this has had little effect on the SFOE which sits at 0.43, but teachers are reporting that some students arriving at the school have greater needs both socially and academically. There are currently 73 students (2018) and the school faces the happy prospect of a stable enrolment in the years ahead.

Currently there is a principal, four full time teaching staff. Part-time and visiting teachers add to the specialist curriculum of Italian, Music, STEM, Art, and Library. The school is well maintained with space to spare. The BER building houses two classes (Year F/1 and Year 2/3) and includes the library and withdrawal rooms. The Year 4/5 and Year 5/6 classes occupy two of the classrooms in the original wing with immediate access to the Italian room, Music room and a fully equipped Computer/STEM Lab.

Katandra West believes that the success of each child is the result of a partnership between students, staff, parents and the local community. Katandra West is part of the Shepparton Small Schools' Cluster that provides collaborative opportunities for a range of learning experiences for both staff and students. We are a School-wide Positive Behaviour Support school. Our School Values are: Be Safe, Be Respectful, Be Strong and Be your Best.

Framework for Improving Student Outcomes (FISO)

Progress in the FISO Improvement Initiatives selected as a focus at Katandra West PS in 2017:

Building Practice Excellence: During 2017, teachers used their collaborative planning time to analyse student data to inform their teaching practise. This has resulted in personalised teaching for students, including students setting their own goals for learning. Teaching and learning has become consistent across all classrooms.

Setting Expectations and Promoting Inclusion: As a result of teacher professional learning with Wilson McCaskill (Play is the way), students participate in explicit teaching of expected positive behaviours. Sessions are scheduled for all classrooms at the same time during the week, and students rotate through activities with each of the classroom teachers. The approach for reducing student absences was reviewed and refined throughout 2017.

Achievement

Teacher Judgments:

Teacher judgements of student achievement against the Victorian Curriculum, in both English and Mathematics, at Katandra West primary School is similar to the State median.

NAPLAN:

- **Year 3:** The percentage of students at Katandra West Primary School in the top 3 bands of testing in Reading is lower to the State median in 2017, although the 4-year average shows that the percentage of Katandra West students is similar to the 4-year average State median. The results also show a similar percentage of students in the top 3 bands of testing in Numeracy in 2017.
- **Year 5:** In 2017, the percentage of Katandra West students achieving in the top 3 bands of testing in Reading and Numeracy is similar to the State median.
- **Learning Gain Year 3 - Year 5:** The results show that in Reading from Year 3 to Year 5, 71% achieved medium learning gain and only 7% achieved high learning gain. In Numeracy 47% achieved low learning gain and 53% achieved medium learning gain. Medium learning gain in writing was achieved by 79% of students and 7% of students achieved high learning gain.

Engagement

The average days absent per full time equivalent student per year is similar to the State median both in 2017 and in the 4-year average. The lowest average attendance rate in 2017 was in Year 2 with 89%. In 2017 every unexplained absence was followed up with a phone call. Rewards for 99% attendance are given at the end of each term. Families have the option of using the app "FlexiBuzz" to notify of their child's absence along with a phone call to the office.

Italian, Music and STEM were offered as specialist subjects in 2017. The Music program culminated in an end of year concert at the new Community Centre in December that brought the community together. Students participated in an Italian Cultural Day in 2017, this involved students from two other schools. The STEM teacher developed a Chess Club at Katandra West Primary School in 2017. Our school hosted a chess tournament involving other schools within our cluster.



Our journey in developing and embedding School-wide Positive Behaviour Support (SWPBS) practices at Katandra West Primary School continued in 2017. Staff attended professional learning in positive behaviour education resulting in explicit teaching of positive behaviours consistently across the whole school. The four school values at Katandra West are: Be Safe, Be Respectful, Be Strong, Be your Best.

Wellbeing

The average score at Katandra West in the Sense of Connectedness factor from the Students Attitudes to School survey is similar to the State median score in 2017. The results in the Management of Bullying factor also shows that the Katandra West average score is similar to the State in 2017.

Katandra West Primary School will continue to implement the SWPBS framework to address the wellbeing needs of students. SWPBS includes analysis of data in professional learning teams, implementation of evidence based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

For more detailed information regarding our school please visit our website at
<http://www.katandra-west-ps.vic.edu.au>



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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 83 students were enrolled at this school in 2017, 47 female and 36 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>NAPLAN Year 3</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</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>NAPLAN Learning Gain 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>21%</td> <td>71%</td> <td>7%</td> </tr> <tr> <td>Numeracy</td> <td>47%</td> <td>53%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>79%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>46%</td> <td>31%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>54%</td> <td>38%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	71%	7%	Numeracy	47%	53%	-	Writing	14%	79%	7%	Spelling	46%	31%	23%	Grammar and Punctuation	54%	38%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>Average Number of Student Absence Days</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>School Comparison 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 1003"> <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>95 %</td> <td>92 %</td> <td>89 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	89 %	93 %	92 %	94 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	92 %	89 %	93 %	92 %	94 %	92 %										



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Students Attitudes to School - Management of Bullying</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)

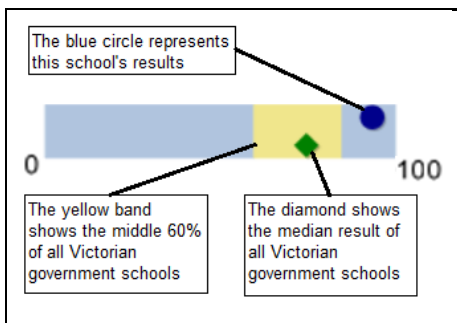
Engagement

- 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).

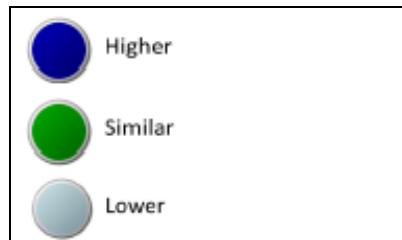


What does *School Comparison* refer to?

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

Katandra West Primary School is in a sound financial position; it was in surplus at the end of 2017. During 2017, the School purchased a new ride-on mower, selling the old mower in the process. School Council also approved new blinds to be installed in the main building. Equity funding was used for professional learning for staff and teacher employment. This aligned with the goals of the 2017 Annual Implementation Plan.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$722,238	High Yield Investment Account	\$72,728
Government Provided DET Grants	\$149,212	Official Account	\$7,012
Government Grants Commonwealth	\$5,400	Total Funds Available	\$79,740
Revenue Other	\$13,687		
Locally Raised Funds	\$52,951		
Total Operating Revenue	\$943,488		
Equity¹			
Equity (Social Disadvantage)	\$31,363		
Equity Total	\$31,363		
Expenditure		Financial Commitments	
Student Resource Package ²	\$680,368	Operating Reserve	\$30,726
Books & Publications	\$594	Asset/Equipment Replacement < 12 months	\$6,000
Communication Costs	\$3,262	Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Consumables	\$19,514	Maintenance - Buildings/Grounds incl SMS<12 months	\$6,000
Miscellaneous Expense ³	\$46,894	School Based Programs	\$7,260
Professional Development	\$15,498	Asset/Equipment Replacement > 12 months	\$8,754
Property and Equipment Services	\$74,480	Capital - Buildings/Grounds incl SMS>12 months	\$8,000
Salaries & Allowances ⁴	\$41,242	Maintenance -Buildings/Grounds incl SMS>12 months	\$8,000
Trading & Fundraising	\$9,030	Total Financial Commitments	\$79,740
Utilities	\$9,226		
Total Operating Expenditure	\$900,108		
Net Operating Surplus/-Deficit	\$43,380		
Asset Acquisitions	(\$4,000)		

(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.

