

2018 Annual Report to The School Community



School Name: Katandra West Primary School (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 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 2018 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 01 April 2019 at 09:33 AM 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 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 2018 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 08 April 2019 at 08:41 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 0.42, but teachers are reporting that some students arriving at the school have greater needs both socially and academically. There are currently 66 students (2019) and the school faces the happy prospect of a stable enrolment in the years ahead.

At Katandra West Primary School, we treat each other with respect and take responsibility for our learning and behaviour. We strive for a safe and positive school for all. Our school values "Be Safe, Be Respectful, Be Strong and Be Your Best" underpin the work we do and the daily interactions with all members of the school community. Currently there is a principal and four full time teaching staff. Part-time and visiting teachers add to the specialist curriculum of Italian, Music, Art, and Library. Katandra West Primary School is also lucky to have the support from volunteers (3) within the local community who give up their time to help our students. The school is well maintained with space to spare. The BER building houses specialist classes (Italian, Music, and Library) and includes withdrawal rooms for speech therapy and reading intervention. Our four classes (F/1, 2/3, 4/5 and 5/6) occupy the classrooms in the original wing with immediate access to a Computer/STEM Lab.

Framework for Improving Student Outcomes (FISO)

In 2018 Katandra West Primary School focused on two FISO improvement initiatives; Building Practice Excellence and Setting Expectations and Promoting Inclusion. Four key improvement strategies were the focus throughout the year.

Develop an agreed approach to the effective teaching of Literacy and Numeracy: Throughout 2018 staff participated in targeted Professional Development with a focus on teacher practice. This included becoming familiar with resources such as the Literacy Portal-Literacy Teaching Toolkit and The Numeracy Portal-Mathematics Curriculum Companion. Staff has also participated in Professional Development to strengthen their understanding of the 10 High Impact Teaching Strategies (HITS).

Build teacher capacity of all staff to use evidence based targeted teaching across the school: 2018 saw the use of data at a whole school level via the Numeracy Data Wall. The impact on student learning and teacher capacity to teach to 'point of need' will continue to be developed. After the School Review process was completed, further assessments were added to the School Assessment Schedule to obtain a more complete "picture" of student achievement and the impact of teaching practice on student outcomes. This included Lexiles, a measure of student reading comprehension that helps match students with "just right" texts to scaffold improvement in reading.

Develop the capacity of teachers to provide an organised, supportive and caring learning environment: Staff were committed throughout 2018 to providing an organised, supportive and caring learning environment. Staff attended regular School Wide Positive Behaviour Support (SWPBS) Team meetings. Such meetings focused on development of school wide resources and strategies to implement SWPBS. All classrooms included 2 sessions a week in their teaching and learning program that focused on SWPBS, Play is the Way (positive behaviour education program) and Respectful Relationships.

Work across the community to support the health, wellbeing, inclusion and engagement of all students: A Junior School Council (JSC) was formed at Katandra West Primary School during 2018. The role of the JSC will continue to be developed and refined throughout 2019.

Achievement

Katandra West Primary School saw exciting improvement in the curriculum area of Numeracy throughout 2018. This resulted in Katandra West being identified within the "Influence" Performance Group in the Numeracy Achievement Domain. The "Influence" Performance Group indicates that performance is high or very high, and

this level of performance is maintained consistently over three years or is on a positive improvement trajectory. In NAPLAN 2018, the median results of both Year 3 and Year 5 students' results in Numeracy was higher than the median of all Victorian government primary schools. Numeracy has been a focus in the school's AIP in recent years, so it is pleasing to see improvement in student results. Staff will continue using high impact teaching strategies in Numeracy to ensure student growth continues. In 2019 the focus in the AIP will be in the curriculum area of Literacy, Reading in particular. The four year average results in NAPLAN Reading data of Year 3 and Year 5 students indicates improvement in this area is needed.

Engagement

The average number of student absence days at Katandra West Primary School is similar to the average of all Victorian government schools. This is true for both 2018 and the four year average. During 2018 the implementation of a new DET policy regarding same day notification began. This resulted in families of students with an unexplained absence being contacted on the day of that unexplained absence. To assist with the implementation of this policy in 2019, Katandra West Primary School has subscribed to a program that Staff will enter student attendance each morning. Families with a student who has an unexplained absence will be sent an automated SMS requesting notification regarding their child's absence. Families continue to have the option of using FlexiBuzz or a phone call to notify the school of their child's absence.

Wellbeing

Katandra West primary School is a School Wide Positive Behaviour Support (SWPBS) school. We were selected to be included in a SWPBS coaching initiative in the beginning of 2018. Throughout 2018, essential elements of SWPBS have been developed and implemented. In the beginning of 2019, Katandra West Primary School was recognised as having achieved Blue Level implementation of SWPBS. The school will continue to implement the SWPBS framework to address the wellbeing needs of students. In 2019 student behaviour data will be documented and analysed using a whole school reporting program. Staff will continue to implement evidence based practices and organisational systems to promote a safe, purposeful and inclusive school and classroom learning environment. We will continue to provide individual behaviour and learning supports needed to achieve academic and social success for all students.

Financial performance and position

Katandra West Primary School is in a sound financial position. The school was in surplus at the end of 2018. Equity funding received was spent on the implementation of teaching and learning programs and professional learning of staff to achieve the goals within the 2018 Annual Improvement Plan (AIP). The school also invested in furniture to enhance teaching and learning programs and to provide inclusive learning environments. This included STEM tables, wobble cushions and stools, stand up tables and whiteboard topped tables.

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

Enrolment Profile

A total of 74 students were enrolled at this school in 2018, 40 female and 34 male.

0 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



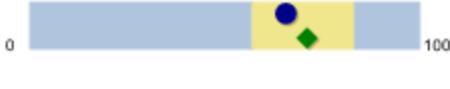
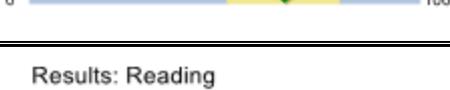
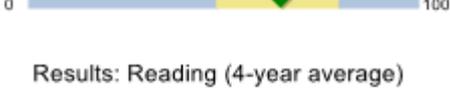
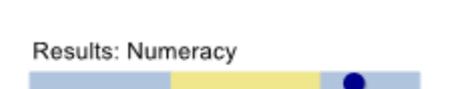
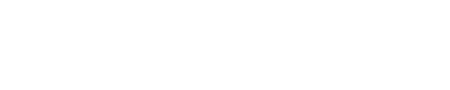
Performance Summary

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 style="text-align: center;">● 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 style="text-align: center;">● Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
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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>33%</td> <td>42%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>64%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>91%</td> <td>-</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	42%	25%	Numeracy	17%	50%	33%	Writing	17%	42%	42%	Spelling	18%	64%	18%	Grammar and Punctuation	9%	91%	-	<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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>89 %</td> <td>94 %</td> <td>85 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	94 %	85 %	92 %	91 %	91 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	94 %	85 %	92 %	91 %	91 %	91 %										

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>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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$727,846	High Yield Investment Account	\$85,069
Government Provided DET Grants	\$135,984	Official Account	\$2,693
Government Grants Commonwealth	\$3,540	Total Funds Available	\$87,762
Revenue Other	\$10,438		
Locally Raised Funds	\$54,676		
Total Operating Revenue	\$932,484		
Equity¹			
Equity (Social Disadvantage)	\$42,848		
Equity Total	\$42,848		
Expenditure		Financial Commitments	
Student Resource Package ²	\$687,674	Operating Reserve	\$31,259
Books & Publications	\$2,566	Funds Received in Advance	\$1,500
Communication Costs	\$2,658	School Based Programs	\$275
Consumables	\$23,586	Funds for Committees/Shared Arrangements	\$5,784
Miscellaneous Expense ³	\$50,816	Asset/Equipment Replacement < 12 months	\$20,000
Professional Development	\$5,956	Capital - Buildings/Grounds < 12 months	\$20,000
Property and Equipment Services	\$46,421	Maintenance - Buildings/Grounds < 12 months	\$8,944
Salaries & Allowances ⁴	\$47,729	Total Financial Commitments	\$87,762
Trading & Fundraising	\$7,576		
Utilities	\$9,576		
Adjustments	(\$74,743)		
Total Operating Expenditure	\$809,814		
Net Operating Surplus/-Deficit	\$122,670		
Asset Acquisitions	\$74,743		

- (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 15 March 2019 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.

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).

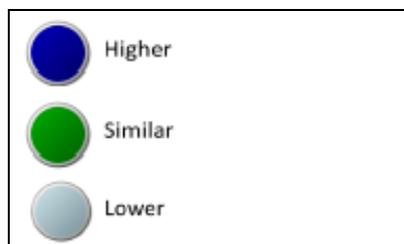


What does *School Comparison* refer to?

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*' or '*ND*' 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').