

2019 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 2019 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 21 August 2020 at 01:49 PM by Marcia Waters (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 September 2020 at 08:21 PM by Paul Harry (School Council President)

About Our School

School context

Katandra West is a small community approximately 25 kilometres north of Shepparton. There are currently 62 students (2020) 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. The work we do and the daily interactions with all members of the school community is underpinned by our school values:

- Be Safe,
- Be Respectful,
- Be Strong and
- Be Your Best,

Our goal at Katandra West Primary School is that we weave our core values into the fabric of school life. We want our students to use our values to make decisions and to make deliberate choices to focus on what is important to us as a school community. Our Mission at Katandra West Primary School is:

- Value added learning through quality teaching
- Learning for everyone
- Communication through connection
- Individual and community wellbeing

Currently (2020), there is a principal, two class teachers (full time) and two class teachers (part time) teaching three grades (F/1, 2/3, and 4/5/6). 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 three classes (F/1, 2/3, 4/5/6) occupy the classrooms in the original wing with immediate access to a Computer/STEM Lab.

Framework for Improving Student Outcomes (FISO)

In 2019 Katandra West Primary School focused on two FISO improvement initiatives; Building Practice Excellence and Instructional and Shared Leadership. Two key improvement strategies were the focus throughout the year.

Build high quality and consistent instructional practice in literacy and numeracy: Throughout 2019, staff developed a Reading Instructional Model aligned with Reader's Workshops. This Instructional Model was shared with the school community and families were invited to observe the Reader's Workshop in action during the Katandra West Primary School's Open Day. The implementation of Reader's Workshop Instructional Model was monitored throughout the year using Learning Walks and Talks. Evidence gathered during Learning Walks and Talks was used during School Improvement Team (SIT) Meetings to consolidate the consistency of instructional practice during the Reader's Workshop.

Develop collaborative Professional learning teams: The Principal and two Teachers attended training in Professional Learning Communities (PLCs) in 2019. The professional learning gained during this training was shared with all other teaching staff. As a result, staff actively participated in weekly PLC meetings. During PLC meetings staff collaboratively used student data to inform and plan teaching. Teaching was targeted to identified groups of students with a common learning need in Reading. PLC Cycles in Reading occurred on an ongoing basis throughout 2019 subsequent to PLC training. The growth of students evidenced in post testing was pleasing. Staff will continue implementing PLC cycles in 2020 as the strategy led to growth in student outcomes in Reading.

Achievement

To improve student learning outcomes in Literacy and Numeracy, we implemented a strategy of building high quality and consistent instructional practice in Literacy and Numeracy across the whole school. This involved reviewing and modifying the Katandra West Primary School Instructional Models. In particular, there was a dedicated focus on the Reading Instructional Model and aligning it with Reader's Workshops. Implementation of the Reader's Workshop has

been embraced by all teaching staff. The process included staff observing Reader's Workshop at another primary school on Professional Practice Days. The Katandra West Primary School Reader's Workshop Instructional Model has been developed and is visible in the school. Other evidence of the change in teaching practice includes Learning Walks and Talks where students were observed transitioning during Reader's Workshop stages according to the Instructional Model with little prompting. To continue this improvement strategy in 2020 resources were purchased at the end of 2019 for Reader's Workshop eg Reading Strategies book, Just Right Book Boxes. In addition, orders for 2020 Reader's Notebooks were discussed, agreed upon and ordered. The inclusion of continued development of the Reader's Workshop in the 2020 AIP will consolidate the work undertaken in 2019 and will be of benefit.

Engagement

The formation of a Junior School Council at Katandra West Primary School was a strategy to improve student engagement in 2019. The role of the Junior School Council continues to be developed and expanded in 2020. Students in the 2019 Year 4/5 class started up a class business in 2019, "Katandra's Crazy Cupcakes". They took orders for cupcakes and sold them to members of the school community. The class used their profits to hire an inflatable water slide for all classes to enjoy as an end of year celebratory activity. The class business was an activity that engaged students in various numeracy and literacy tasks along the journey. Further developing the School Wide Positive Behaviour Support (SWPBS) framework at Katandra West Primary School, "Katandra Keys" were introduced across the school. Positive behaviour demonstrated by students, in line with the four school values, is acknowledged by staff with a "Katandra Key". Students are able to trade their keys for items in the SWPBS Rewards Menu when they have acquired a certain number of keys. Within the Reader's Workshop, students are supported to identify their own personal reading goals. Student's having ownership of their own personal learning goals in another engagement strategy implemented at Katandra West Primary School. Student absences were recorded electronically by staff on a new software platform introduced in 2019. This allowed an automatic SMS to be generated and sent to families if their child had an unexplained absence on the same day as the absence. Families could reply to the SMS, call the school, or use a communication app to update the school of the reason for their child's absence. Meetings are held with families in circumstances of poor attendance.

Wellbeing

Student wellbeing continues to be a focus at Katandra West Primary School. In 2019, the school continued to promote a positive learning environment for all students through the implementation of a School Wide Positive Behaviour Support (SWPBS) framework. An element of this framework was to record behaviour management incidents on a new software platform introduced in 2019. Recording incidents in a location accessible to all staff has enabled behaviour data to be gathered and discussed regularly at scheduled SWPBS meetings. Action was then able to be taken by staff to address any identified behaviours that needed to be targeted in the explicit teaching of behaviour expectations in the classroom and in the yard. Scheduling regular SWPBS meetings has also improved the consistency of behaviour management of staff. The development of a Behaviour Management Flow Chart in 2019 ensures there is a common understanding of managing behaviour at Katandra West Primary School.

Financial performance and position

Katandra West Primary School maintained a sound financial position in 2019. The 2018-2022 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for School Council to make decisions regarding the allocation of funds to support programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$1084. The surplus occurred through the careful management of funds. Katandra West Primary School received Equity Funding, which contributed towards the employment of Specialist staff. This enabled Teaching staff to collaborate and facilitate Professional Learning Communities (PLCs) on a weekly basis. PLCs was a strategy employed to improve student outcomes, they will continue in 2020. State Government Maintenance Blitz Funding was received by the school and will contribute to maintenance projects.

For more detailed information regarding our school please visit our website at <https://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 66 students were enrolled at this school in 2019, 33 female and 33 male.

0 percent were EAL (English as an Additional Language) students and ND 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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

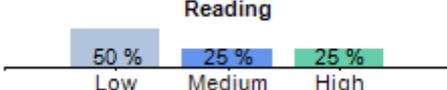
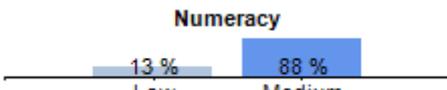
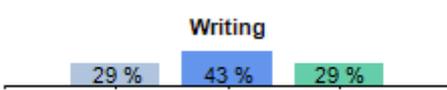
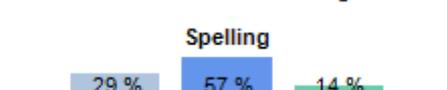
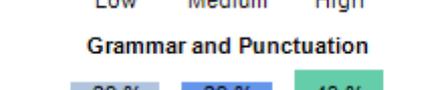
Performance Summary

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

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Below ●</p> <p>Below ●</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>Below ●</p> <p>Below ●</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>90 %</td> <td>93 %</td> <td>86 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	90 %	93 %	86 %	92 %	92 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	90 %	93 %	86 %	92 %	92 %	94 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$670,304	High Yield Investment Account	\$93,515
Government Provided DET Grants	\$127,728	Official Account	\$5,142
Government Grants Commonwealth	\$4,000	Total Funds Available	\$98,657
Revenue Other	\$9,947		
Locally Raised Funds	\$39,831		
Total Operating Revenue	\$851,811		
Equity¹			
Equity (Social Disadvantage)	\$26,758		
Equity Total	\$26,758		
Expenditure		Financial Commitments	
Student Resource Package ²	\$678,238	Operating Reserve	\$26,058
Books & Publications	\$3,777	Funds Received in Advance	\$1,750
Communication Costs	\$2,133	School Based Programs	\$6,085
Consumables	\$20,123	Funds for Committees/Shared Arrangements	\$5,757
Miscellaneous Expense ³	\$38,931	Asset/Equipment Replacement < 12 months	\$20,000
Professional Development	\$6,595	Capital - Buildings/Grounds < 12 months	\$20,000
Property and Equipment Services	\$42,129	Maintenance - Buildings/Grounds < 12 months	\$19,008
Salaries & Allowances ⁴	\$39,408	Total Financial Commitments	\$98,657
Trading & Fundraising	\$8,576		
Utilities	\$10,816		
Total Operating Expenditure	\$850,727		
Net Operating Surplus/-Deficit	\$1,084		
Asset Acquisitions	(\$414)		

(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 26 February 2020 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)

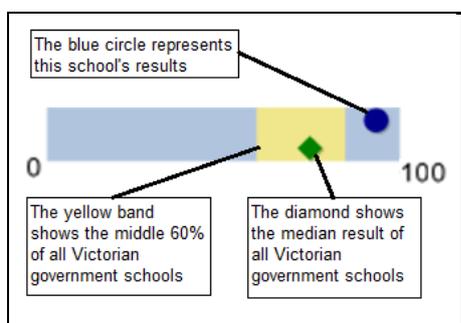
Engagement

- 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).

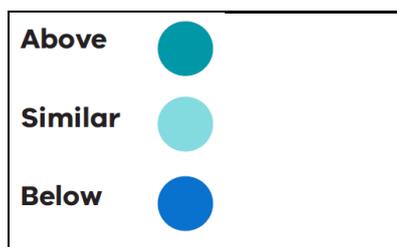


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').