

2021 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 2021 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 2022 at 02:29 PM by Marcia Waters (Principal)

- This 2021 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 29 April 2022 at 08:39 AM by Tim van Popering (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

Katandra West is a small community approximately 25 kilometres north of Shepparton. On census day in 2021, 62 students were enrolled at Katandra West Primary School. We face 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

In 2021 the workforce comprised of a principal, two class teachers (full time) and three class teachers (part time) teaching three grades (F/1, 2/3/4, and 4/5/6) and implementing the Tutor Learn Initiative (TLI). Two ES staff members were employed full time in 2021. Part-time and visiting teachers added to the specialist curriculum of Italian, Music, Art, and Library. 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. The three classes in 2021, (F/1, 2/3/4, 4/5/6) occupied the classrooms in the main building with immediate access to a Computer/STEM Lab.

Framework for Improving Student Outcomes (FISO)

In 2021, Katandra West Primary School's AIP focused on the implementation of 2021 System Priorities. This included three Key Improvement Strategies:

Learning, catch-up and extension priority,
Happy, active and healthy kids priority, and
Connected schools priority.

Staff actively participated in professional learning throughout 2021 focused on the Writer's Workshop. A Writer's Workshop instructional model was developed by staff with the support from region. The Writer's Workshop instructional model aligns with, and complements, the Reader's Workshop instructional model. Staff further developed their ability to analyse student data to guide and focus their planning to meet student needs. Conferences with students during Reader's and Writer's Workshops enabled students and teachers to co-construct student learning goals. Interruptions due to COVID-19, were a barrier to the consistent implementation of the Workshop instructional models and student conferences.

SWPBS continued to be a priority for Katandra West Primary School. Providing students with clear expectations and positive behaviour support was important when returning on-site from periods of remote and flexible learning. Staff worked collaboratively to develop a scope and sequence for teaching SWPBS expectations, Play is the Way and Respectful Relationships. This enables a consistent teaching and learning program across all classrooms. Lesson plans for explicit teaching of SWPBS expectations have been developed and saved on the school server for all teachers to access and use. Attendance data is regularly discussed and analysed at monthly SWPBS meetings.

The importance of communication was highlighted during 2021 due to COVID-19. A communication strategy was developed by Katandra West Primary School staff and this was endorsed by School Council. The communication strategy incorporates digital technology as a means of communication between home and school. Staff prioritised time to check-in with students and their families, both when on-site and off-site. This enhanced the strong relationships between families and staff members that exist at Katandra West Primary School.

Achievement

In 2021 Katandra West Primary School focused on supporting the DET 2021 Priorities Goal. These priorities were:

Learning, catch-up and extension priority,
Happy, active and healthy kids priority, and
Connected schools priority.

In English, 90.3% of students in Years Prep to 6 were at or above age expected standards in teacher judgement of student achievement. Amongst the 2022 cohort of students, 79% made at least 12 months growth in Reading and 83% made at least 12 months growth in Writing in the 2021 school year.

In Mathematics, 94.2% of students in Years Prep to 6 were at or above age expected standards in teacher judgement of student achievement. Amongst the 2022 cohort of students, 94% made at least 12 months growth in Number and Algebra. This includes 19% of students who made more than the expected 12 months growth in Number and Algebra in the 2021 school year.

The percentage of students at Katandra West Primary School demonstrating high learning gain in NAPLAN Reading, Numeracy and Grammar and Punctuation is lower than that of similar schools. On the other hand, the percentage of students at Katandra West Primary School demonstrating high learning gain in NAPLAN Writing and Spelling is higher than that of similar schools. In particular, 33% of students at Katandra West Primary School demonstrated high learning gain in NAPLAN Spelling compared to 18% at similar schools. Katandra West Primary School has implemented the SMART Spelling Program over recent years, this appears to be improving student achievement data in NAPLAN Spelling.

NAPLAN data in 2021 also indicates that Katandra West Primary School has a lower percentage of students in the top three bands than that of similar schools and the State average. To address this trend, in 2022 the Tutor Learn Initiative will focus on students who are working at expected level but, due to COVID-19, have not progressed as expected to be above level. It is hoped that explicit teaching in a small group context will improve the outcomes of such students, allowing them to achieve their full potential.

Engagement

Katandra West Primary School continued to engage students and their families during periods of Remote and Flexible Learning in 2021. When learning occurred on-site, Katandra West Primary School focused on providing learning experiences that promoted social skills and engagement with the school.

A communication app was used to communicate with families on a regular basis in 2021 and provided updates as they came to hand. Staff reached out to families via the communication app, email, phone calls and WebEx (video conferencing platform) during the 2021 school year. Families used the communication app to indicate their child's engagement with their Remote and Flexible Learning tasks each day (during periods of Remote and Flexible Learning).

Students were provided with learning tasks during remote and flexible learning each Monday morning. The Monday work pack collection was the method for families to collect a weekly learning pack, return completed work from the

previous week and collect corrected work from their child's teacher. Teachers were organised and placed weekly learning packs for the next week and corrected work into packs by Friday, ready for Monday collection. All students engaged with the remote and flexible learning to varying degrees. Teachers contacted all parents directly each week or fortnight. In particular, parents/carers of students who returned little work or were absent for scheduled WebEx meetings with the class. The school used WebEx meetings as a way to make sure students kept a connection to their teachers and classmates. Teachers organised some fun themes for WebEx meetings, such as crazy hair, footy colours etc.

During periods of onsite learning, Katandra West Primary School continued to send SMS messages daily to parents/carers if their child was absent and their child's absence was unexplained. Parents/carers were able to notify the school of any absences via a phone call to the office, the communication app, reply SMS message (if SMS was sent for an unexplained absence), or email. Katandra West Primary School made phone calls to families after any extended periods of absences. During remote and flexible learning, the support of a Health and Wellbeing Area Liaison was used for families that were experiencing challenges with engaging with the school.

Wellbeing

Student wellbeing continues to be a focus at Katandra West Primary School. Creating a positive learning environment is important to enable students to participate and progress in their learning. In 2021 the school continued to embed and develop the seven essential features of SWPBS to promote a positive learning environment. Scheduling regular SWPBS meetings once a month supported this work. During 2021, teaching staff developed a scope and sequence for teaching SWPBS expectations, Play is the Way, Growth Mindset and Respectful Relationships lessons as part of our Wellbeing teaching and learning program. This scope and sequence will be implemented in 2022.

Parent Satisfaction, according to the Parent Opinion Survey, was 91% positive or neutral. In response to the challenges arising from the pandemic, Katandra West Primary School worked on the Connected Schools Priority in 2021. Results from the Parent Opinion Survey show a 97% positive endorsement for Student Connectedness. Staff implemented a number of strategies to communicate with students and parents/carers in 2021, these were included in a more formal communication strategy in 2021.

The School Staff Survey shows an overall 93% endorsement in 2021 in the dimension of School Climate, with 100% positive responses in the factors of Collective Responsibility, Collective Focus on Student Learning, Staff Trust in Colleagues and Trust in Students and Parents. This endorsement in School Climate is well above the percentage in the State (76%).

Finance performance and position

Katandra West Primary School maintained a sound financial position in 2021. The 2018-2022 School Strategic Plan, along with the 2021 Annual Implementation Plan (AIP), 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 net operating surplus of \$72 127. The surplus is a result of receiving an establishment grant for Outside School Hours Care (OSHC). Katandra West Primary School also received a grant from the Planned Maintenance Program.

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). PLCs is a strategy employed to improve student outcomes, they will continue in 2022.

Additional funding was received from the State Government to support enhanced cleaning requirements due to COVID19. Katandra West Primary School also received a grant from the Planned Maintenance Program.

For more detailed information regarding our school please visit our website at <https://www.katandra-west-ps.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.

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 62 students were enrolled at this school in 2021, 34 female and 28 male.

0 percent of students had English as an additional language and 8 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).

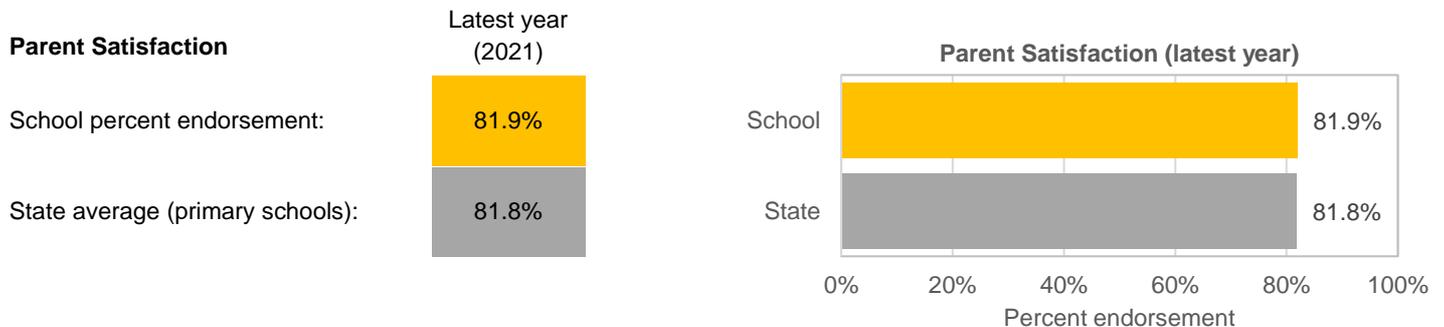
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

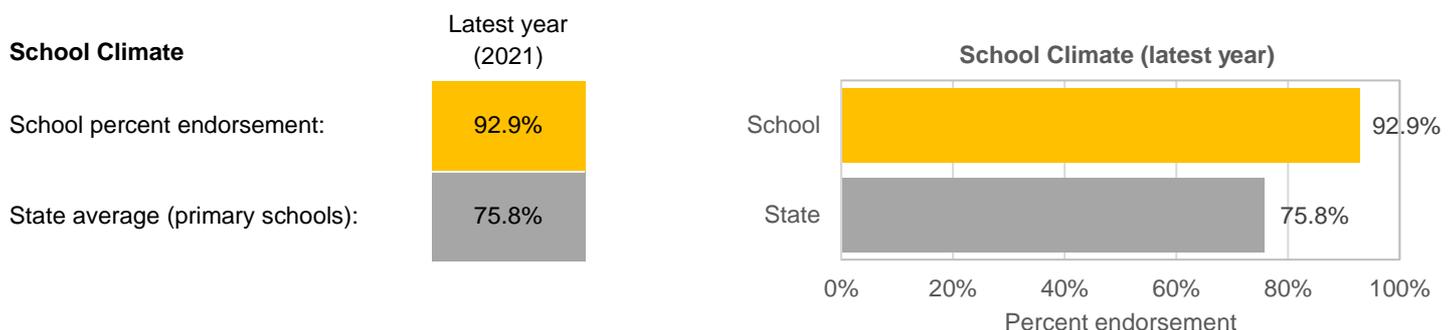


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

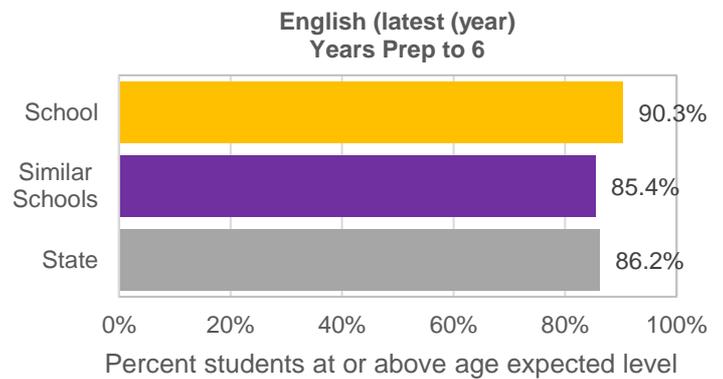
90.3%

Similar Schools average:

85.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

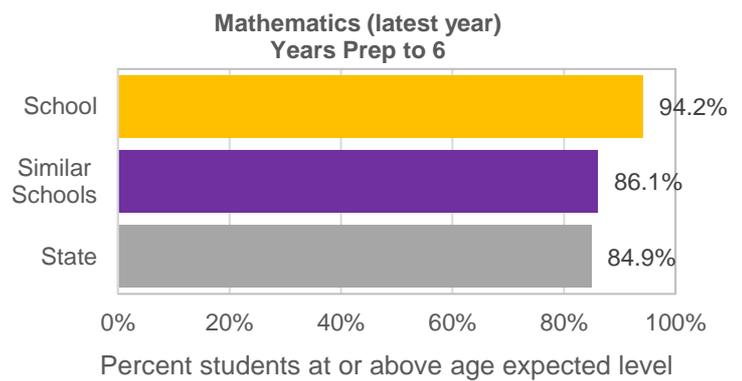
94.2%

Similar Schools average:

86.1%

State average:

84.9%



ACHIEVEMENT (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.

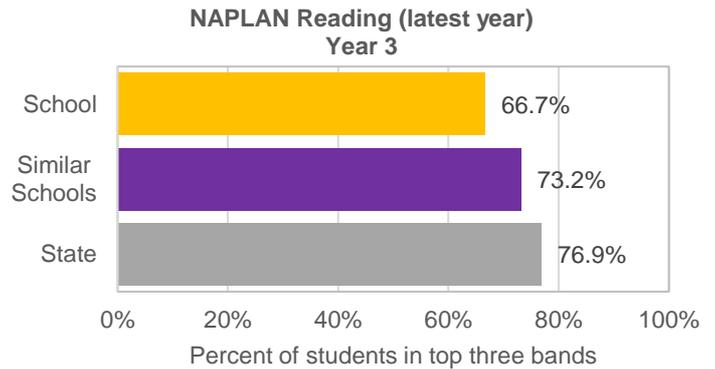
NAPLAN

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 2018, 2019 and 2021 data.

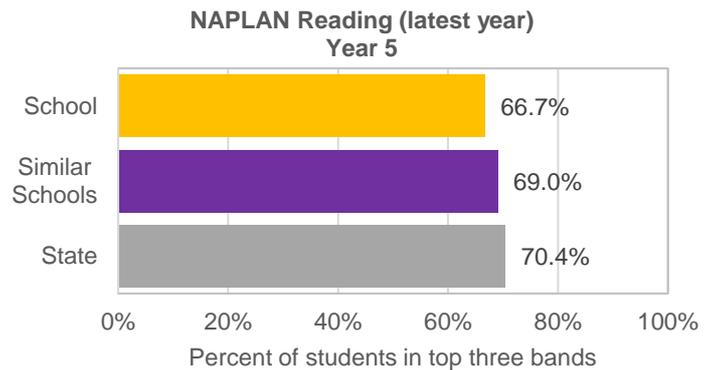
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	69.6%
Similar Schools average:	73.2%	74.0%
State average:	76.9%	76.5%



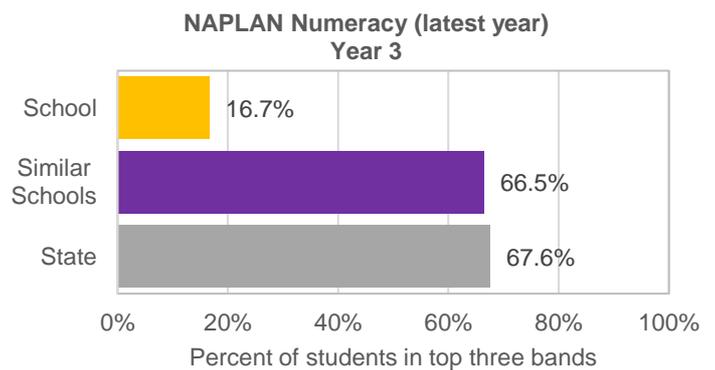
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	51.9%
Similar Schools average:	69.0%	68.6%
State average:	70.4%	67.7%



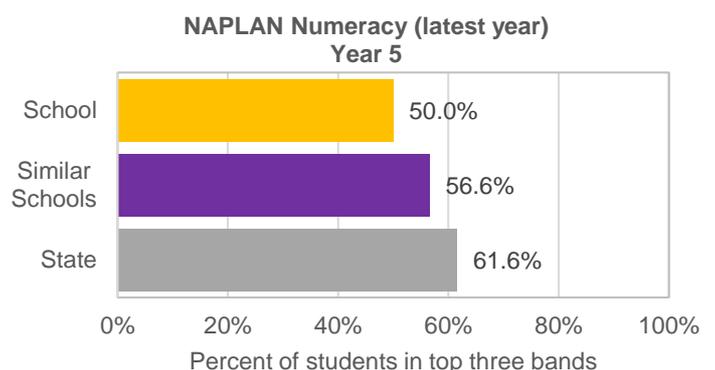
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	16.7%	56.5%
Similar Schools average:	66.5%	68.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	59.3%
Similar Schools average:	56.6%	58.5%
State average:	61.6%	60.0%



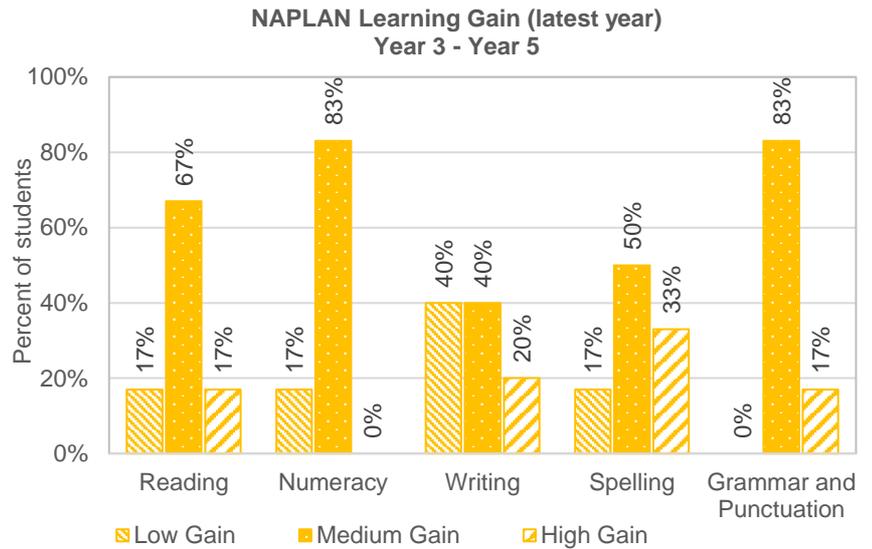
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	67%	17%	24%
Numeracy:	17%	83%	0%	23%
Writing:	40%	40%	20%	17%
Spelling:	17%	50%	33%	18%
Grammar and Punctuation:	0%	83%	17%	22%



ENGAGEMENT

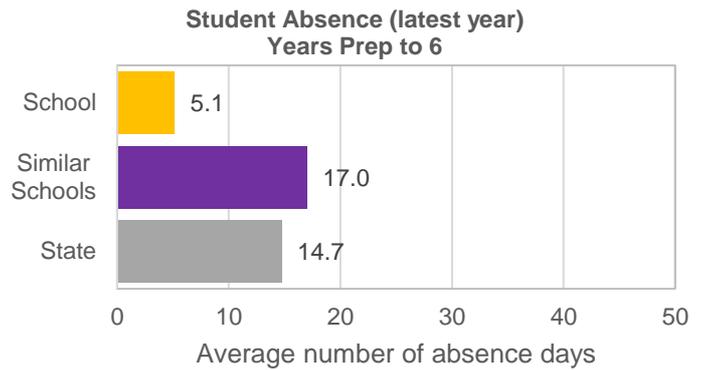
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	5.1	12.4
Similar Schools average:	17.0	16.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	98%	98%	97%	NDP	97%	NDP	NDP

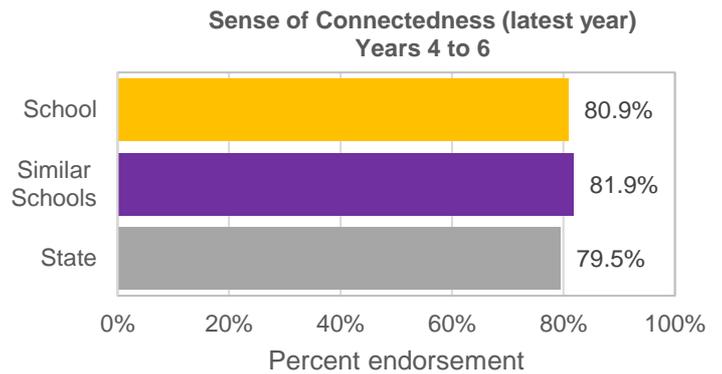
WELLBEING

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 (2021)	4-year average
School percent endorsement:	80.9%	83.6%
Similar Schools average:	81.9%	81.5%
State average:	79.5%	80.4%

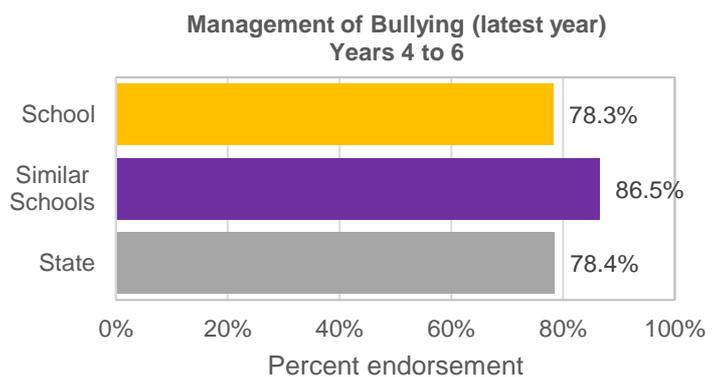


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	78.3%	76.7%
Similar Schools average:	86.5%	83.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$751,114
Government Provided DET Grants	\$229,192
Government Grants Commonwealth	\$5,000
Government Grants State	\$0
Revenue Other	\$1,233
Locally Raised Funds	\$42,456
Capital Grants	\$0
Total Operating Revenue	\$1,028,995

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,720
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,720

Expenditure	Actual
Student Resource Package ²	\$753,668
Adjustments	\$0
Books & Publications	\$3,275
Camps/Excursions/Activities	\$17,153
Communication Costs	\$2,014
Consumables	\$26,448
Miscellaneous Expense ³	\$7,577
Professional Development	\$1,873
Equipment/Maintenance/Hire	\$16,061
Property Services	\$50,433
Salaries & Allowances ⁴	\$18,040
Support Services	\$1,901
Trading & Fundraising	\$49,365
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,061
Total Operating Expenditure	\$956,868
Net Operating Surplus/-Deficit	\$72,127
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$175,101
Official Account	\$4,276
Other Accounts	\$0
Total Funds Available	\$179,377

Financial Commitments	Actual
Operating Reserve	\$30,196
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$42,000
School Based Programs	\$11,665
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,660
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$26,000
Capital - Buildings/Grounds < 12 months	\$34,857
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$179,377

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.