

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2023 at 01:46 PM by Marcia Waters (Principal)

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

Attested on 23 March 2023 at 08:46 PM by Tim van Popering (School Council President)

## How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

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

The Performance Summary includes the following:

#### **School Profile**

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

#### **Learning**

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

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

Katandra West is a small community approximately 25 kilometres north of Shepparton. On census day in 2022, 63 students were enrolled at Katandra West Primary School. We have seen an increase of enrolments in 2023 with 75 students currently enrolled. In 2022 the Student Family Occupation and Education (SFOE) Index was 0.4087. This is a Medium SFOE band value.

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 2022 the workforce comprised of a principal, two class teachers (full time) and three class teachers (part time) teaching three grades (F/1, 2/3, and 4/5/6) and implementing the Tutor Learn Initiative (TLI). Two ES staff members were employed full time in 2022. 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 2022, (F/1, 2/3, 4/5/6) occupied the classrooms in the main building with immediate access to a Computer/STEM Lab.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 Katandra West Primary School focused on supporting the DET 2022 Priorities Goal. These priorities were:

Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

In English, 93.2% of students in Years Prep to 6 were at or above age expected standards in teacher judgement of student achievement. In 2022 93.5% of students made at least 12 months growth in Reading and 93.5% made at least 12 months growth in writing in teacher judgements.

In Mathematics, 94.2% of students in Years Prep to 6 were at or above age expected standards in teacher judgement of student achievement. In 2022, 96.7% of students made at least 12 months growth in Number and Algebra in teacher judgements.

NAPLAN data in 2022 shows the percentage of students in the top three bands was significantly greater than the school's 4-year average in Year 3 Numeracy (50% compared to 40.9%), Year 5 Numeracy (50% compared to 44%) and Year 5 Reading (60% compared to 52%). The percentage of students in the top three bands was slightly lower than the school's previous 4-year average in Year 3 Reading (62.5% compared to 63.6%). One focus of the Tutor Learn Initiative in 2022 was to extend students who had potential for greater than expected levels of growth.

NAPLAN data in 2022 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. Further improvement in this trend will continue to be a focus in 2023.

## Wellbeing

Student wellbeing continues to be a priority at Katandra West Primary School. Creating a positive learning environment is important to enable students to participate and progress in their learning. In 2022 the school continued to embed and develop the seven essential features of SWPBS to promote a positive learning environment for students and staff. Scheduling regular SWPBS meetings once a month supported this work. During 2022, teaching staff implemented 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 reviewed in 2023.

Overall Parent Satisfaction, according to the Parent Opinion Survey, was 88.8% positive. This is well above the state average of 79.9%. In the Parent Opinion Survey factor of student agency and voice, 99% of responses were positive or neutral. Staff implemented a number of strategies to develop student agency and voice within their classrooms and across the wider school community in 2022.

The School Staff Survey shows a 97.4% positive endorsement in 2022 in the dimension of School Climate. This endorsement in School Climate is well above the percentage in the State (73.4%). Out of 11 factors, 7 factors had 100% positive responses, Collective Responsibility, Collective Focus on Student Learning, Staff Trust in Colleagues, Collective Responsibility, Guaranteed and Viable Curriculum, Shielding/Buffering, Teacher Collaboration and Instructional Leadership.

## Engagement

Katandra West Primary School continued to engage students and their families during 2022 as students returned to onsite learning. To support students settling back in to onsite learning, Katandra West Primary School focused on providing learning experiences that promoted social skills and engagement with the school and their peers. Our Year 5/6 students benefited from attending two camps throughout the year, one was a free camp accessed through the Positive Start Initiative. Other incursions and excursions were scheduled where possible and appropriate. Staff implemented and modelled consistent routines and expectations. This was identified as a strength during the School Strategic Review conducted in 2022. The School Strategic Review Panel also reported that students explained that the Junior School Council had a higher profile than in previous years. The interest and engagement shown by students to be involved in the Junior School Council has increased. Katandra West Primary School will continue to develop student voice, and to strengthen students' agency in setting challenging goals and monitoring their personal learning growth in 2023.

The average number of absence days for students at Katandra West Primary School is 15.2. This is well below the average of 25.8 days at similar schools. Only 23% of students at Katandra West Primary School were absent for 20 or more days in 2022. Again, significantly lower than the 49% at similar schools.

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## Other highlights from the school year

Katandra West Primary School is proud of its strong and consistent implementation of SWPBS. We have achieved a Bronze Level Award for our implementation of SWPBS for three consecutive years, 2020, 2021 and 2022.

Our Year 4/5/6 class participated in the Schools Poultry Competition in the Melbourne Royal Show in 2022. Students cared for 6 chickens throughout Term 3 and documented their efforts and learning. They achieved great success in placing first in the "Eggs" section, second in the "Project" section and third in the "Birds" section. This project was supported by families that transported our prize winning chickens to and from the Melbourne Royal Show.

The community events that were scheduled throughout 2022 were a collective highlight. Events such as Grandparent's Day, Father's Day Breakfast and the School Concert/Year 6 Graduation were able to proceed with large numbers of the school community attending. These events nurture the sense of belonging and connectedness to Katandra West Primary School.

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## Financial performance

Katandra West Primary School maintained a sound financial position in 2022. The 2018-2022 School Strategic Plan, along with the 2022 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 \$17 184. 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 and the Major Capital Grants Fund.

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 2023.

Funding received for the Tutor Learn Initiative was utilised to employ a tutor who provided small group instruction to targeted students each term in 2022. The Tutor Learn Initiative continues in 2023.

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 2.0 (FISO 2.0).

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 63 students were enrolled at this school in 2022, 35 female and 28 male.

NDP percent of students had English as an additional language and 10 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.

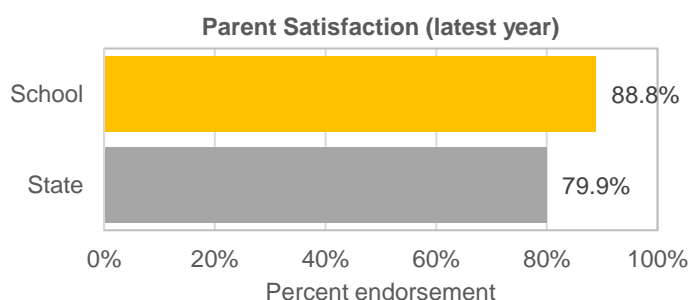
This school's SFOE band value is: Medium

### 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	88.8%
State average (primary schools):	79.9%



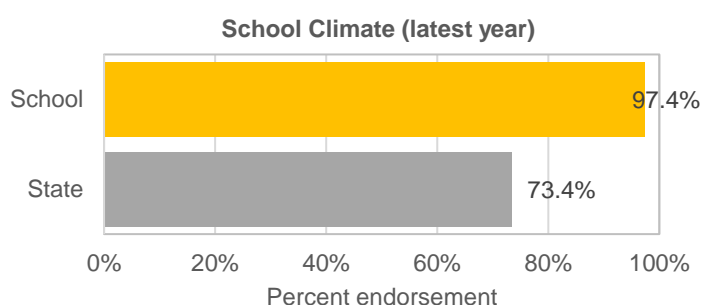
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	97.4%
State average (primary schools):	73.4%



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

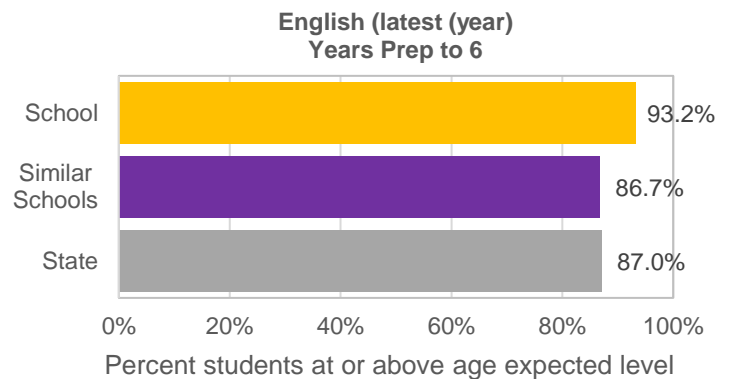
93.2%

Similar Schools average:

86.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

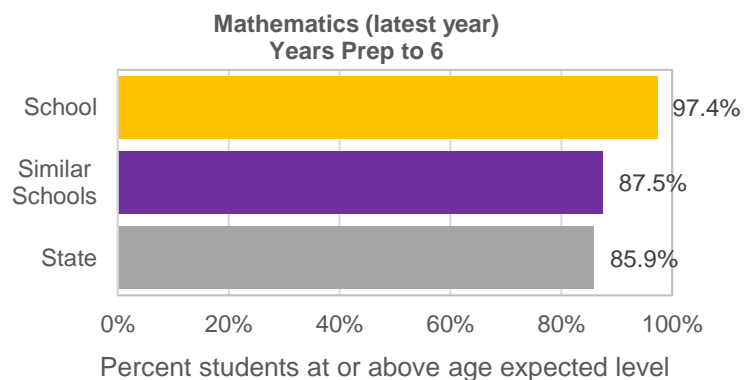
97.4%

Similar Schools average:

87.5%

State average:

85.9%





## LEARNING (continued)

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

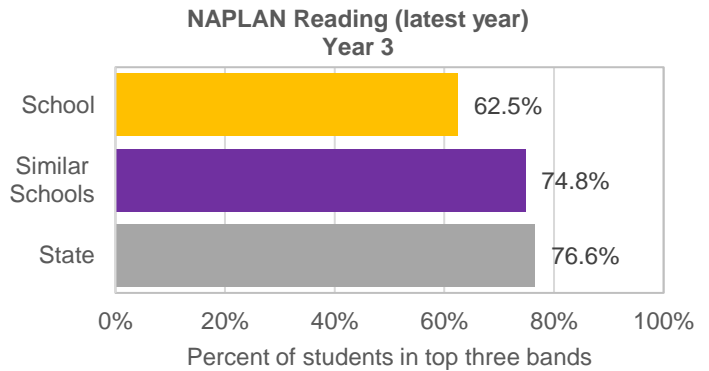
### NAPLAN

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

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

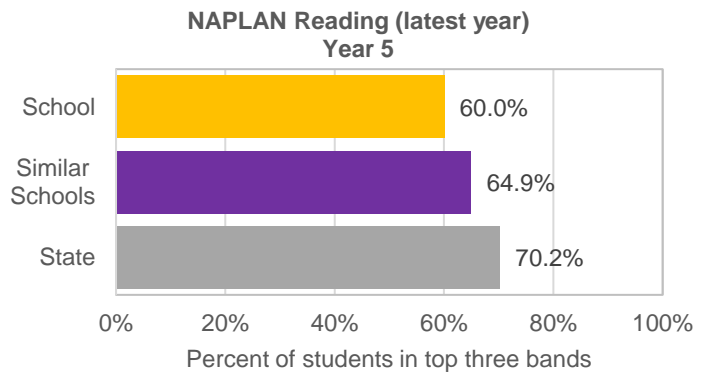
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	63.6%
Similar Schools average:	74.8%	75.5%
State average:	76.6%	76.6%



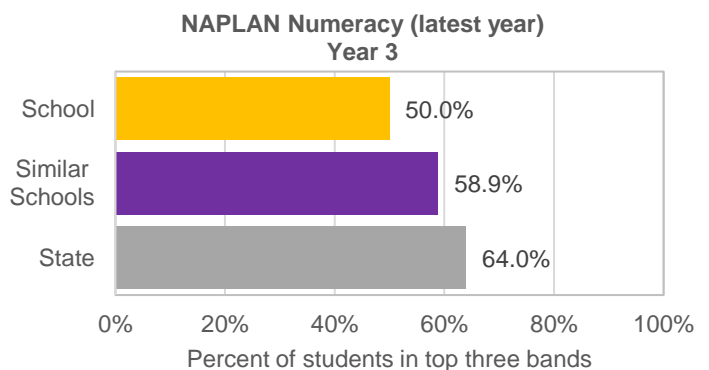
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	52.0%
Similar Schools average:	64.9%	65.1%
State average:	70.2%	69.5%



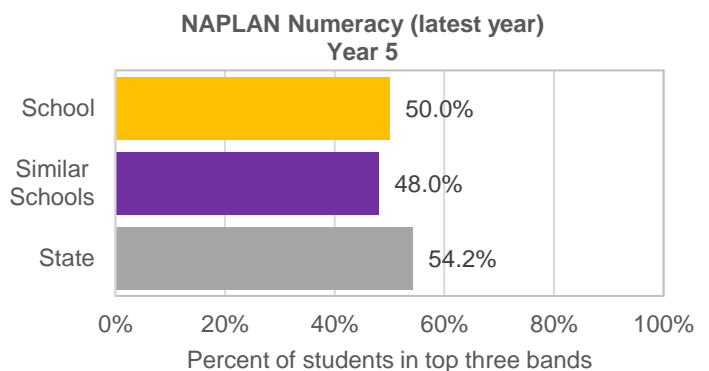
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	40.9%
Similar Schools average:	58.9%	64.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	44.0%
Similar Schools average:	48.0%	52.8%
State average:	54.2%	58.8%



## WELLBEING

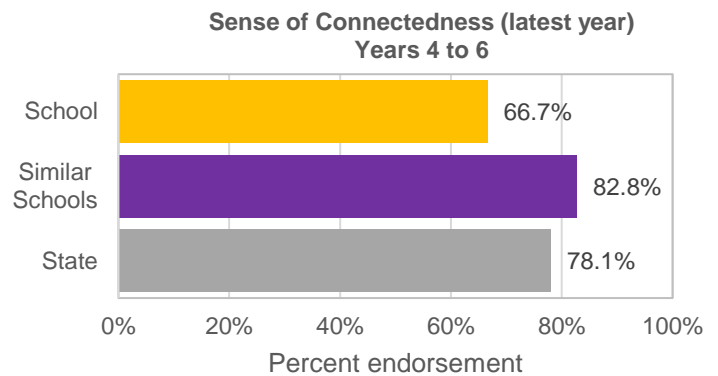
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	66.7%	79.4%
Similar Schools average:	82.8%	82.6%
State average:	78.1%	79.5%

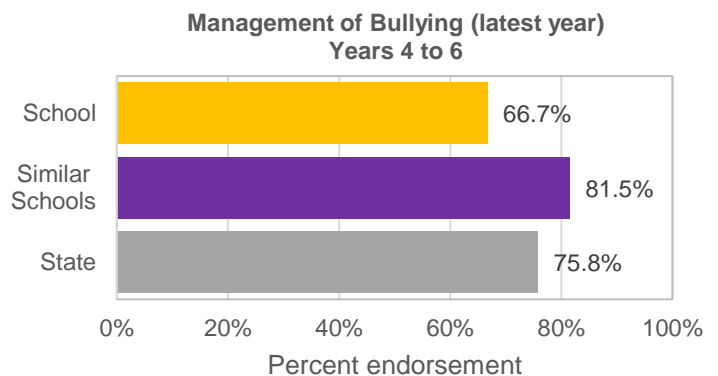


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	66.7%	77.9%
Similar Schools average:	81.5%	84.8%
State average:	75.8%	78.3%



## ENGAGEMENT

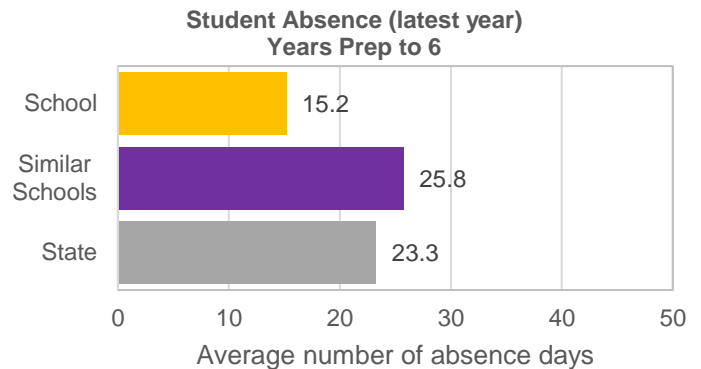
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	15.2	11.3
Similar Schools average:	25.8	18.9
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	93%	95%	94%	88%	89%	91%	96%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$784,267
Government Provided DET Grants	\$224,430
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$3,145
Locally Raised Funds	\$47,808
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,059,650</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$19,950
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$19,950</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$751,794
Adjustments	\$0
Books & Publications	\$138
Camps/Excursions/Activities	\$25,527
Communication Costs	\$3,698
Consumables	\$24,614
Miscellaneous Expense <sup>3</sup>	\$9,799
Professional Development	\$1,569
Equipment/Maintenance/Hire	\$6,736
Property Services	\$113,738
Salaries & Allowances <sup>4</sup>	\$30,689
Support Services	\$4,033
Trading & Fundraising	\$92,680
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$11,818
<b>Total Operating Expenditure</b>	<b>\$1,076,834</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$17,184)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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

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

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

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$124,452
Official Account	\$4,583
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$129,035</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$38,658
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$22,000
School Based Programs	\$13,165
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,496
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$26,000
Capital - Buildings/Grounds < 12 months	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$25,374
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$167,693</b>

*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.*