

2020 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 2020 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 18 March 2021 at 04:07 PM by Marcia Waters (Principal)

The 2020 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 20 April 2021 at 04:39 PM by Sam Smith (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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. There are currently 63 students (2021) 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

In 2020 the workforce was comprised of 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. The three classes in 2020, (F/1, 2/3, 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 2020, Katandra West Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimension of Building Practice Excellence. This included:

- * Build high quality and consistent instructional practice in literacy and numeracy
- * Develop data literacy of staff

Despite the challenge of COVID19, we made some progress in these areas. Staff developed a Reading Strategies Scope and Sequence to support consistency of teaching across the classrooms. Links to tasks that support students when practicing each strategy were created. A Reading Conference template was developed for teachers to use when conferencing with students during the Readers' Workshop. There was limited opportunities to use the template in 2020, however it will be embedded into teacher practice in 2021.

"Data Tuesday" meetings were scheduled for staff throughout 2020 when possible. Staff had a focus on analysing data during these meetings (Reading, Writing, Numeracy, SWPBS). In addition, Staff used student data when co-constructing student goals with students. Students shared their learning goals with parents/carers during Student Learning Conferences.

Achievement

In 2020, Katandra West Primary School continued to work on its School Strategic Plan goal to improve student learning outcomes in Literacy and Numeracy. Data suggests that student progress was impacted by remote and flexible learning in 2020.

In Reading, 72.92% of students made the expected 12 months growth against the Victorian Curriculum and 22.92% of students made 6 months growth against the Victorian Curriculum. Some students responded well during remote and flexible learning, with 4.17% of students making 1.5 years of growth against the Victorian curriculum.

In Writing, 12 months growth against the Victorian Curriculum was achieved by 81.25% of students, 6 months growth was achieved by 14.58% of students, and 4.17% of students achieved 1.5 years of growth.

In Mathematics, 65.31% of students made 12 months growth against the Victorian Curriculum, 2.04% of students made 1.5 years of growth and 32.65% of students made 6 months growth.

The Tutor Learning Initiative will be implemented in 2021 to further enhance student outcomes in Literacy and Numeracy and endeavour to "catch up" students who were impacted by remote and flexible learning during 2020. The Tutor Learning Initiative will target students who did not progress as expected in 2020 due to remote and flexible learning. Small groups will participate in explicit teaching targeting their learning needs.

Engagement

Katandra West Primary School made a concerted effort to engage students and their families during the Remote and Flexible Learning periods during 2020. In particular changes were made between the first and second period of remote and flexible learning based on feedback provided by families via a survey.

A communication app was used to communicate with families on a regular basis 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 2020 school year.

Students were provided with learning tasks during remote and flexible learning in a tub that was placed out the front of the school each Monday morning. Monday Tub Day 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 tubs each Friday. 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. We invited students to participate in a weekly virtual disco on Friday afternoons.

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 phone call to the office, 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 2020 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.

Parent Satisfaction, according to the Parent Opinion Survey, was 93% positive or neutral. In response to the challenges in 2020, Katandra West Primary School has a focus on building communities in 2021. Staff implemented a number of strategies to communicate with parents/carers in 2020 and these will be developed into a more formal communication strategy in 2021.

The School Staff Survey shows a 91% endorsement in 2020 in the dimension of School Climate, with 100% positive

response in the Collective Responsibility factor. This endorsement in School Climate is well above the percentage in the State (78%).

Financial performance and position

Katandra West Primary School maintained a sound financial position in 2020. The 2018-2022 School Strategic Plan, along with the 2020 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 surplus of \$31, 802. The surplus occurred through a change of staff and staff having extended medical leave, along with some maintenance works unable to proceed due to COVID19. The surplus will be used in 2021 to support the Key Improvement Strategies in the 2021 AIP. 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 2021. Additional funding was received from the State Government to enable enhanced cleaning due to COVID19.

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 2020, 31 female and 31 male.

0 percent of students had English as an additional language and 6 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) which takes into account parents' occupations and education.

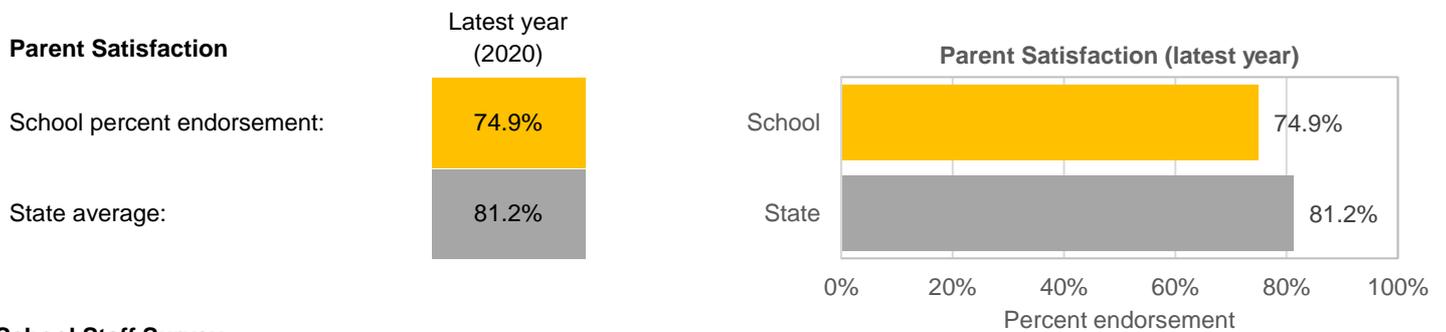
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

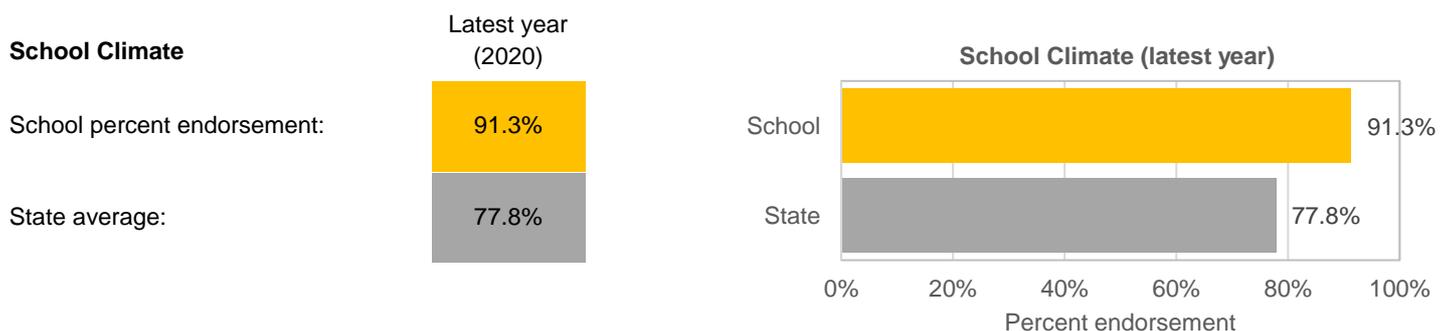


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

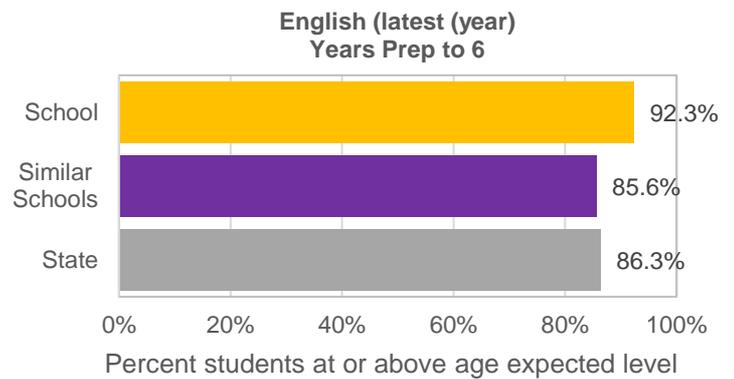
92.3%

Similar Schools average:

85.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

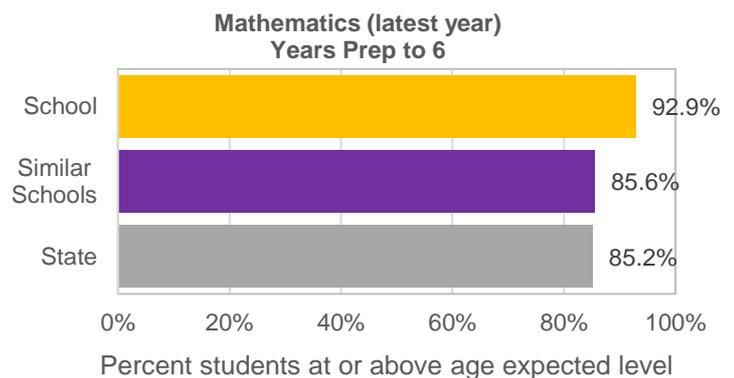
92.9%

Similar Schools average:

85.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

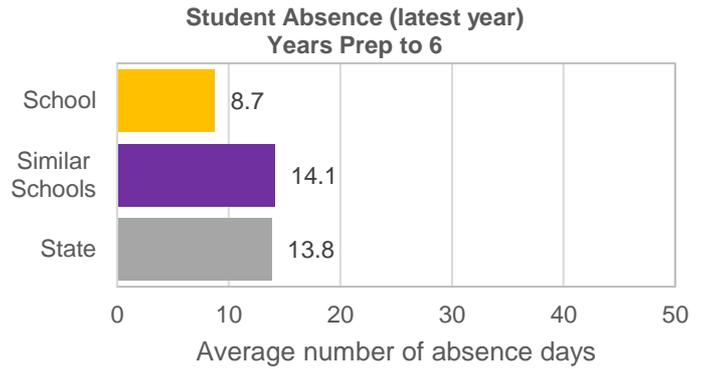
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.7	14.7
Similar Schools average:	14.1	16.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	93%	96%	97%	92%	99%

WELLBEING

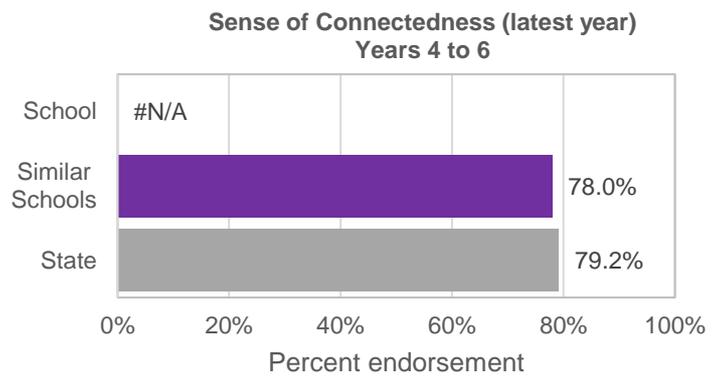
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.0%
Similar Schools average:	78.0%	82.1%
State average:	79.2%	81.0%



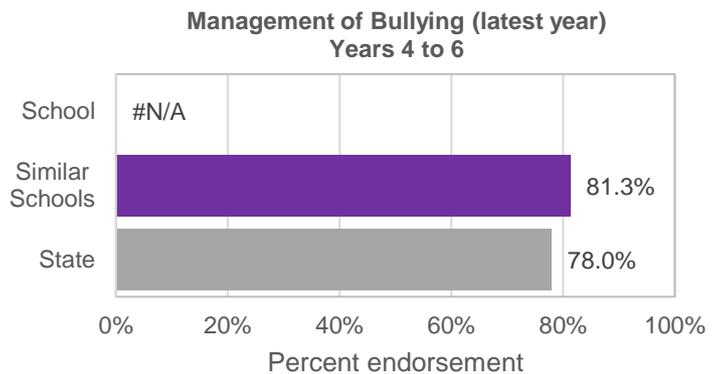
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.1%
Similar Schools average:	81.3%	83.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$688,025
Government Provided DET Grants	\$159,448
Government Grants Commonwealth	NDA
Government Grants State	\$1,350
Revenue Other	\$1,118
Locally Raised Funds	\$40,898
Capital Grants	NDA
Total Operating Revenue	\$890,839

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,162
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$18,162

Expenditure	Actual
Student Resource Package ²	\$660,370
Adjustments	\$4,000
Books & Publications	\$1,688
Camps/Excursions/Activities	\$25,528
Communication Costs	\$2,726
Consumables	\$20,279
Miscellaneous Expense ³	\$6,510
Professional Development	\$2,830
Equipment/Maintenance/Hire	\$9,188
Property Services	\$47,549
Salaries & Allowances ⁴	\$57,375
Support Services	\$2,381
Trading & Fundraising	\$6,880
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$11,733
Total Operating Expenditure	\$859,037
Net Operating Surplus/-Deficit	\$31,802
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$102,432
Official Account	\$3,787
Other Accounts	NDA
Total Funds Available	\$106,219

Financial Commitments	Actual
Operating Reserve	\$29,460
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$210
School Based Programs	\$6,085
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$6,497
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$23,967
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$106,219

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.