

2023 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 \(VIT\)](#)
- the school meets Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 08:47 PM by Marcia Waters (Principal)

- This 2023 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 03 May 2024 at 06:21 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 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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Katandra West is a small community approximately 25 kilometres north of Shepparton. On census day in 2023, 75 students were enrolled at Katandra West Primary School. We have maintained enrolments in 2024 with 75 students currently enrolled. In 2023 the Student Family Occupation and Education (SFOE) was a Low - 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 2023 the workforce comprised of a principal, three class teachers (full time) and three class teachers (part time) teaching four grades (F, 1/2, 3/4 and 5/6) and implementing the Tutor Learn Initiative (TLI). Three ES staff members were employed full time at the completion of the 2023 school year. 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 four classes in 2023, (F, 1/2, 3/4, and 5/6) occupied the classrooms in the main building with immediate access to a Computer/STEM Lab. An outside School Hours Care (OSHC) provider, TheirCare, offers care for students before and after school. A Holiday Program is also available for families during school holidays through TheirCare.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 Katandra West Primary School focused on supporting the Department of Education's 2023 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, 92.6% of students in Years Prep to 6 were at or above age expected standards in teacher judgement of student achievement. In 2023, 98.6% of students made at least 12 months growth in Reading and 100% made at least 12 months growth in Writing in teacher judgements.

In Mathematics, 97.4% of students in Years Prep to 6 were at or above age expected standards in teacher judgement of student achievement. In 2023, 98.6% of students made at least 12 months growth in Number and Algebra in teacher judgements.

NAPLAN data in 2023 shows that 57.1% of Year 3 students were in the Strong or Exceeding proficiency levels in Reading. This was slightly lower than that of Similar Schools (58.7%). It also shows that 60% of Year 5 students were in the Strong or Exceeding proficiency levels in Reading. This was lower than that of Similar Schools (71.7%). In Numeracy, NAPLAN data in 2023 shows that 69.2% of Year 3 students were in the Strong or Exceeding proficiency levels. This was higher than that of Similar Schools (64.4%). Students in Year 5 at Katandra West Primary School also had a higher percentage in the Strong or Exceeding proficiency levels in Numeracy (60%) as compared to Similar Schools (58.9%).

During 2023, staff actively participated in various professional learning opportunities. One such opportunity was Numeracy professional learning provided by Danny Hyndman - Leading Numeracy Improvement. This professional learning resulted in a

focus/development in the following areas at Katandra West Primary School: Maths Notebooks, Problem Solving, Coherence and the Maths Instructional Model.

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 2023, 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 2023, teaching staff implemented a scope and sequence for teaching SWPBS expectations, Smiling Mind, and Respectful Relationships lessons as part of our Wellbeing teaching and learning program. Katandra West Primary School has been acknowledged at a Silver Level for its implementation of SWPBS in 2023.

Overall Parent Satisfaction, according to the Parent Opinion Survey, was 90.5% positive. This is well above the state average of 82.8%. In the Parent Opinion Survey factor of student connectedness, 97% of responses were positive or neutral. Staff implemented a number of strategies to develop student connectedness within their classrooms and across the wider school community in 2023. Students identified a "Katandra Keepsafe", a trusted staff member at Katandra West Primary School that they felt they could go to for help. Staff purposefully connect with students who have identified them as a "Katandra Keepsafe" in an informal way, eg during yard duty.

The School Staff Survey shows a 97.4% positive endorsement in 2023 in the dimension of School Climate. This endorsement in School Climate is well above the percentage in the State (78.1%). A number of factors within the School Climate section of the School Staff Survey had 100% positive responses, including Collective Efficacy, Collective Responsibility, Collective Focus on Student Learning, Staff Trust in Colleagues, Guaranteed and Viable Curriculum, Shielding/Buffering, Teacher Collaboration and Trust in Students and Parents.

Engagement

Katandra West Primary School continued to engage students and their families during 2023.

Our Year 3/4 and Year 5/6 students benefited from attending camps throughout the year (Ballarat and 15 Mile Creek Camp). While our F-2 students participated in a Stopover/Sleepover at Katandra West Primary School. Other incursions and excursions were scheduled throughout the year. Our P&F Committee provided funds for buses for a whole-school excursion to Melbourne, this was a highlight for students.

Staff implemented and modelled consistent routines and expectations in classrooms and other learning areas. In the 2023 Attitudes to School Survey, 98% of students indicated a positive response in the factors of Stimulated learning and Effective Teaching Time. Additionally, 97% of students indicated a positive response in the factors of Differentiated Learning Challenge and Effective Classroom Behaviour. These percentages are well above that of Similar Schools.

The interest and engagement shown by students to be involved in the Junior School Council (JSC) has continued to increase. The JSC, initiated a project to build a gaga pit in the playground. Students who had attended camps in Years 3-6 had played gaga ball whilst on camp. They enjoyed gaga ball so much, that they wanted a gaga pit in our playground. Our P&F and School Council supported the JSC, and a gaga pit is now part of the playground facilities at Katandra West Primary School.

The average number of absence days for students at Katandra West Primary School in 2023 was 16.1. This is well below the average of 21.8 days at similar schools.

Other highlights from the school year

- Katandra West Primary School is proud of its strong and consistent implementation of SWPBS. We have achieved a Silver Level Award for our implementation of SWPBS in 2023, this is on the back of achieving a Bronze Level Award for three consecutive years in 2020, 2021 and 2022.
- The community events that were scheduled throughout 2023 were a collective highlight. Events such as Mother's Day and Father's Day Breakfasts, a colour fun run, Athletics Sports 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.

- Fantastic support from our Parents and Friends Committee that used funds raised to construct a gaga pit, pay for buses for an excursion to Melbourne and subsidise camps and student resources.
 - A minor capital works project on the Old School Building began in 2023. This project is a much-needed upgrade of the building and is set to be complete in 2024.
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Financial performance

Katandra West Primary School maintained a sound financial position in 2023. The School Strategic Plan (2022-2026), along with the 2023 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 \$107 714. 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. The surplus was expected, and School Council has plans to expend the surplus in 2024 and beyond.

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 2024. Funding received for the Tutor Learn Initiative was utilised to employ a tutor who provided small group instruction to targeted students each term in 2023. The Tutor Learn Initiative continues in 2024.

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 75 students were enrolled at this school in 2023, 44 female and 31 male.

NDP 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).

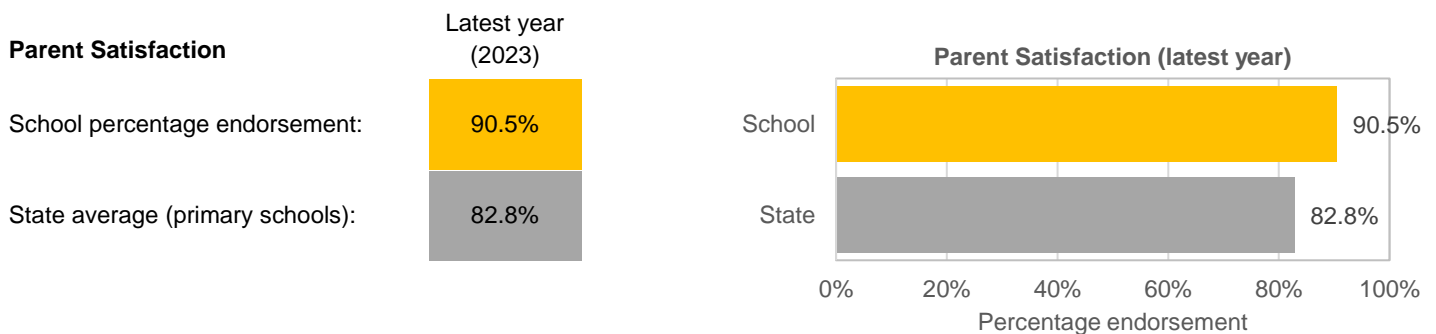
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

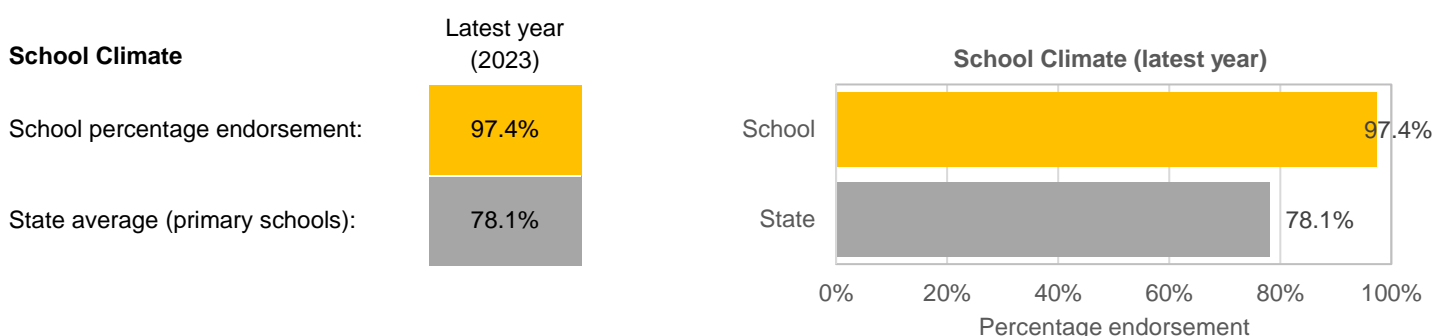


School Staff Survey

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.



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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

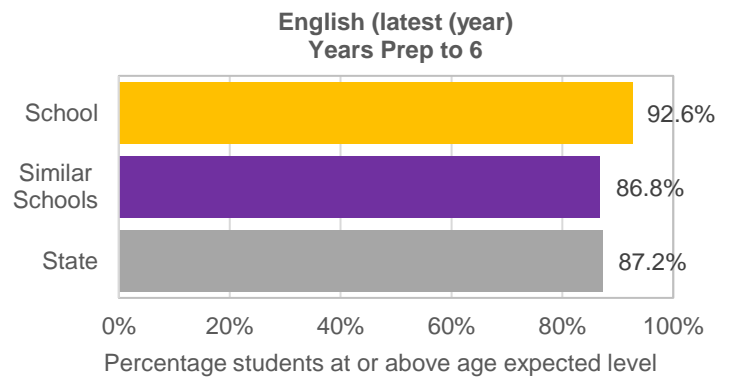
92.6%

Similar Schools average:

86.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

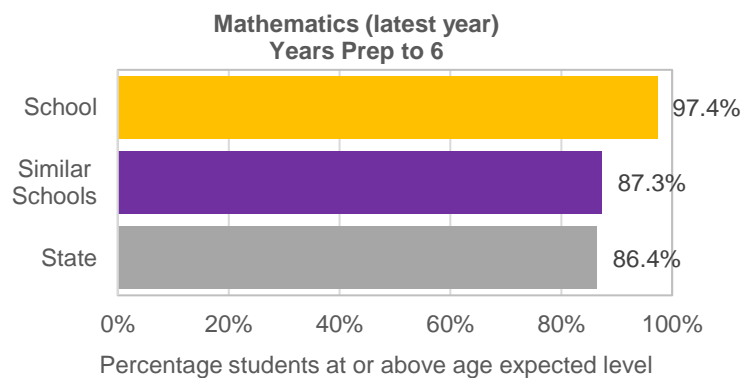
97.4%

Similar Schools average:

87.3%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

57.1%

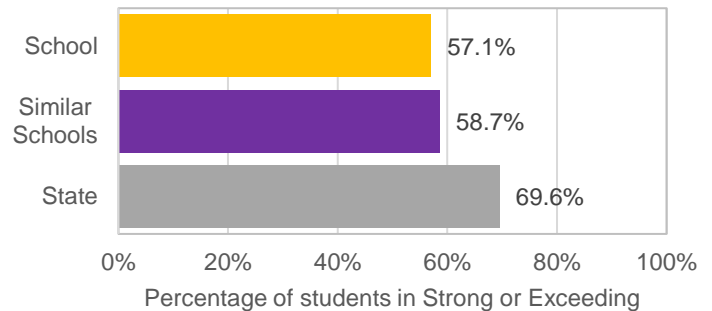
Similar Schools average:

58.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

60.0%

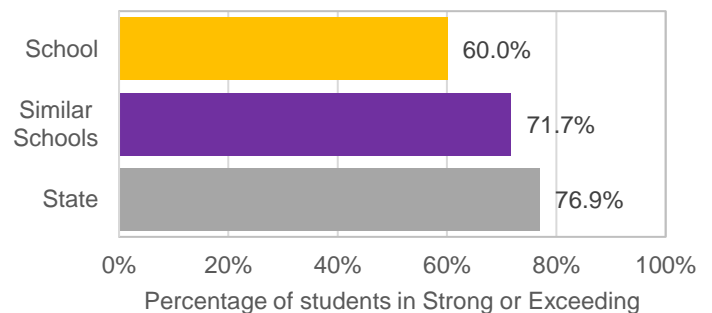
Similar Schools average:

71.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

69.2%

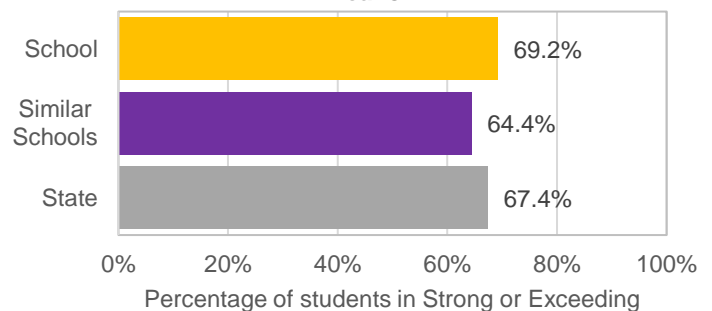
Similar Schools average:

64.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

60.0%

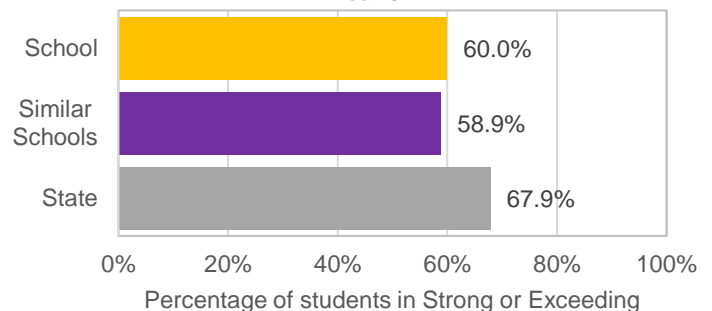
Similar Schools average:

58.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

62.5%

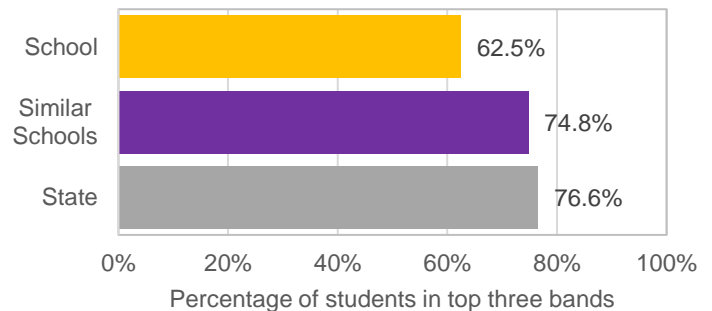
Similar Schools average:

74.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

60.0%

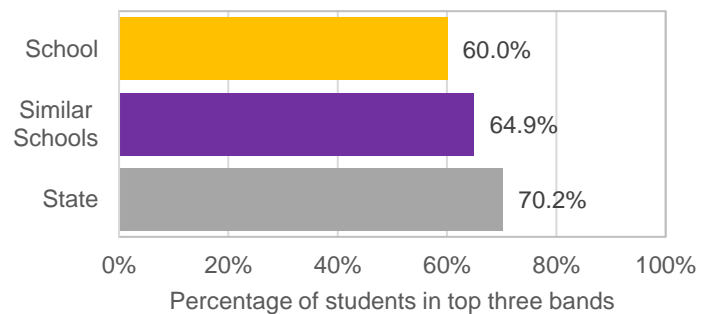
Similar Schools average:

64.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

50.0%

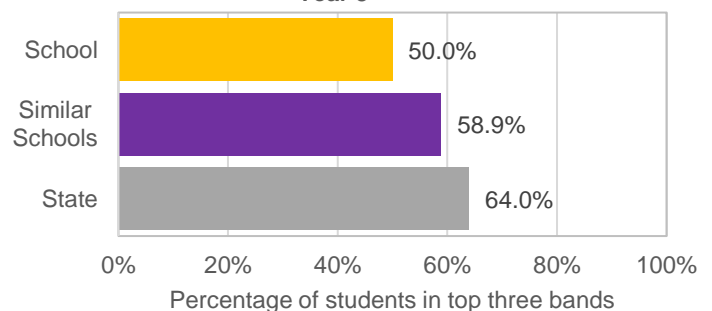
Similar Schools average:

58.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

50.0%

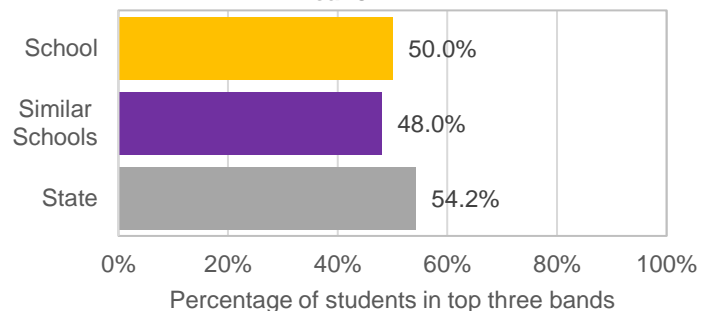
Similar Schools average:

48.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

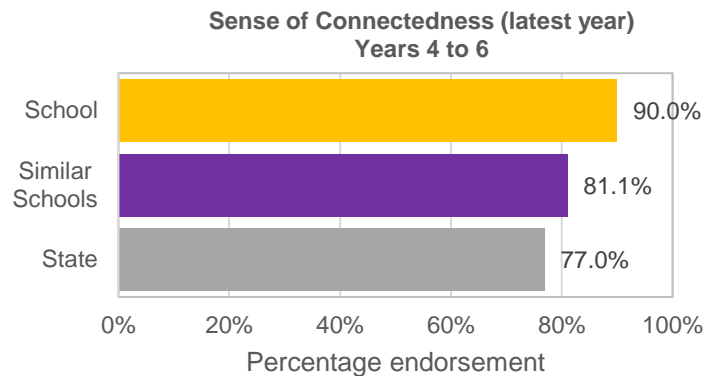
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023) | 4-year average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 90.0% | 80.7% |
| Similar Schools average: | 81.1% | 82.0% |
| State average: | 77.0% | 78.5% |

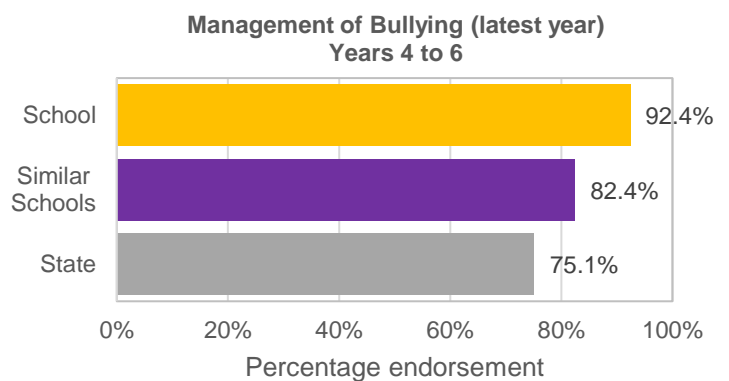


Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 92.4% | 80.6% |
| Similar Schools average: | 82.4% | 84.0% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

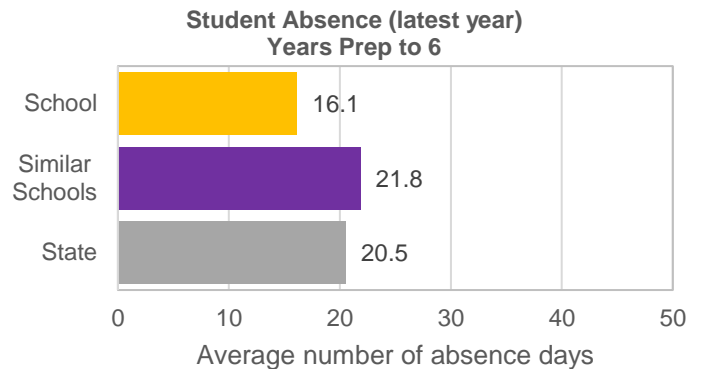
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023) | 4-year average |
|--|-----------------------|-------------------|
| School average number of absence days: | 16.1 | 11.6 |
| Similar Schools average: | 21.8 | 19.8 |
| State average: | 20.5 | 18.1 |



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 (2023): | 96% | 91% | 96% | 93% | 93% | 82% | 90% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$959,040 |
| Government Provided DET Grants | \$232,473 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$10,703 |
| Locally Raised Funds | \$46,215 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,248,430 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$17,328 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$17,328 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$851,930 |
| Adjustments | \$0 |
| Books & Publications | \$2,958 |
| Camps/Excursions/Activities | \$28,179 |
| Communication Costs | \$8,245 |
| Consumables | \$24,539 |
| Miscellaneous Expense ³ | \$17,459 |
| Professional Development | \$6,089 |
| Equipment/Maintenance/Hire | \$7,858 |
| Property Services | \$79,613 |
| Salaries & Allowances ⁴ | \$32,743 |
| Support Services | \$0 |
| Trading & Fundraising | \$70,704 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$10,399 |
| Total Operating Expenditure | \$1,140,717 |
| Net Operating Surplus/-Deficit | \$107,714 |
| Asset Acquisitions | \$7,950 |

- (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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$112,664 |
| Official Account | \$10,688 |
| Other Accounts | \$0 |
| Total Funds Available | \$123,352 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$39,365 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$22,000 |
| School Based Programs | \$14,665 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$4,396 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$17,291 |
| Capital - Buildings/Grounds < 12 months | \$40,000 |
| Maintenance - Buildings/Grounds < 12 months | \$25,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$162,716 |

All funds received from the Department of Education, 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.