

2017 Annual Report to the School Community



School Name: Katunga Primary School

School Number: 4689



- 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 Regulation 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 2017 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

Signed 22 March 2018 at 04:06 PM by Scott McKenzie (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 06 April 2018 at 09:58 AM by Nicole Smith (School Council President)



About Our School

School Context

Katunga Primary School is 45 kilometres north of Shepparton and services the Katunga community and the farming families in the surrounding area. The school is in the Shepparton Network of schools. The school has access to an extensive network of buses to enable the safe and efficient transport of the children to and from school. The enrolment on census day was 91.

The values program at Katunga Primary School is based on the premise that everybody has the right to learn, everybody has the right to be safe and everybody has the right to be respected. The “Katunga Kids are Friendly Kids” program is implemented across the school and the principles reinforced through this program are Courtesy, Respect, Cooperation and Responsibility. In 2016 we began a Building Resilience program which incorporated Positive School behaviours and Mindfulness. In 2016 we implemented an attendance policy which outlines the beliefs and understandings Katunga Primary School has on attendance issues as well as the implementation strategies we use within the school.

Katunga Primary School places a strong emphasis on the delivery of the core subjects of English and Maths. The school also has a well established specialist program that engages the children in a variety of curriculum areas. Parents are encouraged to be active participants in their child’s education and there is a variety of avenues that encourage parent involvement in school life. The school recognises that when parents and teachers work closely together, the progress of the child is enhanced.

The school was rebuilt in 2010 and the 5.7 (EFT) teachers, three ancillary staff, parents and children work in state of the art facilities. The school has learning spaces that are flexible in design, enabling versatility and creativity in teaching and learning. The school has expansive grounds and an adventure play equipment that encourages learning to take place both inside and outside the classroom. We encourage children of all ages to learn, play and cooperate with one another in a safe and inclusive learning environment.

Framework for Improving Student Outcomes (FISO)

In 2017 the Katunga Primary School Annual Implementation Plan focused on the following improvement initiatives:

1. **Building Practice Excellence**
2. **Curriculum Planning & Assessment**

The strategies used to build the capacity of the teachers within Katunga Primary School to deliver explicit teaching within the school were to implement an instructional model across the school. This model was used in conjunction with a values and beliefs document designed at the school to have consistency of practice across each classroom within the school. The school also implemented a school wide common assessment schedule and common term planners using the Victorian curriculum. Teachers were given a whole school planning day each term to design these documents. Katunga Primary School staff also continued the practice of peer observations both within and external to our school. These observations were targeted to observe programs recently implemented into the school such as the VCOP Big Write and the Building Resilience program. To continue with the theme of consistency, consistent proformas were used to document these sessions. The VCOP Big Write program was introduced in 2016 and was still a major focus in 2017 in order to improve Writing student outcomes. Professional development sessions were held to teach the teachers the key components of this program. In 2017 the teachers completed Day 2 of this training. A community of practice approach was adopted with neighboring schools to assist with the implementation of this program. Attendance was also a focus in 2017. We celebrated low attendance levels with certificates at the end of each semester and also maintained a focus of contacting parents/carers of students with unexplained absences. Katunga Primary School also has a strong emphasis on sport and sport related activities as well as the Arts. We have whole school incursions once a Term where various performers visit and entertain the students. Opportunities to participate in swimming, athletics, cross country running, football and netball at an Interschool, Divisional, Regional and/or State level are given to all students.

Achievement

In 2017 the goal to improve student outcomes was to increase the percentage of students achieving results in the top 2 bands of NAPLAN, especially in reading, writing, spelling and numeracy based on 2016 data (stated below).

The results were as follows:

Grade 3	2016	2017	Grade 5	2016	2017
Reading	16.7%	57.1%	Reading	16.6%	33.3%
Writing	50.0%	42.8%	Writing	16.7%	13.3%
Spelling	16.7%	42.8%	Spelling	25.0%	33.3%
Numeracy	33.4%	71.4%	Numeracy	8.3%	16.7%

The other goal in 2017 was to increase the percentage of students achieving above expected standard and decrease the percentage of students achieving below the expected standard using the below 2016 Victorian Curriculum teacher judgements as a base.



	2016 Reading Semester 2			2016 Writing Semester 2			2016 Numeracy Semester 2		
	Below	At	Above	Below	At	Above	Below	At	Above
F	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%
1	20.0%	80.0%	0.0%	40.0%	60.0%	0.0%	0.0%	80.0%	20.0%
2	13.3%	40.0%	46.7%	15.8%	44.2%	40.0%	13.3%	46.7%	40.0%
3	33.3%	33.3%	33.3%	50.0%	33.3%	16.7%	16.7%	66.6%	16.7%
4	16.7%	33.3%	50.0%	33.3%	27.8%	38.9%	22.2%	38.9%	38.9%
5	25.0%	25.0%	50.0%	41.7%	33.3%	25.0%	41.7%	41.6%	16.7%
6	27.3%	36.4%	36.3%	45.4%	36.4%	18.2%	27.3%	54.5%	18.2%
F - 6	19.4%	49.7%	30.9%	32.3%	47.9%	19.8%	17.3%	61.2%	21.5%

The data in 2017 was as follows:

	2017 Reading Semester 2			2017 Writing Semester 2			2017 Numeracy Semester 2		
	Below	At	Above	Below	At	Above	Below	At	Above
F	0.0%	61.5%	38.5%	7.7%	76.9%	15.4%	7.7%	76.9%	15.4%
1	12.5%	43.8%	43.8%	52.9%	41.2%	5.9%	18.8%	50.0%	31.3%
2	0.0%	12.5%	87.5%	14.3%	42.9%	42.9%	0.0%	85.7%	14.3%
3	28.6%	28.6%	42.8%	28.6%	35.7%	35.7%	28.6%	21.4%	50.0%
4	37.5%	37.5%	25.0%	50.0%	37.5%	12.5%	37.5%	37.5%	25.0%
5	29.4%	17.6%	52.9%	41.2%	17.6%	41.2%	35.3%	23.5%	41.2%
6	16.7%	41.7%	41.7%	8.3%	50.0%	41.7%	50.0%	33.3%	16.7%
F - 6	17.8%	34.7%	47.5%	29.0%	43.1%	27.9%	25.4%	46.9%	27.7%

This data reflects significant gains in Reading data and small gains in Writing and Numeracy. Teacher Judgements now have a true bell curve about them and reflect the true nature of the student's progress. This was achieved by triangulating data from On Demand results, NAPLAN results and teacher driven assessment. The NAPLAN data is one to celebrate. Not only did we achieve our targets but we also achieved very good results in terms of relative growth from grade 3 to grade 5 as well.

Engagement

In 2017 Katunga Primary School the goal was to plan for challenging goals and effective feedback for all students and teachers. The aim was to show improvement in learning confidence, school connectedness and stimulating learning measures in the Attitudes to School survey as well as showing improvement in the school improvement, approachability, parent input, behaviour management, general satisfaction and social skills in the Parent Opinion survey.

Both of the above mentioned surveys displayed excellent results. One of the Parents commented "that the teachers at Katunga PS are all very easy to talk to and very approachable for all circumstances". This comment reflects the data and in fact the data states that the parents are generally very happy with the school and its practices. The SATSS scores were also in the main very positive. The school will continue to maintain a focus to improve Student Voice as this is an area that the students have identified that needs improvement.

The programs we use such as the Katunga Kids Are Friendly Kids, Mindfulness and the Building Resilience program have assisted us greatly in terms of student engagement. We will also continue to listen to the Junior School Council and continue to implement student goals into each classroom in 2018 and beyond.

Wellbeing



In 2017 the goal was to improve levels of student attendance, engagement and motivation within a culture that fosters positive relationships, connectedness and wellbeing. The target was to decrease the average days students are away at Katunga Primary School. This goal was achieved by decreasing the student absence data down to 11.8 days per student.

In order to achieve this goal Katunga Primary School placed a major emphasis on celebrated attendance at school. We handed out certificates each semester celebrating low attendances and also continued to run stimulating and engaging programs throughout the school such as introducing STEM classes in 2017 and the continuation of our successful Art, Library, Music and P.E programs.

Other aspects we focussed on were student wellbeing programs such as Mindfulness and the very successful Katunga Kids are Friendly Kids program. We allowed the students to have input into other aspects of the school as well with the students given greater opportunities to develop their leadership skills in the Junior School Council. This allowed them to provide input into Fundraising, curriculum programs as well as organising extra curricular events such as Discos, Pet parades and the like.

For more detailed information regarding our school please visit our website at
<http://www.katungaps.vic.edu.au/>



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 91 students were enrolled at this school in 2017, 42 female and 49 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	50%	36%	Numeracy	14%	71%	14%	Writing	14%	71%	14%	Spelling	29%	43%	29%	Grammar and Punctuation	14%	57%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	50%	36%																							
Numeracy	14%	71%	14%																							
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Grammar and Punctuation	14%	57%	29%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	95 %	95 %	95 %	94 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	95 %	95 %	95 %	94 %	94 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

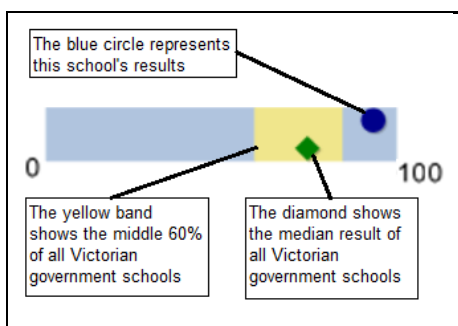
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

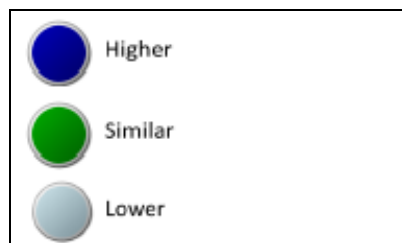


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Katunga Primary School's annual result was a surplus due to credit funds carried over from the SRP. This surplus will fund future staffing and assist with the purchase of new technology throughout the school. We did not have any new sources of revenue in 2017 but continued to receive Primary Welfare funding, Equity funding, Sporting Schools Program funding and Parents' Club fundraising allowing the school to run extra-curricular activities. No other additional funding beyond the SRP was received.

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

Katunga Primary School meets the legal obligations to pay creditors as well as commitments the School Council has made in relation to future projects or programs.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$813,130	High Yield Investment Account	\$164,533
Government Provided DET Grants	\$226,494	Official Account	\$10,365
Government Grants Commonwealth	\$6,100	Total Funds Available	\$174,898
Revenue Other	\$10,802		
Locally Raised Funds	\$51,887		
Total Operating Revenue	\$1,108,414		
Equity¹			
Equity (Social Disadvantage)	\$64,304		
Equity Total	\$64,304		
Expenditure		Financial Commitments	
Student Resource Package ²	\$690,348	Operating Reserve	\$30,794
Books & Publications	\$552	Asset/Equipment Replacement < 12 months	\$5,500
Communication Costs	\$1,643	Maintenance - Buildings/Grounds incl SMS<12 months	\$16,000
Consumables	\$17,860	Revenue Receipted in Advance	\$3,000
Miscellaneous Expense ³	\$40,840	School Based Programs	\$99,604
Professional Development	\$5,594	Asset/Equipment Replacement > 12 months	\$20,000
Property and Equipment Services	\$67,635	Total Financial Commitments	\$174,898
Salaries & Allowances ⁴	\$39,560		
Trading & Fundraising	\$18,334		
Utilities	\$9,409		
Total Operating Expenditure	\$891,774		
Net Operating Surplus/-Deficit	\$216,639		
Asset Acquisitions	\$16,410		

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

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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



All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.