

2018 Annual Report to The School Community



School Name: **Katunga South Primary School (2269)**



- 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 2018 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 14 March 2019 at 11:47 AM by Elizabeth Oudeman (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 2018 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.

Attested on 19 March 2019 at 12:54 PM by Sarah Hansen (School Council President)

Katunga South Primary School (2269)

About Our School

School context

Katunga South Primary School is situated eight kilometres north of Numurkah in predominantly irrigation farming land with no immediate residential community.

Katunga South Primary School is a friendly, caring and learning-focused school that aims to respond to parents aspirations for their children in a rapidly changing world. The school has a proud history, having served the local community since it opened 138 years ago in 1880. Staff and all involved in the life of the school are committed to creating an atmosphere of cooperation, high expectations and success for all in a safe and friendly environment. The commitment level of the School Council and our school community is very high and there is a strong sense of ownership.

In 2018 there was an enrolment of sixteen students, 87.5% of families lived closer to other primary schools, but parents chose to bring their children to Katunga South because of the perceived advantages of a small rural school setting. Katunga South as well as providing the advantages of a small school environment caters well for children both academically and socially, who have experienced difficulties in larger main school settings. The demographic of the school has changed and although surrounded by agricultural land none of our families are involved in primary production. The Camps Sports and Excursions Fund supports approximately 37.5% of the students, with the 2018 SFOE index at .0.6195.

The downturn in the economic climate has had a significant effect on the community and caused levels of financial and emotional stress on families. Katunga South Primary School has a history of commitment to providing support to its community through difficult times.

The school is well resourced, with experienced staff possessing specialist qualifications, excellent buildings and grounds facilities.

In 2018, all programs offered were aligned to the Victorian Curriculum from the start of the year. The school had small class sizes and consisted of an 1-2 and a 3-6 classroom. This breakdown of classes encouraged multi-age activities and opportunities for both the acceleration and consolidation of learning opportunities through individualised teaching.

2018 Staffing consisted of a Teaching Principal in the F-2 room (appointed in 2011), one Expert Teacher 0.7 in the 3-6 room a Business Manager 0.4, The school employed an Educational support trainee 1.00. for term one. Classroom instruction based on 'Best Practice' teaching methods was developed by the teachers based on assessment of student learning, with clear goals and targets for students in the key areas of literacy and numeracy. Students regularly participated in an extensive range of extracurricular activities, joining with cluster schools for sports, transition days and cultural performances and participated in community days such as the ANZAC Day march and ceremony. Students participated in programs with qualified staff in the various specialist areas of Music, Art, Library and Sporting Schools. The school also boasts a 1:1 student / lap top ratio and enjoyed high quality learning activities using other technologies such as interactive whiteboards and a Poly Com communications system and the introduction of the WEBEX in term Four.

Katunga South is above all, a friendly, caring and learning focused school that meets the needs of its student population, as well as responding to its community's aspirations by working in partnership to support student learning.

The unique and dynamic small school environment at Katunga South caters well for all students and meets the challenges of education in the 21st century.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives of Excellence in teaching and learning - Curriculum planning and assessment and Positive climate for learning -Empowering students and building school pride were selected as the focus initiatives for 2018

In 2018 saw the continued development of a whole school plan supported by term planners, a Katunga South Numeracy Scope and Sequence and a Katunga South Literacy Scope and Sequence. The principal and the senior

Katunga South Primary School (2269)

room teacher to look at assessments being used and identified those most closely aligned with the Victorian Curriculum. An effective assessment schedule was developed, which aligned to the Victorian Curriculum and supported best classroom practice. Assessment Data was centrally stored and provided the basis for whole school planning and lesson plans. Individual Education Plans were used to set goals for those students who needed to develop an awareness of their pathway to success. 2018 gave parents more opportunities to be involved in the process, this developed parent confidence and a greater understanding of the importance of an effective home/school partnership in their child's education.

Achievement

Teacher judgements based on the Victorian Curriculum indicated that overall we achieved results at or above similar levels to like schools in English and Mathematics. Due to the small number of students who accessed Naplan, no data was available. Continued improved student learning was supported by the Victorian Curriculum in 2018. Individual Education Plans were regularly updated to ensure that students' learning points of need were identified and provided a focus for students to identify what they needed to do to continue to improve. Spelling was a focus for 2018 and was the major literacy goal in 2018. Staff participated in Professional Learning Communities and mediated and shared curriculum knowledge as part of the Communities of Practice with other small schools. Students were further supported by being able to access the services of regional support staff, such as, the SSSO's speech therapists and occupational therapists.

Engagement

The positive and open communication that has been established between students, teachers and parents continued to be a major focus in 2018 and will be carried into 2019. Katunga South Primary School, recognised that high absent rates had a negative impact on a student's educational development. In 2018 the "Every Day Counts" philosophy was again used to create a positive attitude to obtaining and maintaining low absence rates. The small number of students enrolled impacted negatively on overall results, as some grades only had one student therefore, some days, if that student was absent a 100% absence rate for that day was recorded. 2018 data, indicated that all grade levels achieved above 94% except for students in Grade four the results of which were skewed, as a student enrolled in this year level was regularly absent, due to a serious and ongoing medical condition. Having received a grant from the 'School Attendance Small School Initiative' scheme late in 2018, a new Software program 'uEducateUs' will be introduced at Katunga South in 2019. This program allows attendance monitoring, a more relevant method of communication with parents and an updated reporting format. The funding for this program is for three years, and in that time we plan to use the program to allow the school to continue achieving consistent and positive results. We will continue to promote the DET "Every Day Counts" philosophy through regular reminders in our newsletter and will continue to implement the reward system introduced in 2013 to celebrate students who achieved a 96% + attendance rate each semester.

Wellbeing

In 2018 publishing data obtained from the 'Attitudes To School Survey' and the 'Parent Survey' was not available to the school community because of the small number of students at the respective grade levels eligible to participate in the 'Attitudes To School Survey' and in the case of the 'Parent Survey' not enough parents responded. Our focus remains the same i.e. to raise the levels of satisfaction for all students and their families. At Katunga South, our goal is to continue to promote and maintain a positive, caring and safe environment that encourages self-esteem, a mutual respect for others and an attitude which fosters active community participation. Staff at Katunga South, understand the importance of providing an engaging curriculum for students. In 2018 staff implemented IEPs with a greater emphasis on student voice as well as continuing to foster and develop positive attitudes and behaviors with the students. High level of 'student connectedness' can be attributed to the skills and expertise of very experienced

Katunga South Primary School (2269)

staff at Katunga South. The 2018 emphasis on student motivation and learning confidence will continue to be a focus in 2019. Katunga South will continue to put into place effective transition programs from pre-school to school, year level to year level and year six to secondary school. Other avenues incorporated into the curriculum to foster Student Wellbeing were and will continue to be the focus in 2019, included participation in local and regional sports days, and camp for Grades three –six children and an annual concert. Involvement by students in decision making processes about the school were fostered through membership of the Junior School Council. Continued development of Year 5 and 6 students through leadership positions such as school captain and vice-captain or captain and house captains and house vice captains. A new Software program 'uEducateUs' was purchased in term four, which allow attendance monitoring, a more relevant method of communication with parents and updated reporting format. The purchase of supporting IT equipment for the new software and the cost of this new program for the next three years was funded by the 'School Attendance Small School Initiative' grant.

Financial performance and position

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.

Due to diligent financial management, Katunga South Primary School has carried over surplus funds. Equity funding was used to engage an educational support trainee to provide assistance to classroom teachers and supplement the implementation of best practice classroom programs.

The employment of a CRT on a weekly basis was initiated to allow DET administration requirements to be met. A new Software program 'uEducateUs' was purchased in term four, which allows attendance monitoring, a more relevant method of communication with parents and updated reporting format. The purchase of supporting IT equipment for the new software and the cost of this new program for the next three years was funded by the 'School Attendance Small School Initiative' grant. Funds continued to be accumulated to allow future replacement of student IT resources and maintenance of buildings and grounds.

For more detailed information regarding our school please visit our website at
<https://www.kats.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

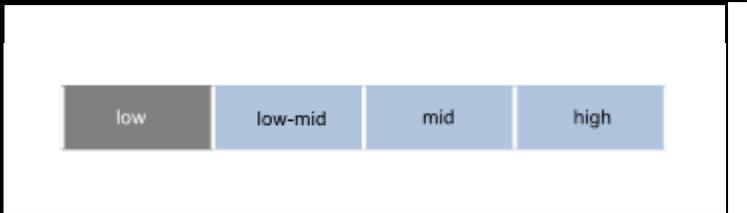
Enrolment Profile

A total of 16 students were enrolled at this school in 2018, 6 female and 10 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

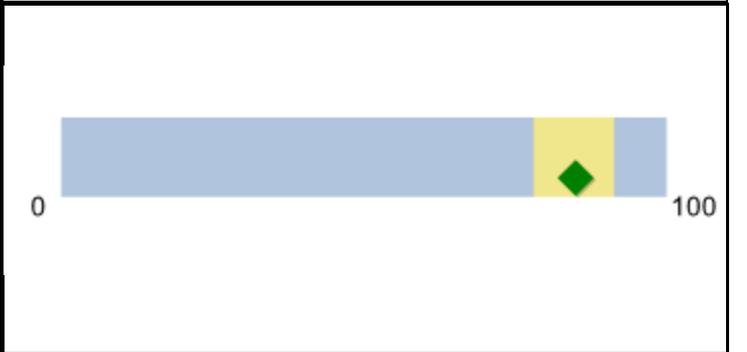
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

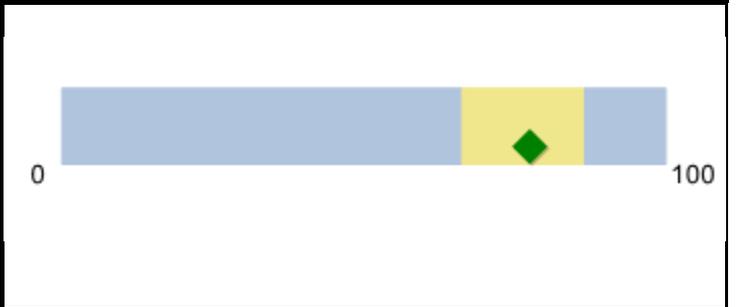
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

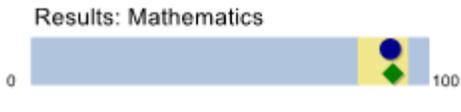
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



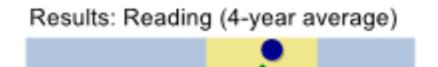
Performance Summary

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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Higher</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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

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 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="545 913 1029 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>NA</td> <td>96 %</td> <td>94 %</td> <td>96 %</td> <td>80 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	96 %	94 %	96 %	80 %	94 %	96 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	96 %	94 %	96 %	80 %	94 %	96 %										

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$320,557	High Yield Investment Account	\$5,999
Government Provided DET Grants	\$72,800	Official Account	\$1,952
Government Grants Commonwealth	\$1,364	Other Accounts	\$23,333
Revenue Other	\$934	Total Funds Available	\$31,284
Locally Raised Funds	\$10,555		
Total Operating Revenue	\$406,209		
Equity¹			
Equity (Social Disadvantage)	\$38,966		
Equity Total	\$38,966		
Expenditure		Financial Commitments	
Student Resource Package ²	\$271,215	Operating Reserve	\$13,723
Communication Costs	\$2,772	Provision Accounts	\$556
Consumables	\$11,861	Asset/Equipment Replacement < 12 months	\$7,005
Miscellaneous Expense ³	\$19,671	Maintenance - Buildings/Grounds < 12 months	\$10,000
Professional Development	\$1,849	Total Financial Commitments	\$31,284
Property and Equipment Services	\$16,313		
Salaries & Allowances ⁴	\$31,748		
Trading & Fundraising	\$1,479		
Utilities	\$4,291		
Total Operating Expenditure	\$361,199		
Net Operating Surplus/-Deficit	\$45,010		
Asset Acquisitions	\$0		

(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 04 March 2019 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.

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)

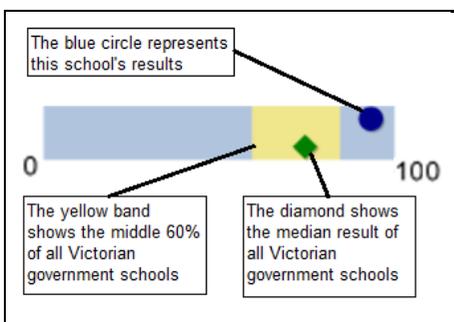
Engagement

- 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).

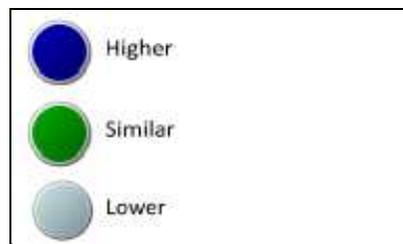


What does *School Comparison* refer to?

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*' or '*ND*' 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').