2020 Annual Report to The School Community

THE **EDUCATION STATE**

School Name: Katandra School (4846)

Katandra School
Providing the best learning environment for *your* child

- 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 15 March 2021 at 07:24 PM by Rhett Watts (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 19 March 2021 at 09:03 AM by Vera Pete (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.

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. Absence 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.

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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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 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 *'Towards Foundation Level Victorian Curriculum'*?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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').

About Our School

School context

Katandra School, formally Ormond Special School, was established in 1959 in what was the old Kilvington Baptist Grammar School. Katandra School is part of the Government school sector. The school is located in the South Eastern Victorian Region and serves a wide geographical area that incorporates the cities of Glen Eira, Bayside, Port Philip and Monash.

Katandra School invites a community atmosphere, with an inclusive and positive learning environment. At Katandra we have proud tradition in providing excellence in special education for students with additional learning needs and maximise every learning opportunity to shape our students' future through high quality, values enriched through teaching and learning.

As a Victorian Government Specialist Primary School, Katandra School has a clear vision and purpose. The school is renowned for fostering student excellence with the support and involvement of our learning community. The staff at Katandra School are dedicated and committed professionals who are experts in their field of education. Katandra has provided assistance and expertise to primary and secondary schools within the region through the Katandra Project.

At Katandra, the school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are genuine partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, to be independent and to value the pursuit of knowledge.

The school attracts and retains an experienced, caring and innovative staff who work to provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit. In 2020, the school had the equivalent of 21.6 full time staff – Made up of 2 Principal Class, 7 Class Teachers, 1 Leading Teachers and 2.6 specialist Teachers, 10 Educational Support Staff and 1 Paramedical Staff for two terms.

Student enrollment for 2020 was 52 students with results across ABLES testing and growth against levels B- 3 of the Victorian Curriculum showing students achieving growth in all outcomes. This is testimony to the quality education provided.

At Katandra School, our challenge is to target key indicators which define what it is to be a truly successful learner, a learner who not only achieves their own individual potential, but who is deemed successful within the context of his/her area of talent. To achieve this we focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. We believe these opportunities will continue to evolve through the commitment of our dedicated staff.

We are confident our focus on individual needs and abilities will be achieved through maintaining strong partnerships with parents, allied health professionals and the wider community. This, in turn, provides a comprehensive approach to challenging our students to achieve their best and build self-confidence in their personal abilities. This holistic approach of building the foundations of academic, physical, social and emotional learning capabilities of our students, reflects our school's ethos.

Students are eligible to attend Katandra School if they meet the criteria for the Program for Students with Disabilities- Intellectual Disability. Once eligibility has been established, students who live within our designated zone have access to free bus travel to and from school.

Katandra School's Vision Statement:
Katandra School believes in providing an inclusive and engaging environment which enables students to embrace learning and achieve their full potential. We do this by providing a specialised and challenging curriculum, building

student's social, emotional and physical wellbeing; empowering students to become active and valued members of the community.

Katandra School's Mission Statement:
Katandra School is a supportive learning community where everyone is encouraged to be responsible, safe, respectful and resilient. We are a unique learning environment that promotes SUCCESS, FRIENDSHIP & A SENSE OF BELONGING for all students, staff & the community. We enable students to become active in their learning by promoting collaboration, creativity, curiosity, problem solving, teamwork, independence and fostering active participation in engaging programs that prepare them for the future. "Providing the best learning environment for your child"

Katandra Values Statement:
Katandra School makes a commitment to embed the following values across our school community; Respect, Responsibility, Resilience and Teamwork. It is an expectation that our school values are continually at the forefront of everything we do.

Katandra Schools Philosophy:
Katandra School inspires students to become learners that are creative and socially motivated to experience the joy of learning and achieve at high levels of success in what they do. As students move through the school they consolidate their learning through engaging in age appropriate experiences in the school, and the wider community that promote independence, resilience and self-identity.

Enactment of School Philosophy:
Our school operates by asking a fundamental question, "Is this work or process in line with the school vision, mission values and beliefs?" This question guides and directs the practice of all staff in the school. The vision of the school will sit at the centre of our focus and there will be expectations about all work aligning with the vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

All documentation will reflect the set of practices of the school. This includes organisational structures, teaching and learning practices and programs, internal and external interactions, School Council and community programs. A detailed list of school policies sit within this framework as part of VRQA quality assurance requirements. The belief that all students can achieve high standards transform nearly everything about the way we approach schooling. An organised structure of attributes, principles and understandings expressed in the design of our curriculum amplifies the possibilities for long range planning, short term preparation and clear communication. Our highly skilled staff provide programs based upon team curriculum design, evidence based research and theories, school priorities and most importantly offering differentiated learning and instruction for the individual student needs.

Framework for Improving Student Outcomes (FISO)

Staff at Katandra continued to build practice excellence by actively collaborating in professional learning communities (PLCs) and participating in an extensive professional learning program. Through the sharing of professional learning goals, targets and timelines we have seen staff support and challenge each other to improve practice by :
- the collaborative design of assessment tools and moderation activities
- the implementation of the clinical teaching cycle in each classroom
- face to face and videos of practice peer observations, with a specific focus on HITS - multiple exposures, questioning and differentiation
- sharing the ways in which HITS is incorporated into the classroom by sharing practice, refining applications and monitoring implementation
- participating in data driven discussions, reviewing strategies that have an impact on student outcomes
- self reflecting on practice and the practice of others .
- adhering to agreed norms and protocols, with a review in term 3 adapted to remote teaching and learning.

Teachers at Katandra actively analyse prior learning and student assessment data, to consider the needs of individual students when developing their teaching and learning programs, writing individual learning plans (ILPs) each semester and in 2020 engaging in the clinical teaching cycle. Teachers follow a whole school curriculum plan, linked to a scope and sequence of resources for English and Inquiry learning. Teachers work programs show evidence of each learning task linked to the Vic curriculum, following a 2 year curriculum scope and sequence. Teachers formally develop Katandra's curriculum plan, working together to design unit term plans to determine stages of learning.

Data discussions facilitated during PLCs build upon teachers' capabilities to understand assessment data and to use it to inform where to begin individualized, small group and whole group teaching . Over the course of the year, we have evidence of teaching teams utilizing student data to inform planning and differentiation. Leaders oversee teacher planning ensuring a clear relationship between the curriculum standards, learning goals and activities in addition to assessment strategies. Student views are considered.

Teachers adhere to the whole school assessment schedule by administering base line literacy assessments, (KPAT, PM benchmark/Pre reading assessment tool, handwriting screening tool, RIP IT UP reading) and numeracy assessments (student achievement summary) with ILP goals captured using Sentral's continuum tracker. PLC leaders collate literacy base line data and produce a visual data wall, reflecting gains and setbacks when compared to 2019 data sets.

PLCs at Katandra are designed to engage teachers and education support staff in challenging and supportive discussions that enhance the teaching and learning which takes place. Building professional resilience teachers self reflect on their practice and actively participate in peer observations with a colleague. Teachers utilize the opportunity to observe their colleagues, by reviewing, trialling and evaluating HTIS in the classroom, with focused coaching and modelling from instructional leaders. Staff engage in discussions which build and refine their practice. Instructional leaders are members of communities of practice, and incorporate their learnings to share in whole school staff meetings and teacher and ES PLCs.

Leaders at Katandra have developed structures and procedures as well as responsibilities in day to day practice that allow them to be instructional leaders across the school. There are 2 coordinators in the school that provide collaboration and coaching support for staff in the use of digital technologies and Alternative/Augmentative Communication (AAC). The IT manager also provides regular professional learning , mentoring and guidance in all areas of ICT to build the capacity of staff and students. This role was key for remote learning in 2020.

The leading teacher and AP under guidance of the principal, use staff and student data to determine the agenda and focuses for PLC/ PLT's and professional development in the school. Collaboratively they lead and work with staff through PLC forums to engage staff in discussions, reflections and activities around school reform initiatives, curriculum achievement, teaching/learning, wellbeing and student growth.

All professional learning targets areas of priority in the AIP and SSP, and is facilitated or organized by leaders in the school. Leaders always participate in professional learning and guide the professional reflective discussions and further learning and development that is required after attending professional development or training.

The principal and leaders at Katandra are very aware of successful change management processes that revolve around 'Kotters' model of change management. The leadership team also collaborate to consider what is 1st or 2nd order change and what process are required to achieve both. As part of the school improvement journey to meet VRQA minimal requirements, and improve student achievement and school data, the leadership team have had to consider implementing some significant changes, and at the forefront of all decisions it has been what is right for the students.

The leadership team under the guidance of the principal has been required to make careful considerations around Human, Physical and Financial resourcing for the school. A key part of this has involved ensuring there is a strong and united leadership team that believe in the school vision, and can drive and motivate the staff with school and state wide initiatives to keep ourselves and others to account. This involves feedback, mentoring and facilitating professional discussions, these are all used to evaluate and monitor, then plan for next steps.

Katandra School managed to show positive progression in all areas of the FISO continuum, demonstrating growth in all the dimensions for each of the 4 domains. Katandra' s strength and greatest achievements in 2020 was in building practice excellence. The staff at Katandra should be commended on the hard work and commitment displayed in 2020 for embedding practicing and setting high standards for improving student outcomes.

Achievement

Katandra has seen a positive shift in the development of a guaranteed and viable English curriculum across the school. We have achieved a milestone where we see all staff adopt a whole school approach to Literacy. Over the course of the year, staff have worked collaboratively to achieve this by:

Redesigning the pre - writing hand writing screening tool, linking each capability to writing content descriptors in the A – 2 curriculum. Implemented as part of the whole school assessment schedule, teachers have demonstrated greater understanding when determining underlying flaws in the foundations that make up handwriting. Developing this assessment has built upon the acquisition of a collaborative mindset, increasing knowledge and capacity when using the curriculum, and has supported colleagues to share their comprehensive knowledge of assessment and reporting requirements.

Building upon the knowledge acquired during Spotlight on learning sessions and Teaching & Learning PLCs, the Colorful semantics program has been successfully implemented across the school where we see evidence of all classes using the program during remote and onsite learning. Modified for Prep and comprehensive for Grade 5/6, the program is used in stages and has supported students to develop their language and vocabulary skills in addition to understanding grammatical structure when reading, being read to and writing. Professional learning in term 4 focused on the design of a colourful semantics assessment checklist to support classroom planning. Incorporated into the 2020/2021 scope & sequence of literacy resources, in 2021 we will continue to embed this program whilst aligning the assessment tool to the whole school assessment program.

All teachers adopting and following a Katandra scope and sequence of resources and activities for English in 2020, where we see teaching and learning aligned to age appropriate programs, ensuring that programs are not repeated from one year level to the next. During remote and onsite learning, junior students (Class A,B,C,D,E) have utilized the Little Learner Love Literacy (LLLL), M 100 words and the colorful semantics programs, whilst senior students (Class F, G) have progressed to VCOP and have been extended in their use of colorful semantics. Through the evaluation of weekly work programs over the course of semester 2, we see evidence of letters and words taught in the order of the scope and sequence.

Extending the more capable students at Katandra by implementing the VCOP writing program in Class F & G. With the introduction of the 'big talk' and the 'big write' in semester 2, teaching and learning sessions have been based on one or more of the VCOP elements and have provided students with the opportunity to 'say it and write it' building upon oral language and skills to improve their own writing. During Data and Assessment PLCs in term 4, teachers participated in professional learning around the 'big talk' and the 'big write' and have worked collaboratively to plan and deliver a whole school 'cold write' bringing writing evidence to PLCs to moderate against the curriculum. We have seen a change in practice where staff have identified priority areas of focus, (writing) and through professional learning have a greater understanding and knowledge of the writing curriculum and the skills within it.

Building upon professional learning during Spotlight on learning sessions in semester 2, we have begun to implement the Handwriting Without Tears program and run this as a base writing program to support writing within and across the curriculum. Staff have been responsive to the program and have engaged in rich discussion, sharing multisensory techniques and consistent habits for letter formation when teaching handwriting to their students. We see a change in practice with staff demonstrating an improved ability to make connections between the curriculum and writing practices and programs.

Actively participating in the inquiry cycle (clinical teaching cycle) facilitated during Data and Assessment PLCs in semester 2 focusing on an agreed aim (HITS/Literacy) to improve student outcomes. Over the course of the semester,

we have had 70% of teachers' work 1:1 with students to deliver multiple short response plans, assessing and recording base line data and teaching explicit lessons which meet the outcome of each learning goal. We see a change of practice at Katandra, where teachers are receptive to this new practice and the cycle of improvement, showing a greater understanding of the success of the inquiry cycle and how it is linked to the FISO framework to improve student outcomes.

Building upon skills with the use of AAC systems to continue our journey towards becoming a more communication accessible school. With all staff trained in AAC and using common systems across the school, the AAC/Communication coordinator continues to run a collaboration and coaching program, which involves team teaching and modelling the use of AAC in everyday classroom activities. Across the school we have seen a positive shift in staff practice in the use of AAC with a 100% uptake of using it, and a willingness to learn more of how it can improve speaking and listening in the classroom.

Through out 2020, we had around 40% of students show improvement, however the majority of the students remained at the same levels of learning through the changes between remote and face to face learning. All of the students at Katandra are funded under the program support for disabilities. All teachers differentiate learning and assessments for the students based on the programs and scope of learning mentioned above. Our students learning growth is measured on the Sentral Continuum Tracker, teachers will use this data to set individual learning goals in 2021 and use it to plan activities at the students point of need.

Engagement

Inclusion and engagement are the basic tenants that Katandra lives by. This is achieved through promoting our school values of Respect , Resilience, Responsibility and Teamwork. All the students who come to Katandra have a right to learn and be exposed to the full curriculum. While we do not measure student engagement explicitly, anecdotal evidence and the feedback we get from families inform us that student engagement is extremely high. In terms of having high expectations for our students we are constantly striving towards improvement in student learning, with the expectation that expanding of our assessment processes will give us greater clarity around this.

The cognitive level of our students can limit their ability to significantly apply metacognitive strategies to their learning. We have found that with the expansion of the curriculum offerings the students' engagement has increased. This includes Bike education, Sports Clinics, Gymnastics, Horticulture, Horse riding, Swimming, Community access and Tennis coaching clinics.

We provide parent, carer and family engagement through a variety of mediums. We have found that by extending the Class Dojo app into all classes, our families have a fantastic window into the learning lives of their child. Previously it was hard for parents to know what their child was doing in class - often due to the limited communication skills of the child. Now pictures, photos, video and audio open this world for parents and carers. Class Dojo was also pivotal to our success with remote learning for staying in contact with families and a familiar platform to set remote learning activities.

Introducing a Guided Inquiry Based Learning approach to Katandra, has continued to be successful for the entire school community. Teachers have built upon their knowledge and capacity to deliver an inquiry unit each term that addresses an integrated approach to the Victorian Curriculum. A six year rotational cycle was developed to ensure that students do not repeat an inquiry topic during their time at Katandra. Through implementing a whole school inquiry approach we have a consistent focus on teaching and learning, and a change in practice around all teachers collaboratively planning the week by week contributing questions and activities. The cycle also ensures that we meet the 2 year band of learning for subjects such as Geography, Science etc.

The parents have been impressed with our Inquiry Based Learning Model in particular the Inquiry Celebrations of Learning held at the end of each term, even in 2020 when we had to make these celebrations virtual for families to enjoy.This has been a new practice at Katandra and the parents/families have enjoyed the opportunity to actively see what the students have been learning in class and the chance to share in the celebration of what the students have

achieved. The celebration of learning has seen an improved behavior and practice of collaboration and sharing student learning between school and home.

Students at Katandra school have relatively high attendance and enjoy coming to school. We have 2 students that have higher than usual non-attendance records and individual support plans are put into place with the students and their families. This is focused regularly at Leadership and care team meetings, then further communicated with relevant staff across the school. For the general cohort of students , reminders are made at assemblies and in the school newsletter about attendance. Student absence is also shown at the front of the school reports at the end of each semester. The well being assistant principal also monitors student attendance records on Sentral and communicates this with families and students when attendance becomes a concern. If a student is absence for a number of days, an absence plan is created and the teachers send a work pack home for the student to complete.

Wellbeing

Katandra has seen a positive shift in the development of personal and social capabilities and the SWPBS framework. We have achieved this milestone where we see all staff adopt to a consistent whole school approach. Over the course of the year, staff have worked collaboratively to achieve this by:

Actively participating during remote and onsite learning in team around the child meetings held for students of concern. Where required these meetings included members of the student support services team. We see a change in practice where staff are receptive to the whole school approach to the management of behaviours of concern and take responsibility by keeping up to date with student wellbeing reports on Sentral.

Actively supporting and contributing to, whole school meetings in semester 2 which have focused on professional learning and implementation of the DET initiative Amplify. Staff have reviewed case studies and professional reading, keeping a journal of learnings to capture planning and next steps. Staff have also utilized allocated time to plan classroom activities which incorporate the principles of Amplify – student voice, student leadership and student agency. We see a change in practice where teachers are starting to focus on every child being empowered to have a voice in regards to their own learning, which assists in supporting both personal and social capabilities.

Actively participating in Zones of Regulation professional learning, facilitated by members of the Katandra Leadership Team and the Student Support Services team. Staff responded positively to new learning which involved group training and activities as well as time to collaborate on resource creation. In term 4 Wellbeing PLC's focused on continued collaboration to create Zones of Regulation activities and cross curriculum opportunities across the school.

Sharing best practice and classroom planning for RRRR during term 4, where staff have been receptive to the leadership team checking in to see how RRRR is going in each classroom. Work in term 4, saw us integrating and planning AMPLIFY/Respectful Relationships & SWPBS to be continued to be embedded across the school in 2021. Katandra has also nominated to be part of the Respectful Relationships Critical Friend Network in 2021. This association will provide us with further support to embed Respectful Relationships across the school in 2021.

Monitoring the end of year achievements in the 2020 AIP also demonstrated :

-The yellow PLC session Behavior Well-being Learning Team, was facilitated by the AP, and has improved teachers understanding and mindsets around consistent use of SWPBS tier 1 interventions, and consistency in ready to learn behavior management strategies. We have seen improved implementation in classroom practice, and we have also seen it correlate to students able to regulate behaviors and show their receptive and expressive understanding of the expected behaviors in the matrix. In semester 2, yellow sessions , were clearly planned and aligned to priorities in this AIP goal to support the key targets and actions, to ensure that we were meeting expectations and outcomes.

-In 2020, the AP and SWPBS coordinator and team, developed new posters that are student friendly that allow our expected behaviors to be clearly shown and transitions has been added to the school matrix to support our students in

moving between classes, specialist programs and to buses. We have seen a shift in staff mindset to positively support transitions and have been slowly seeing changes in student behavior of a more positive nature and orderly environment. This is evidenced through a slight reduction in student behaviors and incidents recorded in Sentral data. Introducing transitions into the SWPBS matrix has also positively impacted our change in practice for end of day transitions for school buses and parent pick up, with a new system being put into place to ensure more of an orderly environment.

- In 2020 Katandra developed a key process for behaviour support plans and this was a collaborative approach with all staff. Data was used to inform its development, and the well being programs such as ZOR, Mindfulness and SWPBS have been used as strategies to support students. BSPS are regularly updated each term with the AP and classroom staff.

-To support student transitions a Headstart program and document was developed to support students at the end of the year transitioning from one class to the other. The program has been designed that the whole school will move to their new classes in the last 2 weeks of term 4 for the following year. This means that both student. teachers and families can get to know each other before going into the long holiday break. The program has been written with a host of activities supporting SWPBS, transition supports and building relationships.

Financial performance and position

Katandra School as at the 31st December 2020 as per the Reconciliation Pay Period showed a deficit as per School Budget Management Report. Katandra moved into a budget deficit in 2020, due to a significant drop with enrollments with families relocating to rural areas. Katandra also did not get the late term 1 prep or midyear enrollments in 2020, that always occur during the year this is usually around 5-8 students. Katandra also had an increase in casual relief staff in 2020 to cover teachers that were not able to be at school due to meeting medical conditions of Covid19, using casual relief staff for two terms also contributed to shifting the school's budget into deficit.

Katandra School did not receive extraordinary revenue items nor did Katandra incur extraordinary expenditure items. In 2020, Katandra School received Equity Funding (Social Disadvantage), also Katandra School Accumulated extra funds locally raised via our Term Deposits interest received. Katandra School received extra funding in the SRP for School Specific Programs such as monies for Curriculum Support for students participating in Program for Disabilities, also funding received under the area's of targeted Initiatives such as Respectful Relationships, Inclusion Boost, Equipment Boost for Schools and Swimming in Schools.

The 2019-2022 School Strategic Plan along with the 2020 Annual Implementation Plan continued to provide the framework for leadership and school council allocation of funds to support school programs and priorities. In 2021 this will again be the process to ensure the schools budget moves back into a surplus. In planning for 2021, Katandra has developed an enrollment campaign to increase students in the school, there has been a reduce through the DET excess process to ensure that there is not an over entitlement of teachers in the school, and budgets have been prioritized and adjusted.

For more detailed information regarding our school please visit our website at katandra.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   52 students were enrolled at this school in 2020,   10 female and   42 male.

13 percent of students had English as an additional language and NDP 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.
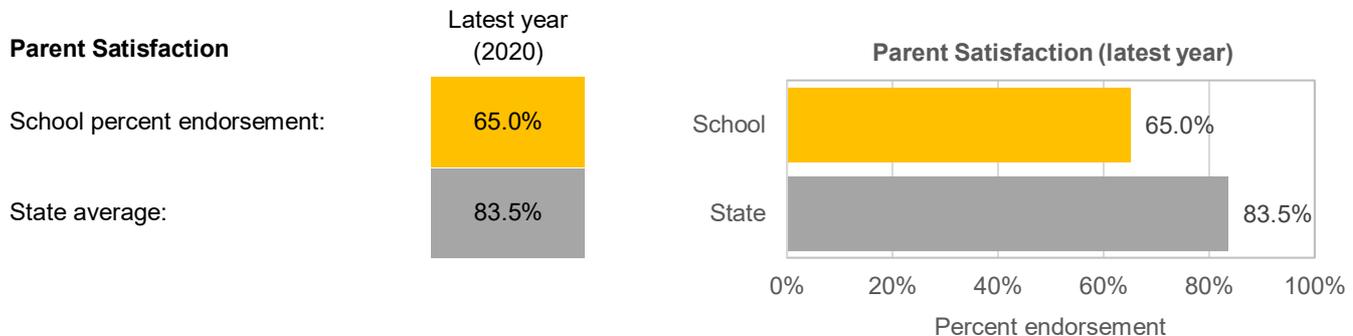
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	65.0%
State average:	83.5%

Parent Satisfaction (latest year)

School 65.0%
State 83.5%

Percent endorsement

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
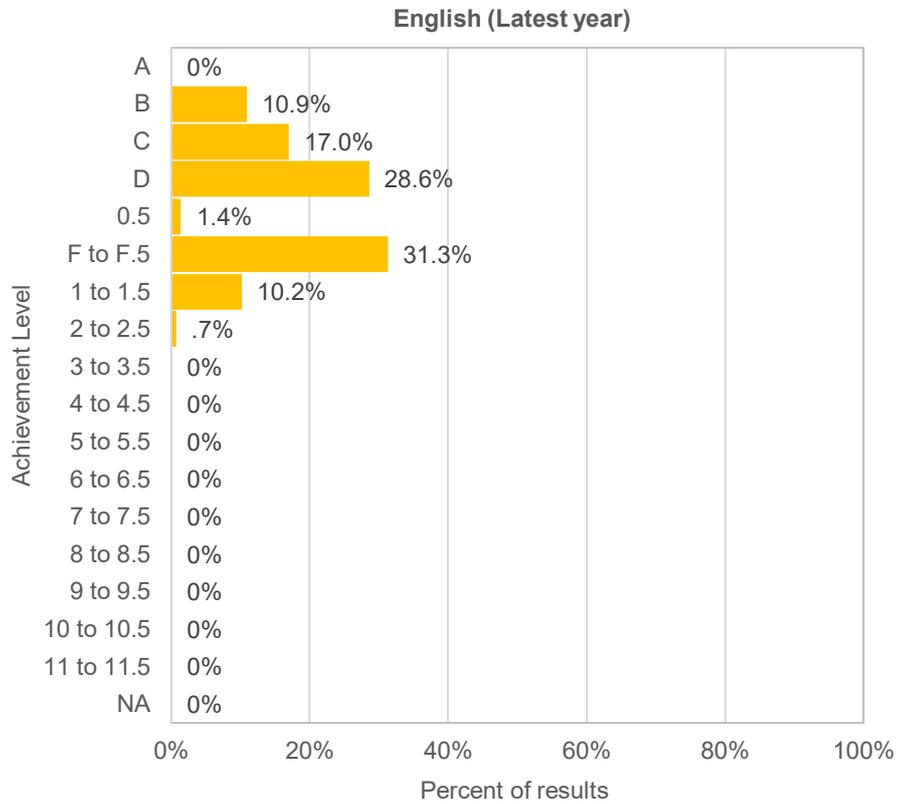
School Climate	Latest year (2020)
School percent endorsement:	69.5%
State average:	68.8%

School Climate (latest year)

School 69.5%
State 68.8%

Percent endorsement
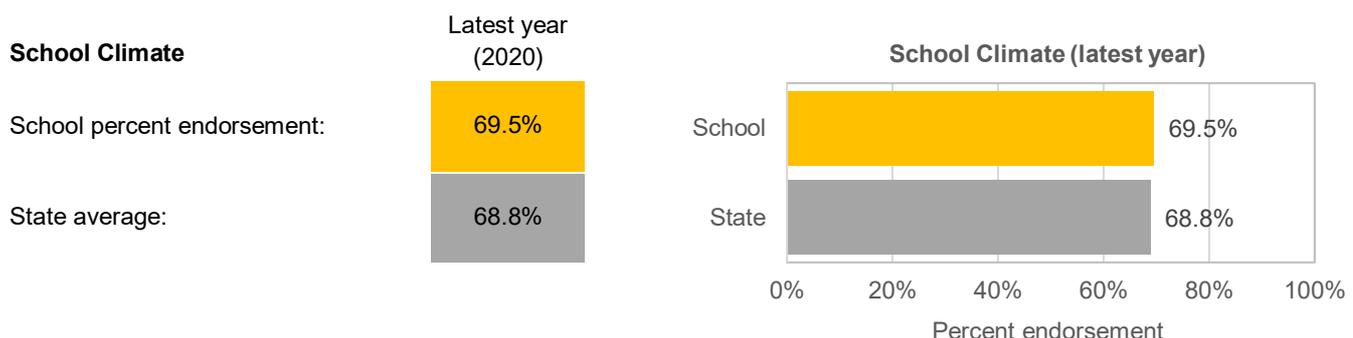
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

English
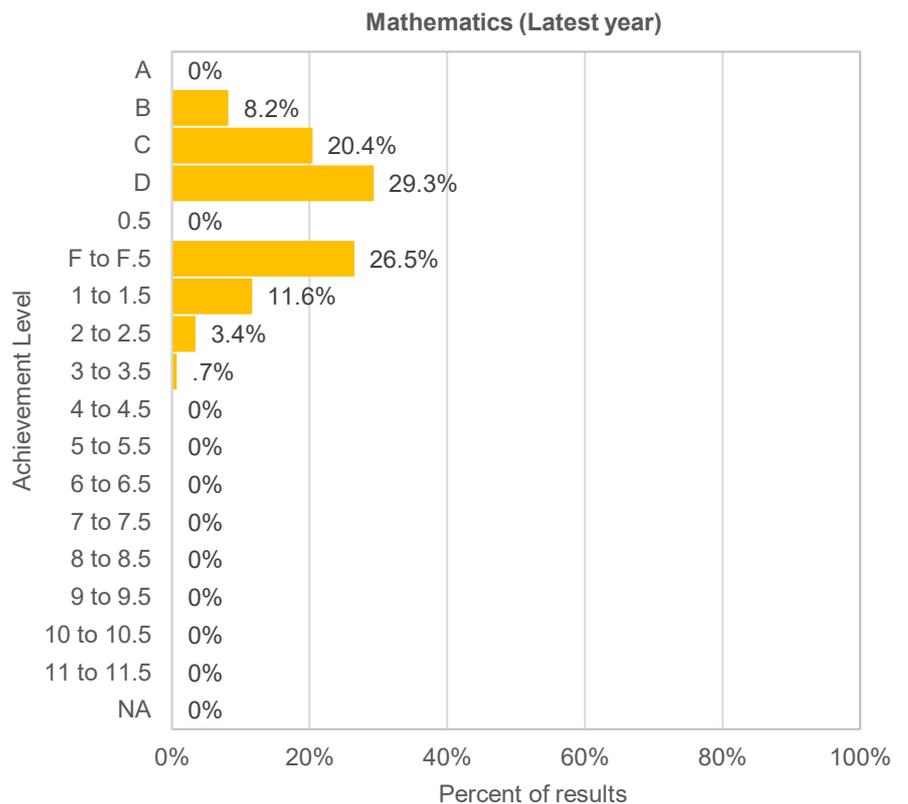
Achievement Level	Latest year (2020)
A	NDA
B	10.9%
C	17.0%
D	28.6%
0.5	1.4%
F to F.5	31.3%
1 to 1.5	10.2%
2 to 2.5	0.7%
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

English (Latest year)

Achievement Level	Percent of results
A	0%
B	10.9%
C	17.0%
D	28.6%
0.5	1.4%
F to F.5	31.3%
1 to 1.5	10.2%
2 to 2.5	.7%
3 to 3.5	0%
4 to 4.5	0%
5 to 5.5	0%
6 to 6.5	0%
7 to 7.5	0%
8 to 8.5	0%
9 to 9.5	0%
10 to 10.5	0%
11 to 11.5	0%
NA	0%

Mathematics

Achievement Level	Latest year (2020)
A	NDA
B	8.2%
C	20.4%
D	29.3%
0.5	NDA
F to F.5	26.5%
1 to 1.5	11.6%
2 to 2.5	3.4%
3 to 3.5	0.7%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

Mathematics (Latest year)

Achievement Level	Percent of results
A	0%
B	8.2%
C	20.4%
D	29.3%
0.5	0%
F to F.5	26.5%
1 to 1.5	11.6%
2 to 2.5	3.4%
3 to 3.5	.7%
4 to 4.5	0%
5 to 5.5	0%
6 to 6.5	0%
7 to 7.5	0%
8 to 8.5	0%
9 to 9.5	0%
10 to 10.5	0%
11 to 11.5	0%
NA	0%

ENGAGEMENT

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 data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	17.3	12.8	17.2	13.1	15.3

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$2,358,810
Government Provided DET Grants	$137,179
Government Grants Commonwealth	$650
Government Grants State	$1,300
Revenue Other	$9,052
Locally Raised Funds	$31,869
Capital Grants	NDA
Total Operating Revenue	**$2,538,860**

Equity [1]	Actual
Equity (Social Disadvantage)	$9,916
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$9,916**

Expenditure	Actual
Student Resource Package [2]	$2,358,810
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$5,106
Communication Costs	$4,543
Consumables	$19,345
Miscellaneous Expense [3]	$11,680
Professional Development	$14,192
Equipment/Maintenance/Hire	$55,802
Property Services	$14,259
Salaries & Allowances [4]	$57,889
Support Services	$40,600
Trading & Fundraising	$2,046
Motor Vehicle Expenses	$3,387
Travel & Subsistence	NDA
Utilities	$13,003
Total Operating Expenditure	**$2,600,662**
Net Operating Surplus/-Deficit	**NDA**
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 02 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	$124,949
Official Account	$11,000
Other Accounts	NDA
Total Funds Available	**$135,949**

Financial Commitments	Actual
Operating Reserve	$38,946
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$317,870
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$356,816**

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.