



KATANNING PRIMARY SCHOOL

We Strive To Excel

2020 Annual Report



Katanning Primary School

An Independent Public School

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Katanning Primary School

*High Performance
High Care*



2020 A Challenging Year

Early each year, our school produces an Annual Report, outlining the progress and achievements of the school year before. Due to the unusual circumstances we all faced last year, no 2019 Annual Report was produced.

The information in this report includes a brief overview of the school, student achievement; both academic and non-academic, the development of and priority areas for the 2020-2024 School Plan and the annual budget and accounts.

Katanning Primary School is a Level 4 primary school in the Great Southern and is part of both the Wheatbelt Education Region and the Great Southern Schools Network. The school caters for students from KindiLink to Year 6. Programmes for three year olds and their families are valued in our school.

Like our wider community, our school welcomes and appreciates its rich cultural diversity: over 30% of our students are Aboriginal and over 30% speak a language other than English at home. We value all that this contributes to our development of confident, socially responsible and successful students with broad perspectives, developing cultural understandings and an increasingly knowledgeable world view.

Being an Independent Public School, we have been able to select staff who have the best skill set for our students' needs and who are committed, valuable assets as we pursue the priorities of our school plan. Staffing is very stable. We use IPS budget flexibilities to direct resources in staffing, equipment and professional learning to pursue innovation in teaching and learning in areas where our monitoring of student performance shows that it is most needed and where we want our school to further progress.

2019 saw the end of our school's last three-year planning cycle. During the year, the Directors of Public School Review undertook a review of the school's progress and achievements. The positive findings and recommendations of that review, along with our own rigorous self-review of our performance and progress meant we were well positioned during this challenging year to develop our plan for the coming years. The intention of our plan is to continue to build upon and expand the positive progress made over the previous three years. Our development of the plan and the data analysis that informed it provides the basis of this report.

As you read the 2020 Annual Report, I urge you, as always, to remember that while staff remain committed, they cannot succeed alone; we need and value your ongoing support. A strong three-way commitment: student, families and staff, aided by the wider community, is essential for a strong school and successful students. We have faced challenges through 2020 in building new and maintaining established relationships as we lived and worked through restrictions that limited our meetings, our face-to-face interactions. We look forward to growing and sustaining these in 2021.

Anita Wills, Principal

Developing the 2020-2024 School Plan

Development of our plan was impacted by the COVID crisis. Community consultation planned for early in the year had to be abandoned. Through the 2019 Formal School Review and our ongoing cycle of school self-assessment, our staff and our Board knew how our school was performing: together, we have achieved much over the cycle of our last plan.

Our assessment skills are well-developed and our data literacy is strong. We know our students. In developing our 2020-2024 School Plan, we also compared our current practices against those identified by research as having most impact in schools similar to Katanning Primary School. We identified the most demanding and inspiring challenge we faced in student progress and achievement and prepared to meet it.



Our Shared Beliefs & Understandings

Our planning and our actions are driven by a set of shared beliefs around teaching and learning.

- ❖ All students can achieve high standards given the right time
- ❖ All educators can teach to high standards given the right assistance
- ❖ High expectations and early interventions are essential
- ❖ Teachers need to be able to articulate what they do and why they teach the way they do
- ❖ Families, the community and other agencies are vital partners in achieving our goals



Great educators and learners aren't born; they are made...we make them here.

Our Major Improvement Intention

Over the course of our previous two planning cycles, we have reduced the percentage of students achieving below Benchmark in NAPLAN and demonstrating achievement below "Satisfactory" in the formal system report. We have also closed the gap between our school and like-schools in the percentage of students achieving higher results in NAPLAN.

While often performing above like-schools, we believe that the percentage of students at Benchmark in NAPLAN and achieving lower grades in their formal reports needs addressing. Our intention for the next planning cycle is to continually improve the percentage of students achieving a "C" or better in English, Mathematics Science and Technologies in their formal reports. We also intend to increase the percentage of students achieving an "A" or "B" in the



same subjects in their formal reports. It is also our intention to perform better than like-schools in all assessments in NAPLAN and to achieve higher progress. We know these are ambitious goals.

The achievement of these intentions will be supported by strategically expanding the effective, research-supported practices that are already in place; by continuing to support and maintain wellbeing for all in our school and by working to ensure regular attendance.

A framework has been developed for monitoring the achievement of Targets in our plan. This will be monitored by school leaders and teachers and be overseen by the School Board.

Our targets will be updated as necessary, as we reflect upon our progress and achievement through timely monitoring.

Monitoring our Success

TARGET		
To increase by 5% each year the percentage of students, and particularly Aboriginal students, achieving a "C" grade or better. This 2020 data will be our baseline set for ongoing comparison.		
Whole School "C"	2020 Semester 2	Data Source
English-not EAL/D(English as an Additional Language/Dialect)	37.7%	Semester Reports Reporting to Parents Statistics Students Analysis
Mathematics	41.27%	
Science	53.22%	
Technologies (not Pre-primary)	45.45%	
Aboriginal Students	2020 Semester 2	
English (not EAL/D)	18.51%	
Mathematics	26.75%	
Science	13.45%	
Technologies (not Pp)	26.63%	
TARGET		
To increase each year, the percentage of students achieving an "A" or "B" to better like-schools.		
Whole School	2020 Semester 2	Data Source
English (not EAL/D)	18.51%	Semester Reports
Mathematics	26.75%	
Science	13.45%	
Technologies (not Pp)	26.63%	

As the NAPLAN assessment programme did not take place in 2020; there is not data set to use to judge our achievement of our targets.

TARGETS - ATTENDANCE	
Target	2020 Semester 2 Data - COVID impacts to attendance
To have the school attendance rate above 90% each year	84.2%
To lift the attendance rate for Aboriginal students to above 90%	66.1%
To lift the attendance rates in Kindergarten to Year 2 to above 90%	80.6%
To have the percentage of regular attenders above 65% each year	52%

We also aim to annually increase the number of families that register for KindiLink, and attend regularly.

Our plan also includes targets for Wellbeing, Belonging and Behaviour. Most of the evidence for achievement of these targets is gathered through the National Opinion Surveys for parents, students and staff. These surveys were not undertaken in 2020.

Transition to Kindergarten and High School: In 2020, KindiLink offered play and learn sessions for Aboriginal families with a child who would be attending Kindergarten in 2021. Family members and younger siblings took part in thoughtfully planned activities with their three-year-old that built skills for supporting learning. Other families from our school community with a three-year old were also invited to attend. Early Learners also ran in Semester 2 for families with a child who would be attending Kindergarten at Katanning Primary School in 2021. Katanning Senior High School again ran their transition to high school program for our Year 6 students. Members of the high school leadership and student support teams met with students and gave an overview of the increasing range of programmes available. Our students and their teachers spent full days at the high school familiarising themselves with the site, meeting teachers and enjoying a taste of the great learning opportunities on offer.



Destination Schools	Total
4028 Katanning Senior High School	28
Bunbury Cathedral Grammar	1

Our School Community

2020 was a challenging year for all of us.

COVID impacted the school year in ways we could never have imagined and there were also significant fires early in the year, impacting many in our school community.

Our school community thanks the P&C and its members for the ongoing support for the actions and restrictions that we were required to put into place. There are vulnerable members in our school community and they and their families had every right to expect that

we would be cautious and adhere strictly to Health and Education Department recommendations, so that they could attend school in reasonable safety. We know that many students and families dearly missed the usual events and milestones of the school year: assemblies, learning journeys, Book Fairs, incursions and excursions, carnivals and time spent in classrooms chatting with teachers and on verandahs chatting with other parents. The P&C adjusted their practices and continued on; running the uniform shop, raising funds and keeping school families connected.

In 2020, the P&C funded a variety of projects, including: diaries for home reading, the regional cross-country bus, graduation awards; and they generously donated the catering for the Graduation Ceremony. The P&C also committed to buy the terrific new swing, soon to be installed in the Pre-primary play area.



While we value the Uniform Shop and the funding of projects, 2020 proved that the P&C performs a far more vital role in supporting parents, in bringing them together, and in supporting the school and staff during challenging times. We cannot express how much that has been appreciated during 2020. It was wonderful.

From the KPS Board Chair

I would like to commend the Board members on their support and affirmations to Anita and the staff during 2020. I would like to congratulate Anita and the extended staff on ensuring the children and staff have been supported during new routines that have been introduced for students' health and safety and for keeping the school in a positive mind set during the year.

I would also like to congratulate all families, parent and external support professionals on being supportive and understanding during these times.

Charlene Prosser

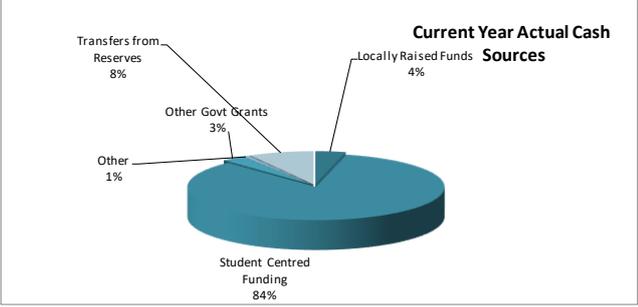
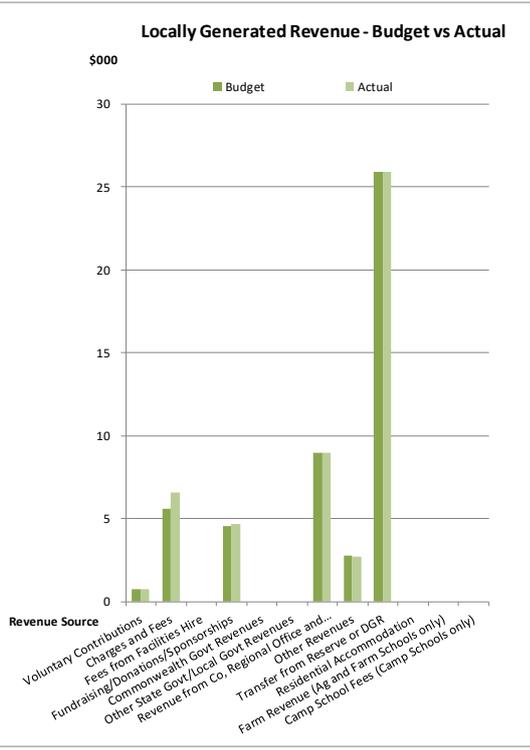
Chair Katanning Primary School Board

Board Representation: The Katanning Primary School Board plays an important role in the life of the school; setting direction, monitoring progress and working to ensure that our school delivers the schooling experience that our community expects. 2020 Board members were staff: Charlene Prosser(Chair) and Rebecca Altus; parent representatives: Melissa Berrigan, Nerida Campbell, Troy Hamon, Bridgette O'Neill and Pauline Anyon; community members: Andrew Pritchard and Kerry Palmer; and the principal, Anita Wills. The school's Manager of Corporate Services, Mark Richardson, served as executive officer for the Board. The Board reviewed the progress and development of the new school plan, monitored the school finances and endorsed the Schedule of Fees and Charges, the Student Requirements list and grant applications. The Board provided valuable advice on a range of issues that impacted and influenced school activity and the school's relationship with the community in this challenging year.

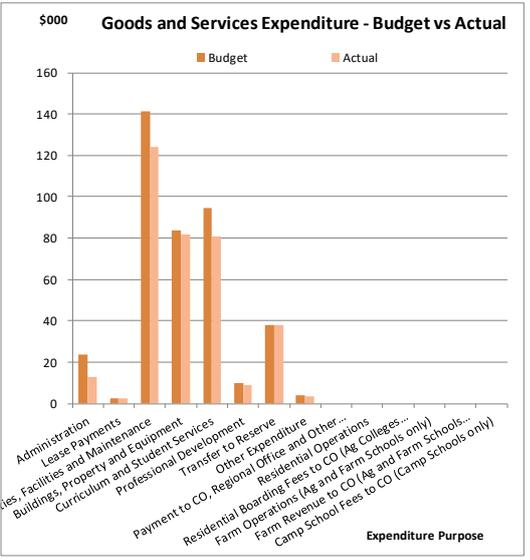


Katanning Primary School
Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 755.00	\$ 755.00
2 Charges and Fees	\$ 5,580.00	\$ 6,576.82
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 4,533.00	\$ 4,683.31
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 9,000.00	\$ 9,000.00
8 Other Revenues	\$ 2,800.00	\$ 2,737.88
9 Transfer from Reserve or DGR	\$ 25,919.00	\$ 25,919.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 48,587.00	\$ 49,672.01
Opening Balance	\$ 107,090.00	\$ 107,090.44
Student Centred Funding	\$ 244,153.00	\$ 265,306.49
Total Cash Funds Available	\$ 399,830.00	\$ 422,068.94
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 399,830.00	\$ 422,068.94



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 23,780.00	\$ 12,981.21
2 Lease Payments	\$ 2,700.00	\$ 2,684.28
3 Utilities, Facilities and Maintenance	\$ 141,330.00	\$ 124,288.34
4 Buildings, Property and Equipment	\$ 83,804.00	\$ 81,664.75
5 Curriculum and Student Services	\$ 94,297.00	\$ 80,557.27
6 Professional Development	\$ 10,000.00	\$ 8,736.30
7 Transfer to Reserve	\$ 38,000.00	\$ 38,000.00
8 Other Expenditure	\$ 3,912.00	\$ 3,267.29
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 397,823.00	\$ 352,179.44
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 397,823.00	\$ 352,179.44
Cash Budget Variance	\$ 2,007.00	\$ -



Cash Position as at:	
Bank Balance	\$ 362,772.76
Made up of:	\$ -
1 General Fund Balance	\$ 69,889.50
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 293,918.26
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (1,035.00)
Total Bank Balance	\$ 362,772.76