

2018 Annual Report to The School Community



School Name: Knox Park Primary School (4990)



- 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 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 21 March 2019 at 10:50 AM by Mark Hanson
(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 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 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 21 March 2019 at 01:34 PM by Chris Duncan
(School Council President)

About Our School

School context

Knox Park Primary School is situated in the attractive, natural bushland setting adjacent to Lakewood Reserve, Knoxfield. School enrolment in 2018 was 297 students, with 32 equivalent full-time staff: 2 Principal class, 20 Teachers and 10 Education Support Staff. We provide a comprehensive and sequential curriculum with an Inquiry focus. Our high quality staff provide a caring and stimulating learning environment for all. We are proud of our continued academic success as we prepare our children to be 21st Century learners and citizens.

Our vision at Knox Park Primary School is to foster the development of the whole child to become curious, critical and reflective citizens involved in their local community. Knox Park Primary School provides positive and engaging learning experiences in a welcoming and supportive environment through;

- Highly effective teaching, focused on improving student outcomes, through commitment to ongoing professional development, quality teaching, evidence based practices, coaching, mentoring and collaboration.
- Focusing on relationships, which are the foundation on which everything else is built, in the classroom, parent community and professional learning community.

Knox Park Primary School is committed to;

- Developing literate and numerate community minded learners through a rich and relevant curriculum.
- Fostering socially and emotionally healthy students by maintaining a strong focus on wellbeing.
- Building in our students the skills of critical thinking, creativity and collaboration.
- Promoting our school values of tolerance, resilience and personal best

The school values community involvement in the education of our children. We pride ourselves on our fantastic school community spirit. We maintain a strong academic focus while we ensure the development of the whole child, offering a range of opportunities for personal growth that cater for various interests.

Framework for Improving Student Outcomes (FISO)

Using the Framework for Improving Student Outcomes (FISO), in 2018 Knox Park Primary School focused on 'Building Practice Excellence' and 'Empowering Students and Building School Pride'.

One of the school's targets was to increase the rigour of all Literacy and Numeracy teaching and learning. With the completion of a viable documented curriculum in 2017, the school set about consistently implementing the Knox Park instructional model and agreed approaches to teaching and learning in all curriculum areas, particularly Literacy and Numeracy. The school's two Leading Teachers and Learning Specialist began implementation of a coaching/modelling program in 2018. Through this, they were able to influence the classroom practices across the school and increase the rigour of the teaching and learning programs.

Another of the school's goals was to increase student voice and agency, particularly in Year 3 - 6. The Student Attitude To School Survey results indicate that this is an area for improvement, with 41.0 percentile endorsement for 'Student Voice and Agency'. In 2019, the school has a refreshed approach to student voice and agency. This includes a reinvigorated Student Action Team to replace the Student Representative Council. There are also greater opportunities for student voice in curriculum planning and for students to take their learning further.

Achievement

The school's 2018 NAPLAN data indicates strong achievement levels in both Year 3 and 5 with significant gains being made in Reading and Numeracy. In all areas of the curriculum the school continues to achieve above state medians with the exception of Year 5 Reading achievement and compares with similar schools in all areas, being higher in Numeracy and Year 3 Reading achievement. Learning gain of students from Year 3 to 5 again demonstrates positive trends in Numeracy, increasing from 29% - 31% relative high growth and 21% - 14% low growth. Reading learning gain is also trending positively, now with 29% showing relative high growth and a positive reduction to 19% low growth. Writing growth remains a focus area between Years 3 to 5.

The 2018 teacher judgement data indicates a greater percentage of students at Knox Park Primary School, from

Foundation to Year 6, consistently perform at or above the median for all Victorian Government Primary Schools in English and Mathematics.

2018 saw a very strong focus on teaching and learning programs across the school. Learning growth was tracked heavily in the junior school and data gathered was used to inform teaching and learning practices. A phonics approach to teaching Literacy, based on the Write2Read approach, was continued in 2018, into its second year of implementation. All staff have now undergone relevant Systematic Synthetic Phonics training. Substantial learning growth in Literacy was tracked in the Foundation to Year 2 classes again in 2018.

Engagement

There was a continued effort to engage students in their own learning throughout 2018. The school increased opportunities for student voice, particularly in the senior school. 2018 saw the continuation of 'Pay It Forward' projects and elective subjects in Year 5 and 6 where students take greater responsibility for their own learning outcomes. Learning beyond the classroom was strongly encouraged and many students achieved great results by applying their learning to real life situations.

Student Attitudes to School Survey provides no trend analysis in 2018. The school's highest scoring percentile factors, in order, were; 'High Expectations for Success', 'Sense of Inclusion' and 'Differentiated Learning challenge'. The areas for improvement were 'Student Voice and Agency' and 'Effective Classroom Behaviour'. Attendance data in 2018 indicates that children at Knox Park Primary School take fewer days of absence than the median of all Victorian Government Primary Schools. 2018 Attendance data from Foundation – Year 6 is trending positively with a reduction of absence from 13.82 to 13.63 average days absent per full time equivalent (FTE) student. Although this is trending positively, reducing absence still remains an area for further improvement.

The COMPASS Learning Management System was utilized in its third year of implementation during 2018 as a means of increasing communication between the school and home. Student reports were sent out via COMPASS and teachers use the system to record significant behaviour issues, learning conditions and positive behaviour support plans.

Wellbeing

In 2018, Knox Park Primary School joined the School Wide Positive Behaviour Support (SWPBS) DET initiative. This increased consistency of common language with respect to student wellbeing and clarified behavioural expectations across the school. The formation of an SWPBS Action Team allowed staff to delve deeply into whole school wellbeing approaches and resulted with the introduction of the explicit Social and Emotional Learning lessons. The school also held a community information night about the approach to wellbeing. The implementation of the SWPBS was slow in 2018 and full implementation has been rapid in 2019, including the installation of behavioural expectation signage around the school.

The percentage endorsement on 'Sense of Inclusion' as reported in the Attitudes to School Survey indicates the children at Knox Park Primary School have a strong connection with each other when compared to the state median and are similar to like schools. 'Not Experiencing Bullying' in the same survey is an area for improvement, with Knox Park Primary School declining by 39.1 percentile points.

In 2018, wellbeing had a strong focus in the Professional Learning schedule for staff. Various expectations were implemented in 2018 including morning connections from 8:50 – 9:00am, one hour of timetabled wellbeing time in all classes across the school, an increase in the Peer Mediators program, regular circle time for all classes and the explicit teaching and learning of social and emotional skills.

Financial performance and position

Government provided DET grants increased due to receiving the new targeted program to cover Professional Practice days for Teaching staff.

Government Grants Commonwealth decreased due to less Student Placements taken in 2018.

Revenue Other decreased due to a reduction in reimbursements from various other departments.

Communication costs decreased due to the DET now paying for our Internet costs.

Property & Equip services decreased due to a DET centralisation of cleaning contracts.
Salaries & Allowances has increased due to paying for CRTs, which have increased after the introduction of Professional Practice days in 2018.
Trading & Fundraising has decreased due to the Uniform shop going offsite to Ross Haywood.
Due to spending restraints by management, we have a net operating surplus at the end of 2018.

For more detailed information regarding our school please visit our website at
<https://knoxparkps.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 297 students were enrolled at this school in 2018, 141 female and 156 male.

12 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:  ◆ 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> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</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> Higher</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>	<p>Reading</p> <p>19 % 52 % 29 % Low Medium High</p> <p>Numeracy</p> <p>14 % 55 % 31 % Low Medium High</p> <p>Writing</p> <p>52 % 26 % 22 % Low Medium High</p> <p>Spelling</p> <p>43 % 32 % 25 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>29 % 43 % 29 % Low Medium High</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> <table border="1" data-bbox="528 907 1016 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>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	95 %	93 %	93 %	92 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (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 %	93 %	93 %	92 %	92 %										

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> Lower</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> Lower</p> <p> Lower</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	\$2,240,526	High Yield Investment Account	\$19,033
Government Provided DET Grants	\$322,566	Official Account	\$24,249
Government Grants Commonwealth	\$6,203	Other Accounts	\$39,040
Revenue Other	\$9,326	Total Funds Available	\$82,322
Locally Raised Funds	\$258,177		
Total Operating Revenue	\$2,836,797		
Equity¹			
Equity (Social Disadvantage)	\$25,568		
Equity Total	\$25,568		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,234,383	Operating Reserve	\$82,322
Communication Costs	\$2,748	Total Financial Commitments	\$82,322
Consumables	\$46,322		
Miscellaneous Expense ³	\$104,942		
Professional Development	\$14,726		
Property and Equipment Services	\$154,455		
Salaries & Allowances ⁴	\$160,136		
Trading & Fundraising	\$44,190		
Travel & Subsistence	\$117		
Utilities	\$37,772		
Total Operating Expenditure	\$2,799,790		
Net Operating Surplus/-Deficit	\$37,007		
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 15 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').