

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2024 at 10:30 AM by Mark Hanson (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 March 2024 at 10:18 AM by David Cutler (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'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.

'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.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Knox Park Primary School is situated in the attractive, natural bushland setting adjacent to Lakewood Reserve, Knoxfield. The school enrolment in 2023 was 283 students, with 33 staff: 2 Principal class, 19 Teachers and 12 Education Support Staff. The school provides a comprehensive and sequential curriculum with a systematic synthetic phonics approach to teaching Literacy. The high quality staff provide a caring and stimulating learning environment for all. The school is proud of their continued academic success as they prepare students to be 21st Century learners and citizens. The 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.
- 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 ensuring the development of the whole child and offer a range of opportunities for personal growth that cater for various interests. 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 the skills of critical thinking, creativity and collaboration.
- promoting our school behavioural expectations of Being Safe, Being Responsible, Being Respectful and Being a Learner. We achieve this through:
- Use of evidence to inform teaching of English and Mathematics
- Planning for the differentiated learning needs of students
- Evaluating the impact of teaching on student learning
- Leadership and coaching
- Improved instructional practice
- Students' intellectual engagement and self-awareness
- Feedback to and from teachers and students
- High expectations

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was another strong year for learning progress at Knox Park Primary School. With regard to Teacher Judgement, the school outperformed both State and Similar schools in all areas. From Prep - Year 6 the percentage of students at or above age expected standard in English was 93.9%, compared to 88.0% in similar schools. In Mathematics, 94% of Knox Park Primary School students were at or above expected level, compared to 88.3% in similar schools. Both of these results were improvements on the previous year.

In NAPLAN the 2023 Year 3 and 5 cohorts also outperformed both State and Similar Schools in all areas. In Year 3, the percentage of students in the Strong or Exceeding bands in Reading at Knox Park Primary School was 87.2%, compared to 73.2% in Similar Schools. In Year 3 Numeracy 82.1% scored in the Strong or Exceeding bands for NAPLAN, compared with 69.4% in Similar Schools. In Year 5, the percentage of students in the Strong or Exceeding bands in Reading at Knox Park Primary School was 87.5%, compared to 81.4% in Similar Schools. In Year 5 Numeracy, 72.5% scored in the Strong or Exceeding bands for NAPLAN, compared with 72.2% in Similar Schools. As this was the first year of a new assessment measure for NAPLAN no growth data or comparison to previous years can be made.

It is pleasing to see results like these after the school's rigorous implementation of the previous Strategic Plan (2019 - 2023), which had a strong focus on academic growth for all students. Although no comparisons can be made to previous years in NAPLAN, the school recorded more areas above Similar Schools than in previous years and has seen strong growth in Teacher Judgements over the past four years.

Wellbeing

Knox Park Primary School has been a School Wide Positive Behaviour Support (SWPBS) School since 2018 and was officially awarded Gold status in 2023. This has been an in-depth process over a number of years and involved close monitoring of student behavioural data to identify trends which resulted in specific interventions designed to bring about modified behaviours. The Student Attitudes to School Survey results indicate positive endorsement comparable to both State and Similar Schools with regard to Management of Bullying and Sense of Connectedness. 77.9% of Year 4 – 6 Knox Park Primary School students indicated positive endorsement for Sense of Connectedness, compared to 75.7% from Similar Schools. The school recorded 74.4% positive

endorsement for Management of Bullying, compared to 74.5% for Similar Schools. It is worth noting that both of these factors had been trending negatively from 2021, while the State trend was positive. 2023 saw a positive swing in the Knox Park Primary School trend. Also worthy of note is the 2023 Staff Survey, with School Climate indicating 91.8% positive endorsement, compared to 78.1% for the State. The Parents Satisfaction Summary positive endorsement was 78% compared to 82.8% for the State. The school's wellbeing teaching and learning site went live to the community in 2023 and highlights the wellbeing skills and strategies that children at Knox Park Primary School experience from Foundation - Year 6. Resources used are based on the Respectful Relationships lesson plans.

Engagement

The Knox Park Primary School community has traditionally been very engaged in school activities. In 2023, the parent and local community offered support for the school through involvement in the many events and activities the school undertakes. Some of these include but are not limited to; a Colour Run, house sporting activities, a parent Trivia night and the biennial Art Show. Community engagement has in the past, been an effective strategy to decrease absence. In 2023 however, the school saw an increase in student absences compared to previous years. This was due to a number of factors affecting individuals when combined with incredibly low absence rates in 2021 and 2022. In 2023, the school's average number of absence days per student (20.0) was comparable to both Similar School (19.7) and State (20.5) averages. All of these averages have increased over the past four years. School based programs that differentiate for individual needs are a key aspect of the school's engagement program. This is developed by classroom teachers and overseen by a Learning Specialist and Assistant Principal. Whole school events that bring the community on-site are also strategically planned as a method of promoting increased attendance.

Other highlights from the school year

The school undertook a four yearly review in 2023, which involved a panel of external experts investigating a range of successes and areas for improvement. Some of the summary highlights include; a strong sense of community within the school, high student engagement, leadership is valued by all stakeholders, there is a clear direction for the school and strong trust exists both ways between home and the school. Some of the areas for improvement included; increased differentiation to cater for individual learning needs, more STEM opportunities and increased student voice and agency.

In 2023, the school published the 5th edition of their Pedagogical Approaches and Curriculum Framework book. This has traditionally been shared with other schools across the network as an example of best practice. The 5th edition again includes updates that reflect practices in the classroom and ownership by the staff. The school is proud of this clear expectation for learning across the school.

Financial performance

Knox Park Primary School maintained a sound financial position throughout 2023 and ended the year with a net operating surplus of \$174,582. The 2023 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities.

During 2023 the school continued to invest financially to improve the environment, including \$16,500 in lighting upgrades throughout the whole school and will continue to invest in facilities and grounds improvements into 2024.

The Knox Park Primary School community was extremely supportive of our fundraising efforts, which included an Art show and Parents' Association organised Colour Run along with many other events. The money raised for these events enabled the purchase of 25 laptops for the junior school at a cost of \$14,800 along with 2 popcorn machines at \$1,155. Total locally raised funds of \$407,210 allowed the school to enhance the opportunities associated with the teaching and learning programs.

For more detailed information regarding our school please visit our website at
<https://knoxparkps.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 2.0 (FISO 2.0).

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 282 students were enrolled at this school in 2023, 142 female and 140 male.

11 percent of students had English as an additional language and 1 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).

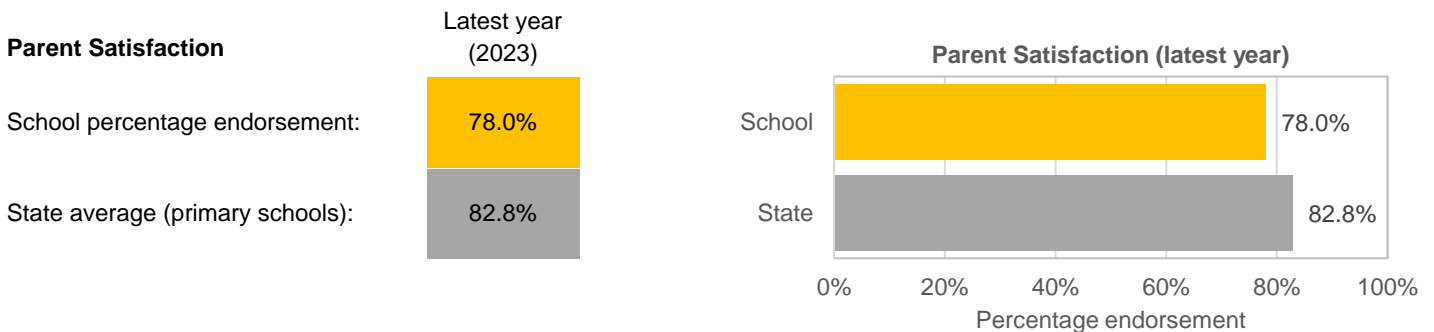
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

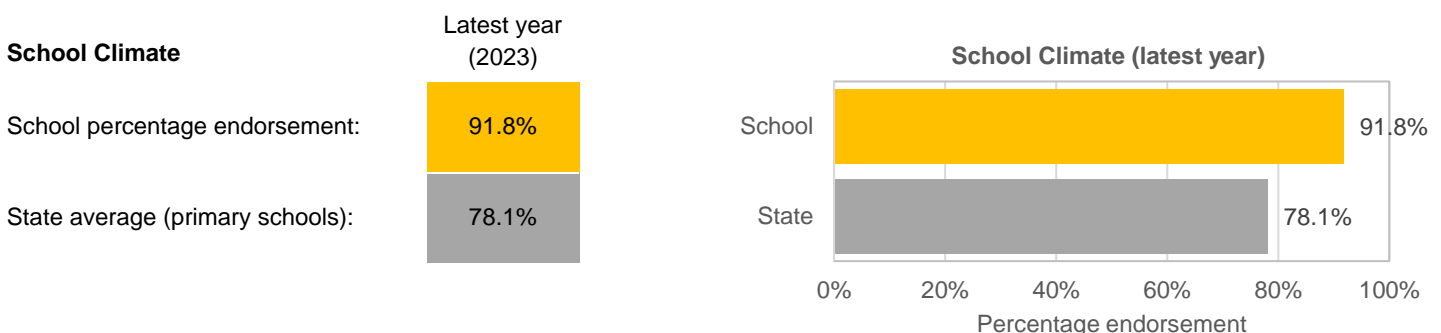


School Staff Survey

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.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

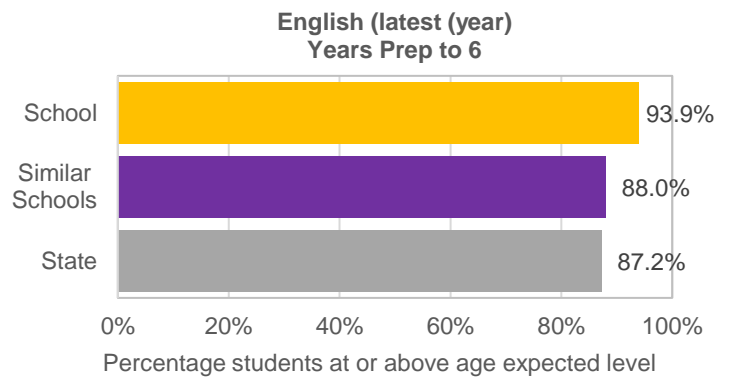
93.9%

Similar Schools average:

88.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

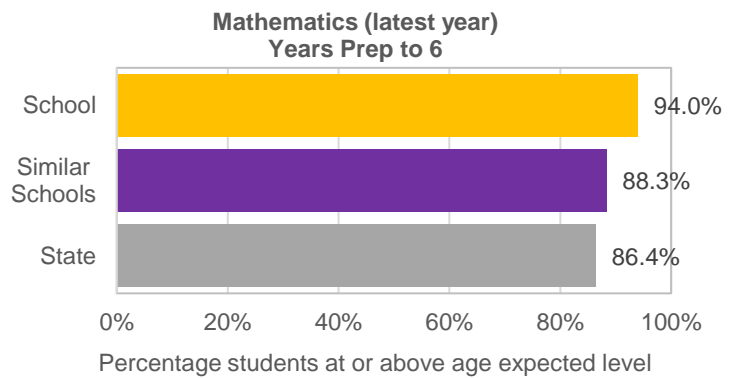
94.0%

Similar Schools average:

88.3%

State average:

86.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.2%

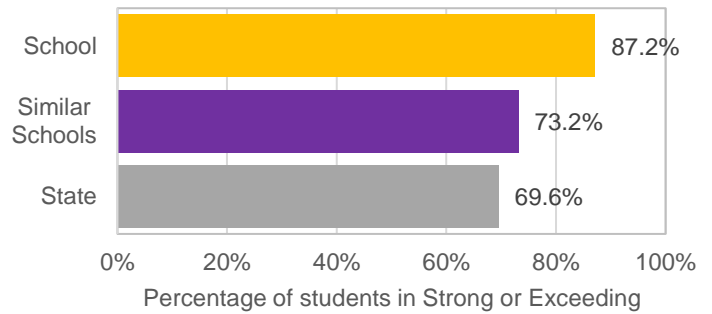
Similar Schools average:

73.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.5%

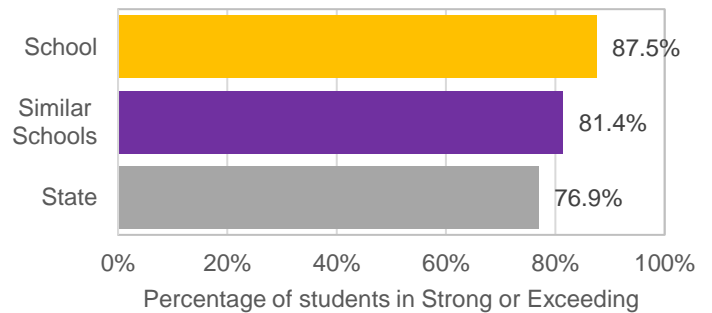
Similar Schools average:

81.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.1%

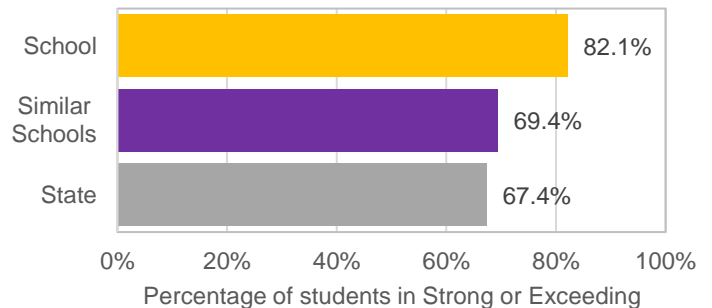
Similar Schools average:

69.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.5%

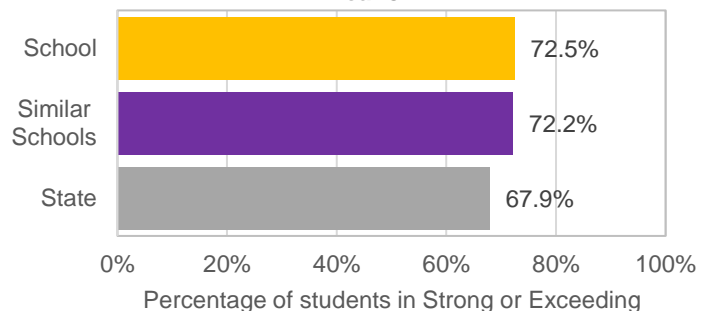
Similar Schools average:

72.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

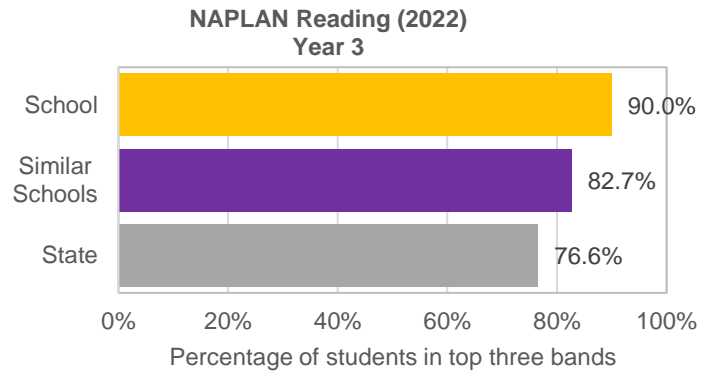
90.0%

Similar Schools average:

82.7%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

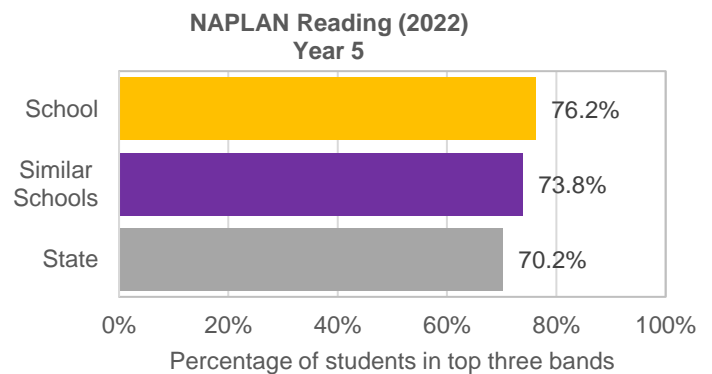
76.2%

Similar Schools average:

73.8%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

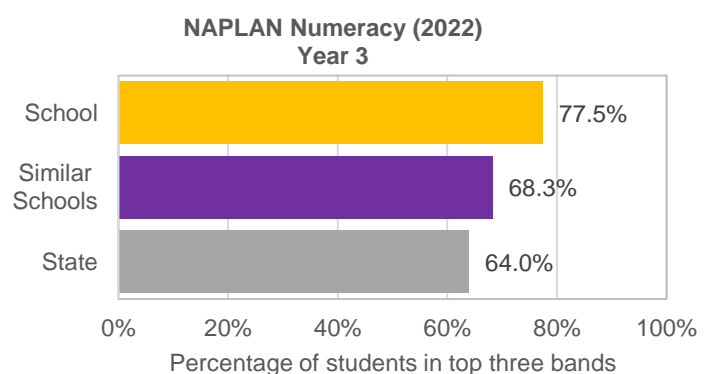
77.5%

Similar Schools average:

68.3%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

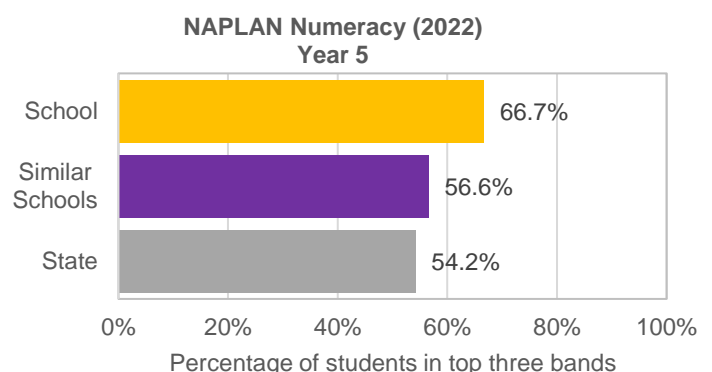
66.7%

Similar Schools average:

56.6%

State average:

54.2%



WELLBEING

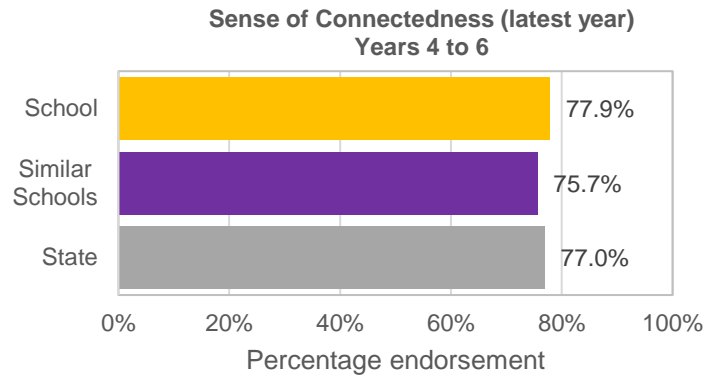
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	77.9%	76.0%
Similar Schools average:	75.7%	76.9%
State average:	77.0%	78.5%

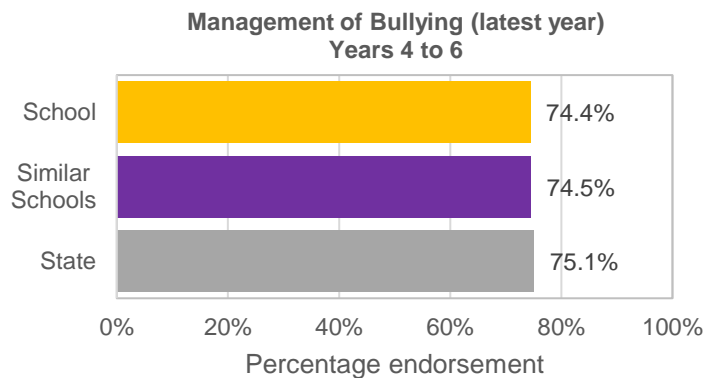


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	74.4%	75.3%
Similar Schools average:	74.5%	76.1%
State average:	75.1%	76.9%



ENGAGEMENT

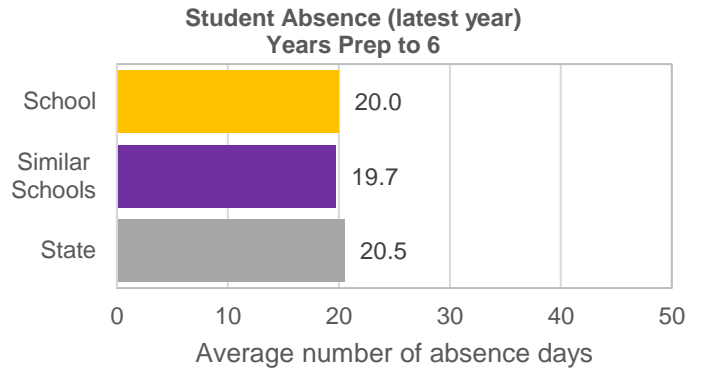
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.0	10.0
Similar Schools average:	19.7	17.0
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	91%	89%	89%	91%	88%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,072,464
Government Provided DET Grants	\$335,486
Government Grants Commonwealth	\$6,751
Government Grants State	\$0
Revenue Other	\$10,916
Locally Raised Funds	\$407,210
Capital Grants	\$0
Total Operating Revenue	\$3,832,827

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,437
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,437

Expenditure	Actual
Student Resource Package ²	\$2,978,620
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$90,817
Communication Costs	\$6,201
Consumables	\$39,232
Miscellaneous Expense ³	\$21,999
Professional Development	\$28,402
Equipment/Maintenance/Hire	\$113,913
Property Services	\$84,243
Salaries & Allowances ⁴	\$186,919
Support Services	\$32,002
Trading & Fundraising	\$50,227
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,668
Total Operating Expenditure	\$3,658,245
Net Operating Surplus/-Deficit	\$174,582
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$66,130
Official Account	\$43,509
Other Accounts	\$6,971
Total Funds Available	\$116,610

Financial Commitments	Actual
Operating Reserve	\$101,687
Other Recurrent Expenditure	\$5,786
Provision Accounts	\$0
Funds Received in Advance	\$49,100
School Based Programs	\$21,800
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$30,989
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$219,361

All funds received from the Department of Education, 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.