

2025 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 01 April 2026 at 02:22 PM by Rachael Sketcher (Principal)

- As executive officer of the school council, I attest that this 2025 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 01 April 2026 at 02:23 PM by Rachael Sketcher (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Knox Park Primary School is nestled within the beautiful natural bushland, adjacent to Lakewood Reserve in Knoxfield. The school enrolment in 2025 was 312 students, with 44 staff: 2 Principal class, 26 Teachers and 14 Education Support Staff. The school offers a comprehensive, sequential curriculum, with a strong emphasis on a systematic synthetic phonics approach to teaching literacy. The highly skilled and passionate staff foster a nurturing and dynamic learning environment, ensuring that every child is supported and inspired. Knox Park Primary takes pride in its consistent academic achievements, preparing students to become confident, 21st-century learners and active global citizens. The school's vision is to support the development of the whole child, encouraging them to become curious, critical, and reflective thinkers who are deeply engaged with 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:

- using 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

2025 was another year of strong academic achievement at Knox Park Primary School, with student outcomes continuing to exceed both State and Similar School averages. Teacher Judgement data indicates that 92.2% of students were at or above the expected standard in English and 93.6% in Mathematics, reflecting the sustained impact of the school's consistent and evidence-informed instructional practices.

NAPLAN results further reinforced this strong performance, particularly in Year 5, where students achieved outstanding results in both Reading and Numeracy. In addition, newly available NAPLAN relative growth data highlighted that 85.0% of students in Reading and 87.5% in Numeracy achieved high or medium growth, significantly above both Similar Schools and State averages. This affirms that student progress, as well as achievement, remains a key strength of our school.

Throughout 2025, staff continued to refine instructional practice, with a particular focus on strengthening reading comprehension. The introduction of new comprehension tools has supported greater consistency and clarity of strategy use across classrooms. DIBELS data continued to provide precise early reading information, enabling targeted intervention, while also prompting ongoing consideration of assessment load and efficiency.

Writing remained an identified area for further development. While moderation practices are consistent, staff have recognised the need to review the school's writing approach to ensure stronger alignment with Victorian Curriculum 2.0 and NAPLAN expectations. Similarly, assessment practices were reviewed to reduce duplication and maximise impact, with Elastik identified as a promising tool to support accurate teacher judgement and reduce workload.

Overall, the school has maintained high levels of achievement while continuing to refine practice inline with VTLM 2.0, ensuring that teaching remains responsive, targeted and aligned to student learning needs.

Wellbeing

In 2025, Knox Park Primary School continued to strengthen its focus on student wellbeing, with a clear emphasis on building connectedness, inclusion and a strong sense of belonging for all students. This work is reflected in the significant improvement in Student Attitudes to School Survey (AtoSS) data, with 86.7% of students reporting a positive sense of connectedness and 85.3% positive endorsement for the management of bullying. Both measures are now well above Similar School and State averages, representing a substantial improvement from previous years.

A key contributor to this improvement has been the sustained and consistent implementation of the school's School Wide Positive Behaviour Support (SWPBS) framework and wellbeing action plan. Throughout the year, staff maintained a proactive and targeted approach, supported by ongoing analysis of student engagement and attendance data. The work of the Student Action Team (SAT) has been particularly impactful, with student-led initiatives contributing to increased awareness and ownership of wellbeing across the school.

Attendance continued to be a central focus within the school's wellbeing agenda. Strategies introduced earlier in the year, including strengthened administrative processes, revised roll-marking practices and clear communication with families, have been maintained and refined. These approaches have supported a reduction in the percentage of students with 20 or more absence days, decreasing from 39% to 23%, demonstrating significant progress towards the school's improvement goal.

The role of the Mental Health in Primary Schools (MHIPS) initiative and the school's Wellbeing Officer has also become well established. This has enabled more streamlined access to support for students and families, complemented by strengthened partnerships with allied health professionals. In response to emerging student needs, the school also implemented a 'Disconnect to Reconnect' Wellbeing Day, addressing concerns around screen time and promoting positive wellbeing practices.

Collectively, these strategies have contributed to a cohesive and responsive approach to wellbeing, ensuring that students feel safe, supported and ready to learn.

Engagement

Student engagement remained a key priority throughout 2025, recognising its critical role in supporting both learning and wellbeing outcomes. A central focus of this work has been the continued improvement of student attendance, with clear and measurable gains achieved across the year.

The average number of student absence days decreased significantly from 21.0 days in 2024 to 16.2 days in 2025, placing the school well below both Similar Schools and State averages. Attendance rates across all year levels also showed improvement, reflecting the effectiveness of the school's targeted and consistent approach.

This improvement has been driven by a range of coordinated strategies, including strengthened attendance processes, more consistent roll-marking practices and enhanced communication with families through multiple platforms. Staff maintained a strong focus on monitoring students at risk of higher absence rates, while also working to sustain positive attendance patterns for students already demonstrating strong engagement. The introduction of updated attendance codes and reporting processes has further supported accurate data collection and increased community awareness.

The work of the SAT has also contributed to strengthening engagement, particularly through student-led attendance initiatives and the promotion of positive school culture. Staff have continued to analyse the relationship between attendance and student engagement, using this data to inform targeted support and intervention.

In addition to attendance, student engagement has been supported through a range of school-based initiatives that promote connection, voice and participation. These include whole-school

wellbeing events, classroom practices that prioritise student agency, and opportunities for students to contribute meaningfully to school decision-making.

Overall, the school has demonstrated a strong and sustained focus on engagement, resulting in improved attendance outcomes and a more connected and active student community.

Other highlights from the school year

In 2025, Knox Park Primary School continued to build on its strong reputation for both academic excellence and innovative practice. A key highlight was the development and implementation of Reading Comprehension tools, which have supported greater consistency in instructional practice and enabled students to more confidently articulate and apply comprehension strategies. The introduction of Learning Tasks as part of the school's reporting framework further strengthened alignment between curriculum, assessment and reporting, providing clearer insight into student learning progress for both staff and families. In-depth professional learning focused on Cognitive Load Theory and Recall and Retention Practices, supported the implementation of the Victorian Teaching and Learning Model (VTLM 2.0) initiatives of the Victorian Education Department.

The school maintained a strong commitment to extending high-ability learners, with students engaging in a range of enrichment opportunities including GATEWAYS, Victorian High Ability Programs (VHAP) and the Victorian Challenge and Enrichment Series. These experiences provided valuable opportunities for students to demonstrate creativity, critical thinking and collaboration, and to extend their learning beyond the classroom. The school came runners-up in the Victorian Teacher's Excellence Awards in the high ability category for the second year in a row, recognising the outstanding work achieved.

Student voice remained a notable strength, with the SAT leading a number of successful whole-school initiatives, including environmental and attendance campaigns. These student-led actions fostered a strong sense of ownership and pride within the school community. Professional learning also remained a key focus, with staff engaging in peer observations and targeted development, further strengthening collective practice and contributing to the school's ongoing success.

Collectively, these highlights reflect a school community that is deeply committed to continuous improvement, where high expectations, strong relationships and a shared sense of purpose continue to drive success for all learners.

Financial performance

Knox Park Primary School maintained a strong financial position throughout 2025, concluding the year with a net operating surplus of \$202,015. This reflects careful financial planning and strategic allocation of resources aligned to the school's Annual Implementation Plan priorities.

The school's primary source of funding continues to be the Student Resource Package, supplemented by Department of Education grants and a small amount of Commonwealth funding. Equity funding to support students experiencing social disadvantage also contributed to the

school's overall resourcing. In addition, the school community once again demonstrated strong support through locally raised funds, which totalled over \$450,000 and enabled continued investment in teaching and learning programs and school initiatives .

Expenditure throughout the year was carefully managed, with a focus on staffing, professional learning, classroom resources and student programs. School Council continued to oversee financial decision-making and ensure that all funds were expended or committed in line with departmental requirements and school priorities.

Overall, the school remains well positioned to support ongoing improvement and future planning.

**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 312 students were enrolled at this school in 2025, 152 female and 160 male. 17% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	82.4%	
	Similar schools	81.3%	
	State	82.0%	

School Staff Survey

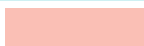
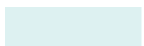
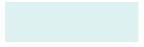
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	92.8%	
	Similar schools	79.0%	
	State	77.4%	

LEARNING

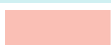
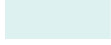
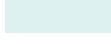
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	92.2%	
	Similar schools	88.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	93.6%	
	Similar schools	87.3%	
	State	84.2%	

NAPLAN

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

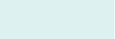
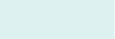
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	68.4%		76.7%
	Similar schools	73.2%		73.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	85.7%		85.0%
	Similar schools	77.7%		78.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	76.3%		76.7%
	Similar schools	69.1%		68.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	92.9%		81.2%
	Similar schools	73.7%		71.8%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	85.0%	
	Similar schools	74.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	87.5%	
	Similar schools	74.8%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	86.7%		77.4%
	Similar schools	77.0%		76.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	85.3%		76.2%
	Similar schools	77.3%		75.7%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	16.2	16.9
	Similar schools	20.8	21.1
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	93.9%	
Year 1	School	92.1%	
Year 2	School	93.3%	
Year 3	School	91.7%	
Year 4	School	92.1%	
Year 5	School	90.6%	
Year 6	School	89.1%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,868,674
Government Provided DET Grants	\$371,034
Government Grants Commonwealth	\$11,956
Government Grants State	\$0
Revenue Other	\$9,899
Locally Raised Funds	\$452,505
Capital Grants	\$0
Total Operating Revenue	\$4,714,068

Equity	Actual
Equity (Social Disadvantage)	\$33,848
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$33,848

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$3,785,845
Adjustments	\$0
Books & Publications	\$387
Camps/Excursions/Activities	\$131,443
Communication Costs	\$3,774
Consumables	\$81,356
Miscellaneous Expenses ²	\$18,209
Agency Staff	\$10,439
Professional Development	\$20,362
Equipment/Maintenance/Hire	\$86,032
Property Services	\$82,919
Salaries & Allowances ³	\$199,891
Support Services	\$18,794

Expenditure	Actual
Trading & Fundraising	\$39,777
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,826
Total Operating Expenditure	\$4,512,053
Net Operating Surplus/-Deficit	\$202,015
Asset Acquisitions	\$58,390

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$103,096
Official Account	\$52,540
Other Accounts	\$54
Total Funds Available	\$155,690

Financial Commitments	Actual
Operating Reserve	\$121,035
Other Recurrent Expenditure	\$5,633
Provision Accounts	\$0
Funds Received in Advance	\$15,991
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,198
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$156,856

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.