

2018 Annual Report to The School Community



School Name: Knox Central Primary School (5429)



- 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 23 April 2019 at 10:11 PM by Lisa Burt (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 30 April 2019 at 10:07 AM by Tash Kidman (School Council President)

About Our School

School context

Knox Central Primary School (KCPS) is located on Darwin Road, Boronia, approximately 26 kms east of the Melbourne CBD. Being located on the borders of Wantirna, Knoxfield and Bayswater the school draws enrolments from families across the Eastern suburbs. The school is committed to student wellbeing and the delivery of research based teaching and learning that utilises each student's strengths to drive improvement in areas of need. We are determined to develop authentic relationships with every student, as understanding each child enables us to identify their educational needs and in turn, creates an environment where students love to come to school and love to learn.

In 2018, at census, the school had an enrolment base of 107 students and an SFOE of 0.4203. The students and their families represent an intercultural spread, with 13 students coming from a language background other than English and 32 Equity funded students. Our 2018 staffing profile consisted of eight teaching staff and four non-teaching staff. This was composed of one principal class member, five full-time classroom teachers, and specialist teachers in Visual Arts, Spanish, Physical Education and targeted Literacy Support (Reading Recovery). In addition to the teaching class members, three Education Support Staff (Integration Aides) provided support for those students who require additional learning support and those funded under the Program for Student with Disabilities Program. The teaching and learning team were supported by a full-time Business Manager and a dedicated Out of School Hours Program Leader.

Knox Central Primary School, in partnership with families, aims to build a learning community that develops students who are community minded, thoughtful and compassionate lifelong learners. Our school motto "Learning @ heart" drives our school values of "integrity, excellence, respect, teamwork and courage". Our curriculum has a strong emphasis upon rich and robust teaching in literacy and numeracy, with evidence-based structures in place that set our students up for success. Our aim is to support our students to challenge their own thinking, and to develop the social-emotional skills required to contribute meaningfully to society. Our staff work tirelessly beyond the classroom to lead successful wellbeing programs, which provide all of our learners with a vast array of extra-curricular opportunities.

Framework for Improving Student Outcomes (FISO)

The improvement priorities for 2018 were around Building Practice Excellence, Empowering Students and Building School Pride and Health and Wellbeing. The school adopted an agreed whole school approach to teaching writing. These practices ensure consistency throughout the school. We introduced Writer's Notebook for students which has improved engagement in writing. Teacher's professional learning was based around the teaching of writing through reading, Professional Learning Teams and Peer Observations. We have used the technology available in Gradexpert to generate "I can" statements for writing and created a number of common rubrics for the assessment of writing.

We have increased the participation of parents engaging with the students in their learning by holding a number of after school events - including a Family Wellbeing night and a Family Maths night. We also introduce Student-Led conferences from grade 4-6, where the students are in control of the Parent/Teacher interviews.

Achievement

Given our high focus on writing in 2018 it is very pleasing to highlight our improvements - 36% of year 3 and 29% of year 5 students performing in the top 2 bands of NAPLAN. Even more pleasing was the growth data - 53% of year 5's demonstrated high growth in writing and 13% demonstrated low growth compared to 40% in 2017. Writing will continue to be a focus in 2019, in particular teacher assessment and moderation.

In NAPLAN reading, 36% of year three's and 29% of year five's performed in the top two bands. 20% of our students demonstrated high growth from years 3 -5. Teacher judgement scores demonstrated a decrease in students (across all year levels) performing above the expected level, highlighting again the need for more work around assessment and moderation.

In Numeracy, the number of students in Year 3 and Year 5 achieving in the top 2 bands of NAPLAN was above the results of schools with similar characteristics. Teacher judgement scores demonstrate that over 92% of our students are at or above the expected age level.

Engagement

It was very pleasing to see all aspects of the Parent Opinion Survey show larger positive endorsement percentages. Particularly pleasing were the areas addressed in our 2018 Annual Implementation Plan:

1. parent perception on how the school manages bullying demonstrates an increase positive endorsement from 63% in 2017 to 82% in 2018.
2. Parent Community Engagement demonstrates a positive endorsement of 86% in 2018 (67% in 2017.)
3. parent perception of School Safety demonstrates an increase positive endorsement from 66% in 2017 to 83% in 2018.

In 2018, attendance data showed strong levels of engagement in learning, with 20% of students having more than 20 days absent compared to 21% in 2017. These were mainly constituted of long-term illness and extended family holidays and are below the state average of 24% and similar schools of 25%. The number of students absent for less than 10 days decreased from 51% in 2017 to 41% in 2018. We will continue to work with families to assist them in having their children at school - already in 2019 the attendance data is showing improvement.

A major concern in the area of Engagement is around Staff Safety and Wellbeing. The staff have indicated through the Staff Opinion Survey that the areas of shielding and buffering, trust in colleagues, psychological safety and consultation must be addressed in 2019.

Wellbeing

Students at our school feel safe and connected at school. They feel included and engaged in their learning. This is supported by the very high positive endorsement scores in the Attitudes to School Survey data for 2018. 93% of the students feel connected to the school – significantly higher than similar schools. All other areas, including managing bullying, resilience and sense of confidence, are in the 90th percentiles. The data shows overwhelmingly positive responses from the students. The introduction of Respectful Relationships and the school's continued focus on TRIBES, student leadership, active Junior School Council, engagement with community partners like KidsHope and dedicated staff maintain these great results.

Financial performance and position

In 2018, the annual result was a surplus in the cash budget of \$133,758.86 as a result of reduced spending, fundraising (\$10,852.00), the building fund (\$2555.07) and existing investment accounts (\$70,110.34). In 2019 we plan to spend some of these funds for a new playground and a classroom refurbishment for a Science room. The school continued to manage a local Out of School Hours Program, but again in 2018 this ran at a significant loss. School Council made the decision to close the Out of Hours Program in December 2018. The school incurred a significant expense in the cash budget replacing two staff members who were on long term sick leave. We also received \$35,380 (shared between the SRP and cash budget) in Equity funding which was predominately used for a Literacy Intervention teacher.

The school received additional grants - the Inclusion Boost (\$4800), Equipment Boost (\$5000) and Respectful Relationships (\$4000) for Professional Learning, engaging parents in school life and updating IT equipment. In the SRP the annual result was a deficit of \$10,633 which will be repaid in 2019.

For more detailed information regarding our school please visit our website at
<http://www.knoxcentral.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 107 students were enrolled at this school in 2018, 53 female and 54 male.

14 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).

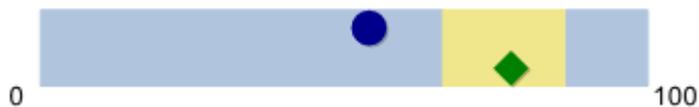
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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: 

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> Lower</p> <p> Lower</p> <p> Similar</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> Higher</p> <p> Higher</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>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>67%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>33%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>33%</td> <td>53%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	67%	20%	Numeracy	13%	33%	53%	Writing	13%	33%	53%	Spelling	21%	43%	36%	Grammar and Punctuation	14%	50%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 1015 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>90 %</td> <td>94 %</td> <td>93 %</td> <td>87 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	94 %	93 %	87 %	94 %	93 %	94 %	<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										
90 %	94 %	93 %	87 %	94 %	93 %	94 %										

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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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	\$945,643	High Yield Investment Account	\$50,366
Government Provided DET Grants	\$81,931	Official Account	\$10,727
Government Grants Commonwealth	\$16,433	Other Accounts	\$72,665
Government Grants State	\$387	Total Funds Available	\$133,759
Revenue Other	\$5,428		
Locally Raised Funds	\$65,743		
Total Operating Revenue	\$1,115,567		
Equity¹			
Equity (Social Disadvantage)	\$35,380		
Equity Total	\$35,380		
Expenditure		Financial Commitments	
Student Resource Package ²	\$956,277	Operating Reserve	\$36,479
Books & Publications	\$487	Funds Received in Advance	\$8,453
Communication Costs	\$3,467	School Based Programs	\$9,800
Consumables	\$24,895	Funds for Committees/Shared Arrangements	\$10,788
Miscellaneous Expense ³	\$51,548	Repayable to the Department	\$16,943
Professional Development	\$13,632	Asset/Equipment Replacement < 12 months	\$20,000
Property and Equipment Services	\$39,400	Capital - Buildings/Grounds < 12 months	\$6,000
Salaries & Allowances ⁴	\$59,665	Maintenance - Buildings/Grounds < 12 months	\$25,296
Trading & Fundraising	\$13,605		
Utilities	\$20,524	Total Financial Commitments	\$133,759
Total Operating Expenditure	\$1,183,500		
Net Operating Surplus/-Deficit	(\$67,934)		
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)

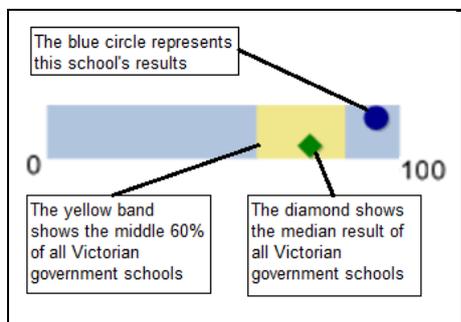
Engagement

- 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).

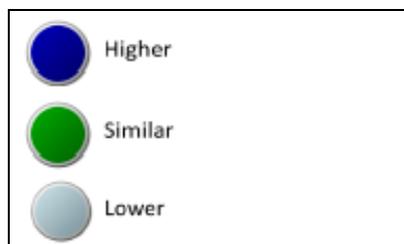


What does *School Comparison* refer to?

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').