

# 2019 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](http://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 2019 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 17 June 2020 at 03:48 PM by Lisa Burt (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 13 August 2020 at 10:45 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 2019, at census, the school had an enrolment base of 107 students and an SFOE of 0.5231. The students and their families represent an intercultural spread, with 20 students coming from a language background other than English and 27 Equity funded students. Our 2019 staffing profile consisted of seven teaching staff and four non-teaching staff. This was composed of one principal class member, four 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 Business Manager who worked 4 days per week.

Knox Central Primary School, in partnership with families, aims to develop all students to become life long learners and meet the challenges of a rapidly changing society. Our school motto "Learning @ heart" drives our school values of "integrity, excellence, respect, teamwork and courage". We promote social responsibility, resilience, perseverance and independence to prepare our students for an ever-changing world and to be responsible global citizens. The 'three R's' simply aren't enough. Our students need new skills to prepare them for further study and jobs - many of which have not yet been created. Developing students' abilities to think both critically and creatively, to set goals, to manage and reflect on their learning, to work both cooperatively and independently and to have sensitivity and awareness about when to apply these learning skills appropriately are transferable to all aspects of life.

### Framework for Improving Student Outcomes (FISO)

In 2019, Knox Central's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Empowering Students and Building School Pride. This included:

- \* personalising the teaching of writing - through the use of the writer's notebook and "I can" statements for developing writing goals and self and peer assessment. 2018 NAPLAN writing results showed that we had 64% (grade 3) and 82% (grade 5) students in the middle 2 bands. We selected this improvement strategy to endeavour to move these students into the top 2 bands.
- \* developing an agreed and consistently implemented approach to student well-being -through clarifying staff beliefs and investigating School Wide Positive Behaviours. Students reported through the Attitudes to School Survey in 2018 that they felt safe at school and connected to the school however staff indicated, via the staff opinion survey and discussions, the importance of a consistent approach amongst all staff when managing behaviour issues.
- \* enhancing parent involvement in school wide activities - through information evenings, parent forums, working bees
- \* establishing processes and protocols to support teachers - through timetable changes and the use of Professional Learning Days. In 2018, staff indicated through the Staff Opinion survey that they did not feel safe and supported at school and there was low staff trust in colleagues.

### Achievement

2019 was a School Review year for Knox Central. It was a very rigorous, supportive process that provided the school with an opportunity to celebrate our achievements and make a solid plan for moving forward over the next 4 years. Some future directions over the next 4 years include:

- \* develop whole school scope and sequence documents
- \* develop and embed a consistent approach to ensuring student voice is explicit in their learning

\* embed an explicit whole school positive behaviour model.

A particular achievement for 2019 was moving the school's overall performance from renew to influence. This means that the school's performance is high - very high and this level of performance has been maintained consistently over 3 years. Knox Central had a rating of influence for reading, numeracy and student attitude.

The 2019 NAPLAN data shows that at least a quarter of our students achieved high growth between year 3 and year 5 in all areas (reading - 33%, numeracy - 58%, writing - 27%, grammar and punctuation - 33% and spelling - 58%). These results are significantly higher than state levels and results from similar schools.

A comparison between 2019 NAPLAN data (writing) and teacher judgement (writing) shows that our work using the "I can" statements needs to continue as there are still some differences, for example year 3 - teacher judgement 47% below expected level, NAPLAN 26% below expected level, year 5 teacher judgement 67% at expected level, NAPLAN 86% at expected level. The introduction of Essential Assessments (Maths) in 2019 has led to a narrowing of the difference in teacher judgement as compared to NAPLAN eg year 3 teacher judgement at or above expected level 87% compared to 95% in NAPLAN, year 5 both NAPLAN and teacher judgement scores indicated 100% of our students at or above expected level.

## Engagement

The students at Knox Central enjoy learning at school. 100% of our students in years 4-6 report (through the Attitudes to School Survey) a positive endorsement for stimulated learning and differentiated learning challenge. 99% of these same students believe their teachers have high expectations of them and demonstrate a positive endorsement for teacher effort. Through the Attitudes to School Survey 96% of students also say that their voice is being heard at school and they have some choice in their school work and learning.

In 2019, 28% of our students were absent for 20 days or more - this is similar to state and similar schools result however it is in a higher percentage than in recent years and something we will need to monitor. Absences in the F/1 class is another area to be conscious of - in 2019 46% of Foundation students and 36% of year 1 students had more than 20 days absent. Both of these results are significantly higher than the state and similar school averages.

The work we implemented to support staff has proven to be effective as evidenced through the Staff Opinion Survey. Positive endorsement for school leadership was 75% in 2019 compared to 53% in 2018 and in the area of timetable meetings to support collaboration there were 0 negative responses compared to 33% in 2018. As highlighted in the school review as an area for focus - only 40% of staff believe they are using the pedagogical model.

In the Parent Opinion Survey, 82% of respondents feel positive about parent community engagement. There is still some work to do around parent participation and involvement. 90% of parents feel the school has high expectations for success and 90% also agree that the students are motivated to learn and they have the support to do so.

## Wellbeing

Students in years 4-6 feel safe and cared for at school. We are incredibly proud of our Attitudes to School Survey results and, once again in 2019, these results were outstanding! 98% of students in years 4-6 feel positive about the way bullying is managed in the school and 99% of them believe they have an advocate at the school. 98% of all 4-6 students state they have not experienced bullying. Most pleasing was the results of the year 5 students - in year 4 (2018) only 69% reported they had not experienced bullying however in year 5 (2019) the same children reported that 93% had not experienced bullying

According to the Staff Opinion Survey in 2019 staff are feeling much happier and safer being at school. They reported a large increase in positive endorsement for School Climate from 55% in 2018 to 69% in 2019. In the area of Staff Safety and Wellbeing the positive endorsement was 63%, an increase from 44% in 2018. While these areas have shown a great improvement in 2019 the results are still below that of the state and similar school scores so it will remain a priority for leadership in 2020.

80% of parents who responded to the Parent Opinion Survey are positive about the way the school manages bullying - this result is similar to that of schools across the state and schools similar to Knox Central. 24% of parents reported that their child has experienced bullying at KCPS which was significantly lower than the 42% reported in 2018.

### **Financial performance and position**

Knox Central Primary School maintained a very sound financial position throughout 2019. The annual result in the cash budget was \$37,891 and for the first time in many years the school also showed a surplus in the SRP - this largely due to the closing of our Out of Hours Program.

The school also spent \$42,512 on the installation of a new playground area. This money came predominately from Fundraising Activities over the past few years.

Equity funding of \$40,454 was used to fund a Literacy Support teacher who worked 1:1 with children who required extra support in reading.

In 2019 we received an Inclusive Schools Grant from the Federal Government which enabled us to add a sensory garden to our school grounds. This area is now used by all the children at the school and the whole school community. Teachers will often take the students out for reading too.

**For more detailed information regarding our school please visit our website at**

**<https://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 96 students were enrolled at this school in 2019, 43 female and 53 male.

24 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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></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>Below </p> <p>Below </p>		
<p><b>NAPLAN Year 5</b></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>Above </p> <p>Above </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: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>17%</td> <td>58%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>25%</td> <td>58%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>8%</td> <td>58%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	67%	33%	Numeracy	25%	17%	58%	Writing	27%	45%	27%	Spelling	17%	25%	58%	Grammar and Punctuation	8%	58%	33%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>89 %</td> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	89 %	94 %	92 %	95 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	89 %	94 %	92 %	95 %	93 %	93 %										

## 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$884,515	High Yield Investment Account	\$111,468
Government Provided DET Grants	\$130,570	Official Account	\$11,108
Government Grants Commonwealth	\$8,546	Other Accounts	\$479
Government Grants State	\$788	<b>Total Funds Available</b>	<b>\$123,055</b>
Revenue Other	\$4,595		
Locally Raised Funds	\$68,487		
<b>Total Operating Revenue</b>	<b>\$1,097,500</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$40,454		
<b>Equity Total</b>	<b>\$40,454</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$871,617	Operating Reserve	\$27,833
Books & Publications	\$4,474	Other Recurrent Expenditure	\$60
Communication Costs	\$3,430	Funds Received in Advance	\$9,602
Consumables	\$20,805	School Based Programs	\$85,501
Miscellaneous Expense <sup>3</sup>	\$50,729	<b>Total Financial Commitments</b>	<b>\$122,995</b>
Professional Development	\$1,880		
Property and Equipment Services	\$41,352		
Salaries & Allowances <sup>4</sup>	\$32,677		
Trading & Fundraising	\$10,941		
Utilities	\$21,539		
Adjustments	\$165		
<b>Total Operating Expenditure</b>	<b>\$1,059,609</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$37,891</b>		
<b>Asset Acquisitions</b>	<b>\$45,294</b>		

(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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').