

2017 Annual Report to the School Community



School Name: Knox Central Primary School

School Number: 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 Regulation 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 2017 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 06 April 2018 at 08:29 AM 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 Regulation 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 2017 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 28 May 2018 at 06:56 PM by Karla Jennings (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 2017, at census, the school had an enrolment base of 113 students and an SFOE of 0.4388. The students and their families represent an intercultural spread, with 17 students coming from a language background other than English and 40 Equity funded students. Our 2017 staffing profile consisted of eight teaching staff and six 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, four 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 are supported by a full-time Business Manager and a dedicated Out of School Hours and Vacation Care Program Leader. As a community minded school, we offer a fully accredited Out of School Hours and Vacation Program, which is held onsite and accessed by families for both before and after school care.

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 2017 were around Building Practice Excellence, Curriculum Planning and Excellence and Building Communities. The school adopted a school wide instructional model and an agreed whole school approach to teaching reading. These practices ensure consistency throughout the school. We also worked on building teacher capacity to collect, use and analyse data. Creating a data wall in a spare classroom has allowed the teachers to "put a face to the data" and ensured a collective responsibility for all students.

Teacher's professional learning was based around the teaching of reading skills using the Independent Reading strategy and developing individualised reading goals based on data. Timetabling changes were made to promote team planning as much as possible.

Our teachers are committed to professional learning, as we understand that increasing our own professional capacity will ensure better outcomes for our students. As such, we are still actively involved in the University of Melbourne Network of Schools (UMNOS) Project, which involves high-performing schools from across Victoria building their capacity through world's best practice in the areas of Reading and Writing.



Achievement

The school continues to show results similar to or higher than like schools in most areas of NAPLAN.

Given our high focus and investment in reading over the past few years it is very pleasing to highlight our improvements in Reading data. In NAPLAN, 38% of year three's and 57% of year five's performed in the top two bands. 45% of our students demonstrated high growth from years 3 -5, up from 28% in 2016. Teacher judgement scores also demonstrate an increase in students (across all year levels) performing above level and a decrease in those performing below level.

In Writing, whilst we had 40% of our students making high growth from Year 3 – Year 5 we also had 40% making low growth and only two students in Year 5 achieved in the top 2 bands of NAPLAN. Teaching writing is the major focus for our 2018 Annual Implementation Plan, teacher Professional Learning and Peer Observations.

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 95% of our students are at or above the expected age level.

Engagement

In comparison to 2016 the results from the Parent Opinion Survey and School Staff Survey are significantly lower almost certainly due to the instability in the leadership of the school. A number of these results have been addressed in the 2018 Annual Implementation Plan with goals including: increasing parent participation and involvement and ensuring processes and protocols are in place to support teachers.

In 2017, attendance data showed strong levels of engagement in learning, with only 18% of students having more than 20 days absent compared to 21% in 2016. These were mainly constituted of long-term illness and extended family holidays and are below the state average of 22% of students. The number of students absent for less than 10 days also improved from 46% in 2016 to 55% in 2017. In 2018, we will continue to work with families to assist them in having their children at school, and we aim to significantly improve our absence data.

Wellbeing

We are very proud of the Attitudes to School Survey data for 2017. 96% of the students feel connected to the school – significantly higher than similar schools and all other areas, including managing bullying, resilience and sense of confidence, are all in the 80th or 90th percentiles. The data shows overwhelmingly positive responses from the students. 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.

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	
<p>Enrolment Profile</p> <p>A total of 113 students were enrolled at this school in 2017, 57 female and 56 male.</p> <p>12 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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> Similar</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> Lower</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>36%</td> <td>45%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>42%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>20%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>20%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	36%	45%	Numeracy	42%	42%	17%	Writing	40%	20%	40%	Spelling	-	50%	50%	Grammar and Punctuation	30%	20%	50%	<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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>94 %</td> <td>91 %</td> <td>88 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	88 %	94 %	94 %	92 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	88 %	94 %	94 %	92 %	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: 2017</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: 2017</p>	

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)

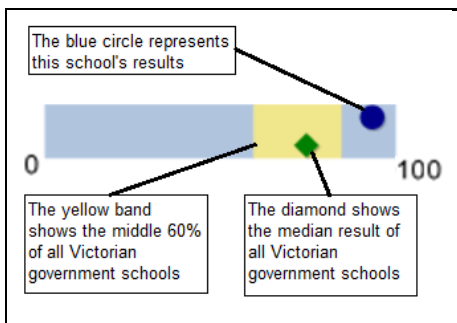
Engagement

- 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).

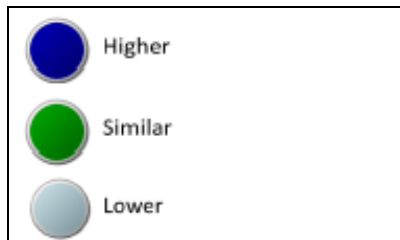


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017, the school achieved a net operating surplus of \$30,393.00 as a result of significantly reduced spending. A transfer of \$40,000 was made from investment accounts to improve facilities. The school oversees and manages a local Out of School Hours Program, which provides parents with affordable care but also ran at a significant loss in 2017. The school also received \$43,479 in Equity funding which was predominately used for a Literacy Intervention teacher.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$923,147	High Yield Investment Account	\$53,710
Government Provided DET Grants	\$139,264	Official Account	\$13,053
Government Grants Commonwealth	\$34,407	Other Accounts	\$103,862
Revenue Other	\$4,648	Total Funds Available	\$170,624
Locally Raised Funds	\$168,763		
Total Operating Revenue	\$1,270,229		
Equity¹			
Equity (Social Disadvantage)	\$43,479		
Equity Total	\$43,479		
Expenditure		Financial Commitments	
Student Resource Package ²	\$971,218	Operating Reserve	\$42,329
Books & Publications	\$3,640	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$4,676	Capital - Buildings/Grounds incl SMS<12 months	\$22,000
Consumables	\$35,449	Maintenance - Buildings/Grounds incl SMS<12 months	\$28,421
Miscellaneous Expense ³	\$56,471	Revenue Received in Advance	\$11,773
Professional Development	\$11,481	School/Network/Cluster Coordination	\$16,360
Property and Equipment Services	\$73,035	Asset/Equipment Replacement > 12 months	\$29,741
Salaries & Allowances ⁴	\$48,852	Total Financial Commitments	\$170,624
Trading & Fundraising	\$16,688		
Utilities	\$18,326		
Total Operating Expenditure	\$1,239,836		
Net Operating Surplus/-Deficit	\$30,393		
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 05 March 2018 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.