

# 2016 Annual Report to the School Community



School Name: Frankston East Primary School

School Number: 4682



Name of School Principal:

Brian McFall

Name of School Council President:

Daniel Redman

Date of Endorsement:

March 9<sup>th</sup> 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Frankston East Primary School's core purpose is to provide its community with a friendly and dynamic learning environment that engages students to work to achieve their personal best in an atmosphere of mutual respect and cooperation. The school promotes itself as an 'Established school with modern ideas, based on traditional values'. Its programs are designed to prepare students to respond favourably to opportunities presented to them in a modern society. It is seen within the community to be a friendly, family oriented school providing student and family support. The school maintains a high focus on structuring differentiated learning programs to cater for the individual learning needs of all students. Our Early Learning Centre provides us with creative and flexible learning spaces where students can be taught in flexible learning groups to cater for individual learning needs and where social interaction may be promoted.

The school has 20.4 equivalent fulltime staff: 1.0 Principal class, 11.7 Teacher class and 7.7 Education Support Staff.

All key learning areas are provided for, with specialist programs in Art, Music, Science and Physical Education. The school is proud of its ICT development with Interactive Whiteboards in each learning space and access to mobile devices in all learning spaces. Our Music Program is an area of pride for Frankston East. A school band and choir perform regularly throughout the year and at the Frankston East Annual Student Theatre (FEAST) at the George Jenkins Theatre in Term 3. Student wellbeing underpins all of our school programs. An Engagement/Connectedness teacher implements a program with all children from P-6 covering social skills and attitudes through exposure to game situations. We also provide workshops for our Year 5/6 students with a focus on building self esteem.

### Framework for Improving Student Outcomes (FISO)

The school identified both Numeracy and Literacy as priorities for 2016. Our 2015 NAPLAN data indicated only 52% of our students experience medium to high growth in mathematics, 68% for reading and 61% for writing. In 2016 we kept class sizes small, employed an integration aide for each classroom and employed a 0.4 teacher to specifically work with small groups of students. We provided professional development for the integration aides to upskill them to work with small groups of students in literacy. In addition, we worked with Karingal Heights PS to share knowledge and strategies in mathematics during combined professional development activities. Frankston East staff also worked on developing their planning in mathematics with an external consultant.

While our Student Attitude To School Survey data is positive, the school has identified conflict resolution in the playground as an area to work on along with developing the leadership skills of our Year 5/6 students, in particular, those students selected as student leaders.

#### Numeracy

- Develop whole school Mathematics Scope and Sequence in line with the Victorian Curriculum
- Create units of work based around maths topics
- Create Pre and Post tests for the units of work to allow for the grouping of students
- Work with Karingal Heights PS and a maths consultant to develop a consistent approach to teaching mathematics across the school
- Individual teachers to work with the maths consultant for planning purposes
- 0.4 teacher to work with targeted groups of students
- Integration aide in each classroom to support student learning

#### Literacy

- Develop whole school English Scope and Sequence in line with the Victorian Curriculum
- 0.4 teacher to work with targeted groups of students
- Integration aide in each classroom to support student learning
- Work with an English Consultant to provide professional development for integration aides in reading and writing workshops for small groups of students and individuals

#### Student Wellbeing

- Implement a Student Leadership Course for Year 5/6 students, in particular, students that have taken on a leadership role
- Implement Kelso's Choice conflict resolution strategies across the school
- Develop a whole school Getting Along unit of work

### Achievement



Frankston East Primary School is very proud of its strong student learning programs. Teacher assessments of AusVELS in the areas of English and Mathematics show that across Year Prep-6 our school performs within the range of the middle 60% of Victorian Government Schools. Our performance was slightly below the Median of all Victorian Government Schools in English and Mathematics. However, our performance when compared to similar schools across the State was higher in both English and Mathematics.

In Year 3 NAPLAN, our performance in Reading and Numeracy was below the State median. When compared to similar schools across the State, we performed higher than those schools in both Reading and Numeracy. In Year 5 NAPLAN, our performance in Reading and Numeracy was below the State median, however, when compared to similar schools across the State, we performed higher than those schools in Numeracy and similar to the similar schools in Reading.

The school is pleased with the Learning Gain of our students from Year 3 – Year 5 in NAPLAN, but would like to make improvements in Grammar and Punctuation:

Reading	89% medium to high growth
Numeracy	90% medium to high growth
Writing	93% medium to high growth
Spelling	96% medium to high growth
Grammar/Punctuation	67% medium to high growth

**Curriculum Framework implemented in 2016**

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

**Engagement**

Our student attendance figures were similar to the State median in 2016, with our performance similar to schools of a similar background. All year levels had an average attendance rate of 90% or above. This reflects our students' close connection to our school and their peers.

The school has maintained a strong focus on regular attendance, punctuality and the community awareness of the direct connection to the attainment of high student learning achievement data and student attendance.

Student attendance is highlighted weekly at assembly and in the school newsletter. Each term, we present certificates to students that have had 100% attendance for the term. On the final school day of the school year we also present certificates to students that have had 100% attendance for the year.

Individual attendance figures are highlighted with parents through Semester Reports on student progress. Parents of those students with high absence rates are contacted via phone initially with follow up calls as needed. Individual plans are established with parents to support them in increasing their child's attendance rate.

**Wellbeing**

Our Student Attitudes to School Survey data was very encouraging. Our data over the last 12 months was above the State median and we outperformed the State on average over the last 4 years. We have also performed higher when compared to similar schools over a 4 year period.

Our data on the Student Attitudes to School Survey shows us above the State in both Connectedness to School and Student Perceptions of Safety. Of particular interest is that our students have rated us in both areas in the top 20% of all Victorian Government Schools.

Currently we are focussing on student morale, as we recognise the significance of high self esteem in stimulating students to achieve their best. Our school runs a proactive wellbeing and engagement program across the school with a strong emphasis on developing all students as leaders and encouraging them to use their initiative and take responsibility for setting personal learning goals in order to develop their learning confidence.

An Engagement/Connectedness Project Officer implements a program with all children P-6 teaching social skills and attitudes through games, which greatly assists the children with social understanding and awareness of acceptable behaviours when problem solving. This project also extends to smaller group activities with Year 5/6 students aimed at increasing engagement, self-esteem and building connectedness to the school and local community.

For more detailed information regarding our school please visit our website at <http://www.frankstoneastps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 196 students were enrolled at this school in 2016, 111 female and 85 male. There were 8% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>71%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>48%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>70%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>4%</td> <td>56%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	71%	18%	Numeracy	10%	48%	41%	Writing	7%	70%	22%	Spelling	4%	56%	41%	Grammar and Punctuation	33%	56%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>92 %</td> <td>91 %</td> <td>95 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	91 %	95 %	93 %	92 %	90 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	91 %	95 %	93 %	92 %	90 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary

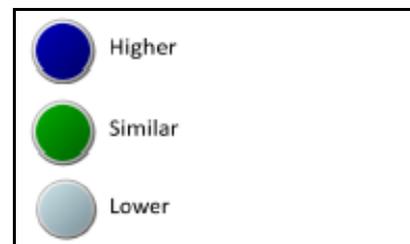
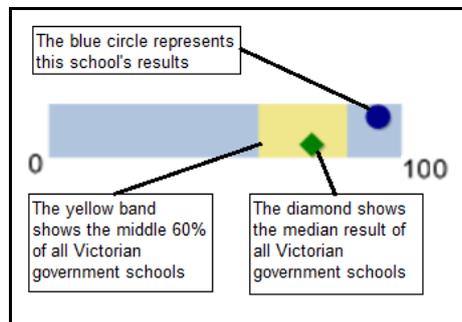
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

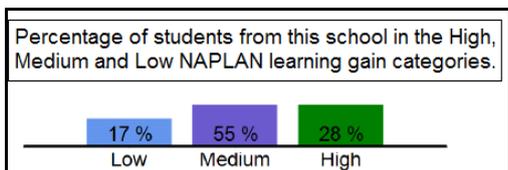
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Frankston East Primary School finished 2016 with a surplus. Vigilant financial management of both income and expenditure contributed to this result. We have carried forward some funds for unfinished building works to be undertaken in 2017.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,772,517
Government Provided DET Grants	\$493,172
Revenue Other	\$46,740
Locally Raised Funds	\$48,299
<b>Total Operating Revenue</b>	<b>\$2,360,729</b>

Expenditure	
Student Resource Package	\$1,713,357
Books & Publications	\$6,151
Communication Costs	\$4,030
Consumables	\$56,475
Miscellaneous Expense	\$70,686
Professional Development	\$21,205
Property and Equipment Services	\$191,025
Salaries & Allowances	\$107,818
Trading & Fundraising	\$13,988
Utilities	\$15,704

**Total Operating Expenditure** **\$2,200,439**

**Net Operating Surplus/-Deficit** **\$160,290**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$156,171
Official Account	\$16,514
Other Accounts	\$80,052
<b>Total Funds Available</b>	<b>\$252,737</b>

Financial Commitments	
Operating Reserve	\$69,195
Asset/Equipment Replacement < 12 months	\$6,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
Revenue Received in Advance	\$14,315
School Based Programs	\$21,936
School/Network/Cluster Coordination	\$11,752
Other recurrent expenditure	\$3,000
Asset/Equipment Replacement > 12 months	\$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$81,539
<b>Total Financial Commitments</b>	<b>\$252,737</b>

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*