

2017 Annual Report to the School Community

School Name: Frankston East Primary School (4682)

School Number: 4682



- 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

B. McFall

Signed 19 March 2018 at 03:59 PM by Brian McFall (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.

Daniel Redman

Signed 20 March 2018 at 11:30 PM by Daniel Redman (SCP)

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 19.4 equivalent fulltime staff: 1.0 Principal class, 10.7 Teacher class and 7.8 Education Support Staff.

All key learning areas are provided for, with specialist programs in Art, Japanese (P-2), Music, Physical Education and Science. The school is proud of its ICT development with Interactive Whiteboards in each learning space and access to mobile devices in all learning spaces on an as needs basis. Our Music Program is an area of pride for Frankston East. Two school bands and a choir of 60 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 continued priorities for 2017. Our 2016 NAPLAN data indicated that 41% of our students experienced high growth in mathematics, 18% for reading and 22% for writing. In 2017 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 a consultant to share knowledge and strategies in mathematics during professional development activities. Our staff also worked on developing their planning in mathematics with the consultant.

While our Student Attitude To School Survey data is positive, the school had 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.

In Numeracy we:

- Implemented a whole school Mathematics Scope and Sequence in line with the Victorian Curriculum
- Created units of work based around maths topics
- Used Pre and Post tests for units of work to allow for the grouping of students
- Worked with a maths consultant to develop a consistent approach to teaching mathematics across the school
- Arranged for individual teachers to work with a maths consultant for planning purposes
- Appointed a 0.4 teacher to work with targeted groups of students
- Placed an integration aide in each classroom to support student learning

In Literacy we:

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

In Student Wellbeing we:

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

At the end of 2017, the school undertook a self evaluation and completed the review cycle of the current Strategic Plan.

Achievement

Frankston East Primary School is very proud of its strong student learning programs. Teacher assessments of the Victorian Curriculum 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 similar in 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 was above the State median and in Numeracy was slightly below the State median. When compared to similar schools across the State, we performed higher than those schools in Reading and were similar to the similar schools in Numeracy. In Year 5 NAPLAN, our performance in Reading was similar to the State median and in Numeracy was below the State median, however, when compared to similar schools across the State, we performed higher than those schools in Reading and similar to the similar schools in Numeracy.

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	40% High growth
Numeracy	47% High growth
Writing	32% High growth
Spelling	53% High growth
Grammar/Punctuation	21% High growth

Engagement

Our student attendance figures were similar to the State median in 2017, 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. Parents of students with an unexplained absence are contacted on a daily basis to determine the reason for the absence.

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 well above the State median. We also performed higher when compared to similar schools.

Our data on the Student Attitudes to School Survey shows us above the State in both Sense of Connectedness and Management of Bullying. 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 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 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 164 students were enrolled at this school in 2017, 88 female and 76 male.</p> <p>9 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>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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</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> 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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>45%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>37%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>47%</td> <td>53%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>68%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	45%	40%	Numeracy	16%	37%	47%	Writing	21%	47%	32%	Spelling	-	47%	53%	Grammar and Punctuation	11%	68%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	15%	45%	40%																							
Numeracy	16%	37%	47%																							
Writing	21%	47%	32%																							
Spelling	-	47%	53%																							
Grammar and Punctuation	11%	68%	21%																							



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 1010"> <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>95 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	91 %	90 %	94 %	92 %	92 %	<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										
95 %	92 %	91 %	90 %	94 %	92 %	92 %										



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)

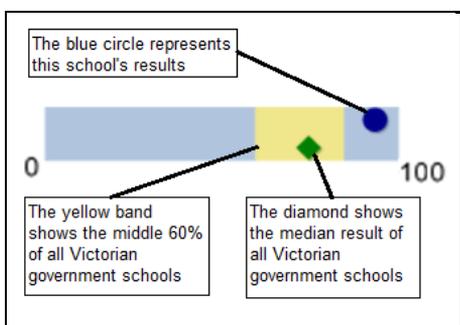
Engagement

- 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

Frankston East Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. The provision of Equity Funding in 2017 has provided the school with options in regards to staffing and programs that are enriching our students' learning. We have been able to provide Education Support staff in each grade to support student learning, keep our class sizes relatively small, provide a Student Wellbeing Manager (0.6) and an Intervention Teacher (0.4). In addition, School Council directed Equity Funds into the Low Income Family Assistance (LIFA) Program. In 2017, this program supported the majority of families by providing the student booklist at no cost to families. It also provided a wide range of incursions and excursions at no cost to all families within the school community. The Equity funding also supported all curriculum budgets so that we heavily invested in these areas to support student learning with a range of additional resources.

Other funds have enabled the school to update ICT resources and improve the school buildings and grounds. School Council have allocated funds to continue the school painting program. Property maintenance continues to be a focus of the school due to the size of the property and design of the buildings.

Overall the school remains in a sound financial position with a net operating surplus in 2017. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2017 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2017 year. Our student numbers have reduced for 2018 and we will be utilising some of our reserves to make up the shortfall.

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	\$1,699,011	High Yield Investment Account	\$210,319
Government Provided DET Grants	\$345,462	Official Account	\$19,694
Government Grants Commonwealth	\$7,500	Other Accounts	\$81,058
Revenue Other	\$61,603	Total Funds Available	\$311,071
Locally Raised Funds	\$41,959		
Total Operating Revenue	\$2,155,535		
Equity¹			
Equity (Social Disadvantage)	\$431,218		
Equity Total	\$431,218		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,665,779	Operating Reserve	\$54,027
Books & Publications	\$4,223	Asset/Equipment Replacement < 12 months	\$6,000
Communication Costs	\$3,187	Maintenance - Buildings/Grounds incl SMS<12 months	\$39,747
Consumables	\$58,757	Revenue Received in Advance	\$11,458
Miscellaneous Expense ³	\$69,738	School Based Programs	\$13,200
Professional Development	\$17,585	School/Network/Cluster Coordination	\$13,100
Property and Equipment Services	\$155,704	Repayable to DET	\$78,000
Salaries & Allowances ⁴	\$56,911	Other recurrent expenditure	\$4,000
Trading & Fundraising	\$15,005	Asset/Equipment Replacement > 12 months	\$10,000
Utilities	\$14,912	Maintenance -Buildings/Grounds incl SMS>12 months	\$81,539
		Total Financial Commitments	\$311,071



Total Operating Expenditure	\$2,061,801
Net Operating Surplus/-Deficit	\$93,734
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.