

2022 Annual Report to the School Community

School Name: Frankston East Primary School (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 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 of the previous calendar year 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 20 March 2023 at 06:49 PM by Warren Bull (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 09:03 AM by Michelle Fisher (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

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.

Our school is located in Frankston in a cluster of 7 government schools within the Karingal Estate. In 2021 our enrolment was 153 students which fluctuated over the course of the year due to students moving in and out of the area. The school had 15.7 equivalent full-time staff: 1.0 Principal class, 10.1 Teacher class and 4.6 Education Support Staff.

All key learning areas were provided for, with specialist programs in Art, LOTE (Japanese), Music, Physical Education and Science. The school is proud of its ICT development with Interactive Televisions 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 20 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 provided workshops for our Year 5/6 students with a focus on building resilience, self-esteem, and pro-social behaviours.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school identified both Numeracy and Literacy as continued priorities for 2022, and continued to see some excellent results when compared to similar schools in both English and Mathematics, with 86.3% of our students at or above age expected standards in English, compared to 72.2% in similar schools.

In 2022 we kept class sizes to a minimum and targeted small groups of students for additional support in reading. We provided professional development for staff in writing and worked with our local cluster schools to moderate writing assessments across year levels within the school and across schools. The Tutor Learning Initiative team identified and worked with students across the school and at all levels of ability who did not make expected growth during the extended periods of remote and flexible learning and supported them to catch up on missed concepts and learning. This was a highly successful program at Frankston East Primary school with many students demonstrating significant growth.

In Numeracy we implemented a whole school Mathematics Scope and Sequence in line with the Victorian Curriculum and created units of work based around maths topics. Staff used Pre and Post tests for units of work to allow for the grouping of students.

In Literacy, with the Karingal Cluster of schools, we undertook a common assessment writing task in Term 2 and completed moderation as a cluster. We then planned to undertake a common assessment writing task in Term 4 and completed moderation as a cluster. At the beginning of the year we completed reading assessments across the school and established our target groups identifying individual student goals. Additional support was provided to students by including them in an additional focus group weekly.

Our school also commenced goal setting with students at the beginning of the year. In Year 1/2 we established goals in reading, writing and numeracy and students also developed a personal/social goal. Our Year 3/4 students established goals in literacy,

numeracy and a personal goal, whilst our Year 5/6 students were set reading goals related to Lexile levels and set goals for numeracy.

Wellbeing

2022 began with optimism and promise of a return to 'normal' school operations with no further lockdowns and restrictions. However, the impact of the disruption caused by the previous two years became very clear in Term 1, with many students demonstrating a lack of school stamina and social skills. This was especially apparent in our younger students, who missed out on developing interpersonal skills due to extended periods of learning from home. This was amplified by the isolation requirements and long term absences due to illness. As a result, we saw an increase in playground incidents and friendship issues. This prompted staff at Frankston East Primary School to place greater emphasis on supporting student wellbeing, which included re-establishing and enforcing expectations, a focus on re-teaching emotional literacy and regulation as well as social competencies, the Rights, Resilience and Respectful Relationships curriculum and revising whole school engagement strategies and processes. In addition to these Tier 1 supports, many students required support in the way of adjustments and accommodations, small group activities and workshops and through the support of external providers. As expected, over time our students responded to these interventions and strategies and we saw a significant improvement in behaviour and stamina.

Our Student Attitudes to School Survey data was very encouraging. Our data over the last 12 months was well above the State and similar schools. Our students have a strong sense of connectedness with 90% of students in Year 4-6 responding positively. This is above the state (79.5%) and similar schools (77.3%). The data for the way the school manages bullying across years 4-6 was also very positive (91.6%). This is above the State (78.3%) and similar schools (78.3%). 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.

Engagement

Our student attendance figures were very pleasing. Our average days absent for Prep - 6 combined in 2022 was 18.9 days which was better than our similar schools (27.7) and the State (23.3). Our 4 year average is also less than our similar schools and the State. All year levels had an average attendance rate of 89% 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.

Financial performance

Frankston East Primary School has continued to maintain a sound financial position throughout 2022. The School Strategic Plan along with the Annual Implementation Plan continued to provide direction and clarity for school council allocation of funds to support school programs and priorities. Budgets were adjusted to accommodate a full return to onsite learning after the previous years of remote learning due to COVID-19. Frankston East Primary School finished the year with a surplus of just over \$42 000, despite significant impacts on the budget due to increased staff absences which increased CRT costs. Fortunately with close monitoring and strategic timetabling this added unexpected expense was able to be absorbed. Frankston East Primary School received \$420 210 in Equity Funding, which was used to ensure a differentiated and stimulating learning environment, along with the implementation and continuation of a broad range of wellbeing programs and student support. We received a \$30 000 Active Schools grant which will be

spent early in 2023 to provide a range of exciting playground activities for the students, along with the purchase of additional sporting equipment and the delivery of staff professional learning on ways to enhance student movement throughout the school day.

For more detailed information regarding our school please visit our website at
<http://frankstoneastps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 143 students were enrolled at this school in 2022, 73 female and 70 male.

9 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

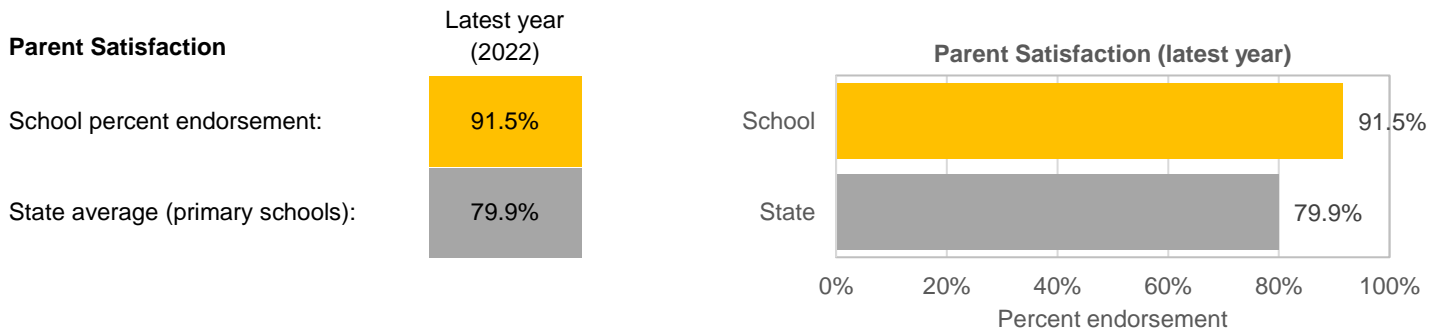
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

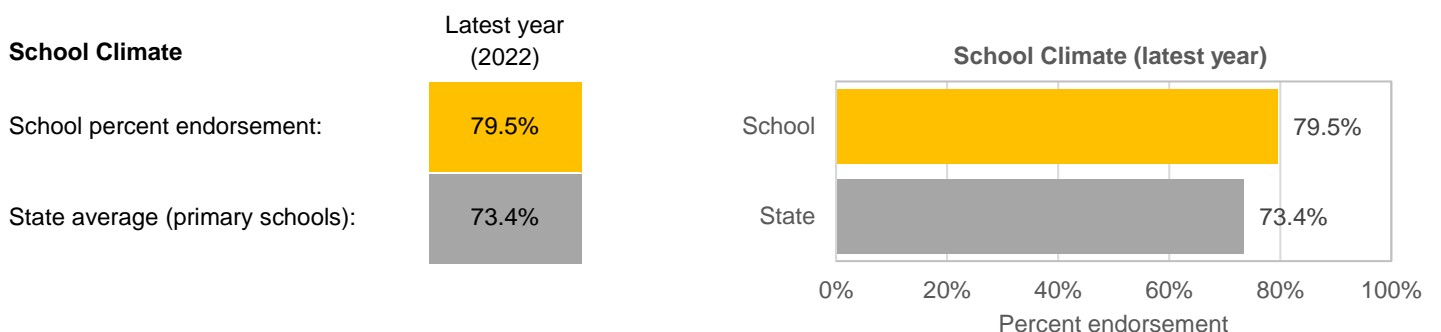


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

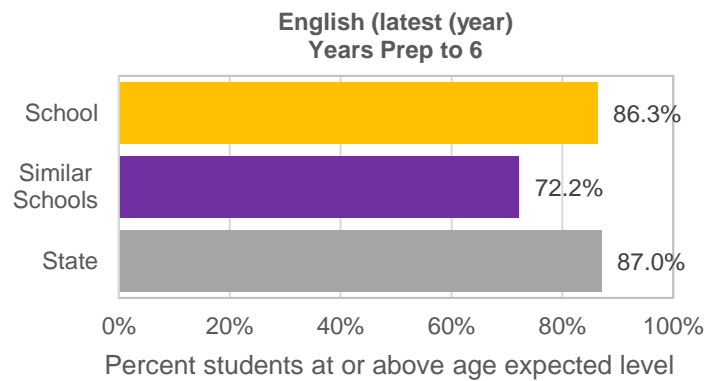
86.3%

Similar Schools average:

72.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

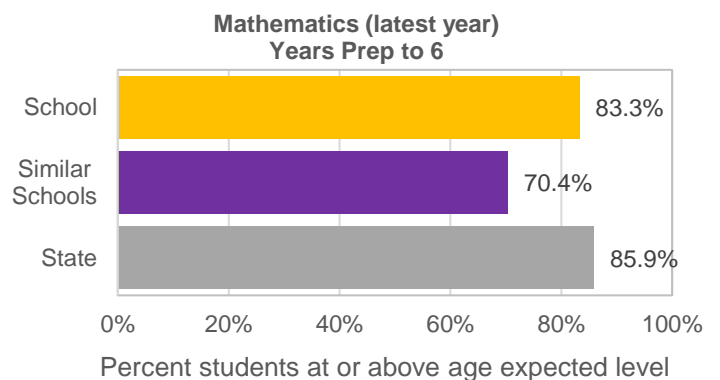
83.3%

Similar Schools average:

70.4%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

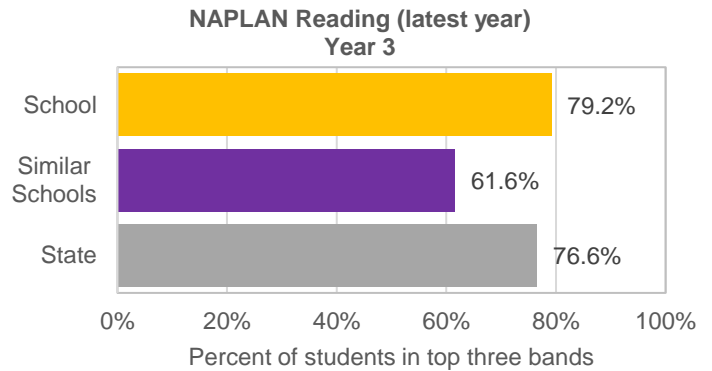
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

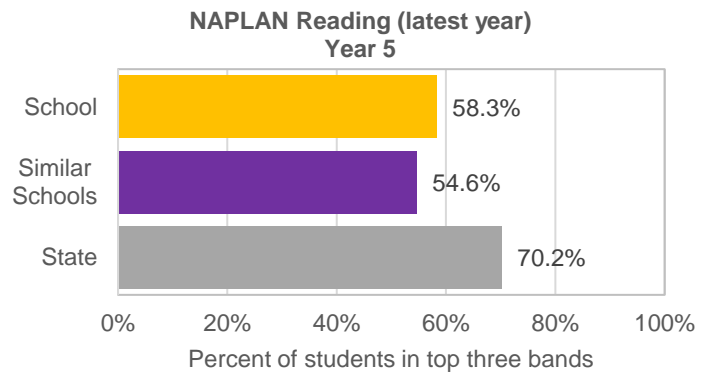
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.2%	70.8%
Similar Schools average:	61.6%	62.3%
State average:	76.6%	76.6%



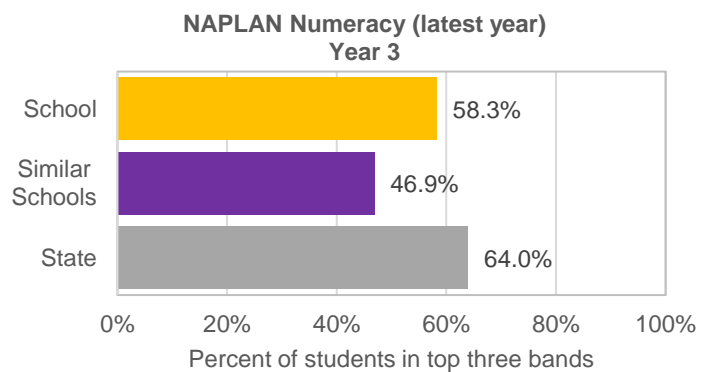
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.3%	68.3%
Similar Schools average:	54.6%	55.1%
State average:	70.2%	69.5%



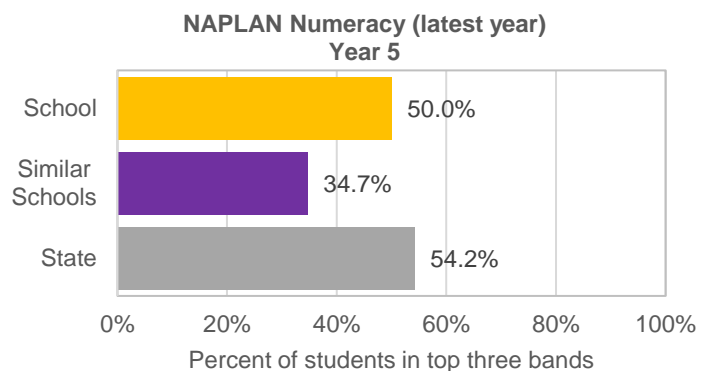
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.3%	50.8%
Similar Schools average:	46.9%	48.5%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	47.5%
Similar Schools average:	34.7%	39.6%
State average:	54.2%	58.8%



WELLBEING

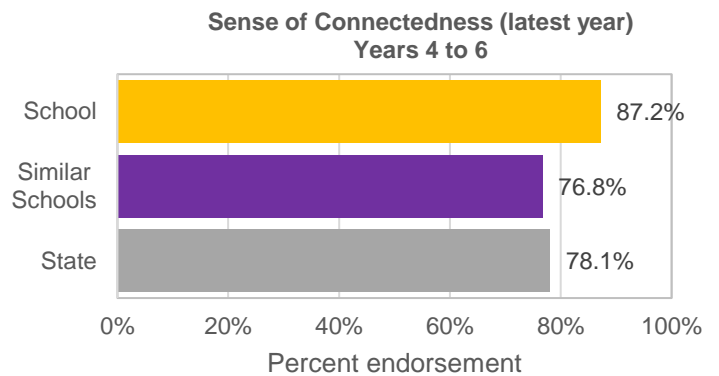
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	87.2%	90.1%
Similar Schools average:	76.8%	77.3%
State average:	78.1%	79.5%

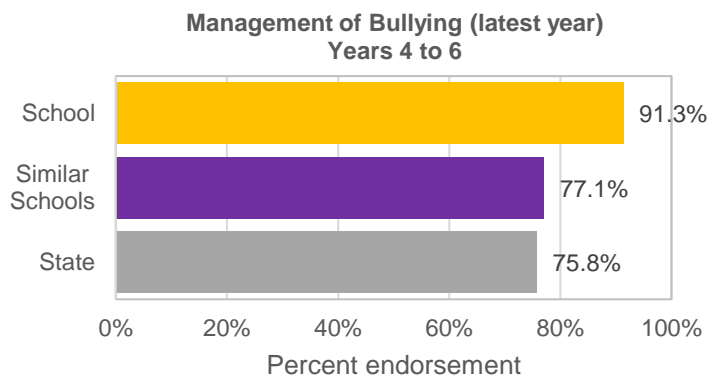


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.3%	91.6%
Similar Schools average:	77.1%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

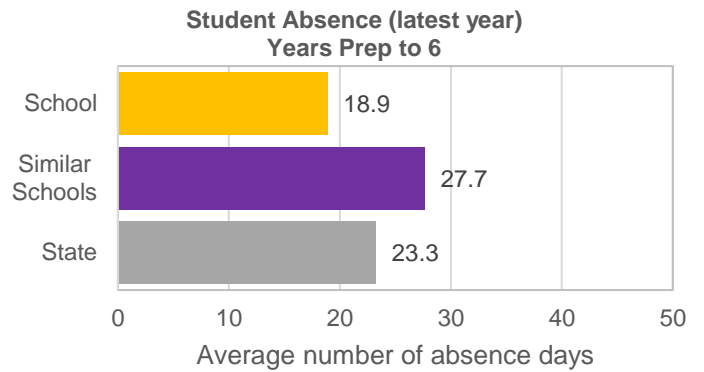
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.9	13.9
Similar Schools average:	27.7	21.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	92%	88%	90%	90%	92%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,831,917
Government Provided DET Grants	\$423,644
Government Grants Commonwealth	\$8,000
Government Grants State	\$0
Revenue Other	\$8,928
Locally Raised Funds	\$35,996
Capital Grants	\$24,605
Total Operating Revenue	\$2,333,091

Equity ¹	Actual
Equity (Social Disadvantage)	\$420,210
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$420,210

Expenditure	Actual
Student Resource Package ²	\$1,745,077
Adjustments	\$0
Books & Publications	\$9,128
Camps/Excursions/Activities	\$55,177
Communication Costs	\$6,771
Consumables	\$48,999
Miscellaneous Expense ³	\$5,200
Professional Development	\$5,962
Equipment/Maintenance/Hire	\$70,109
Property Services	\$218,228
Salaries & Allowances ⁴	\$61,902
Support Services	\$5,100
Trading & Fundraising	\$12,094
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,855
Total Operating Expenditure	\$2,265,600
Net Operating Surplus/-Deficit	\$42,886
Asset Acquisitions	\$56,669

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$279,495
Official Account	\$26,172
Other Accounts	\$0
Total Funds Available	\$305,667

Financial Commitments	Actual
Operating Reserve	\$52,268
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$27,293
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$60,000
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$110,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$259,560

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.