

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 March 2024 at 01:19 PM by Warren Bull (Principal)

- This 2023 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 20 March 2024 at 10:32 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 a positive and productive learning environment. The school promotes itself as an 'An established school with 21st-century teaching and learning practices, based on values of integrity, respect and kindness'. 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 2023 our enrolment was 163 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 has a focus on ongoing investment in ICT infrastructure with Interactive Televisions in each learning space and access to current-model 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 2023, and continued to see some excellent results when compared to similar schools in both English and Mathematics, with average PAT Reading and PAT Maths results from Years 1-5 all being above similar SFOE schools. In 2023 we kept class sizes to a minimum and targeted small groups of students for additional support in both reading and numeracy. 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. 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. Evidence of a continued focus on accuracy of teacher judgement across all areas of the curriculum was a very high level of correlation between NAPLAN proficiency outcomes when compared to teacher judgements.

Wellbeing

Staff at Frankston East Primary School continued 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 self-confidence with 80% of students in Year 5-6 responding positively. This is above the state (75%) and

similar schools (75%). The data for the way the school manages bullying across years 4-6 was also very positive (91.0%). This is above the State (75%) and similar schools (74%). 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 2023 was only 13.9 days which was better than our similar schools (22.6) and the State (17.2). 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. Our student health and wellbeing data continues to be strong, with positive enorsements of 88%, 88% and 85% respectively of students' sense of connectedness, advocate at school and not experiencing bullying.

Other highlights from the school year

Frankston East Primary School had a strong focus on parent and community engagement in 2023, holding several new parent/carer mornings which saw over 50% family turnout. This included coffee mornings in Terms Two, Three and Four and celebrations around Mothers and Fathers/Special Adult mornings. We had another incredibly successful FEAST performance held in the George Jenkins Theatre at Monash University Frankston, with it being a sellout for the first time. 2023 saw both Years 3/4 and 5/6 going on camp, with the 3/4 group attending the Briars Camp in Mt Martha, and Years 5/6 attending Oasis Camp in Mt Evelyn.

Financial performance

Frankston East Primary School has continued to maintain a sound financial position throughout 2023, with a strong bank balance and strong growth in enrolments. 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. Frankston East Primary School finished the year with a surplus of just over \$88000, 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 \$334358 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.

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 147 students were enrolled at this school in 2023, 68 female and 79 male.

6 percent of students had English as an additional language and 7 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).

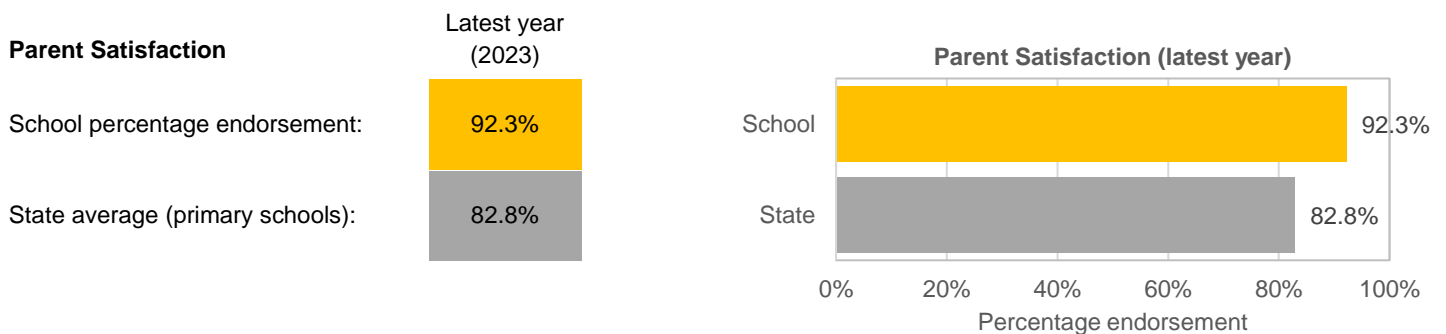
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

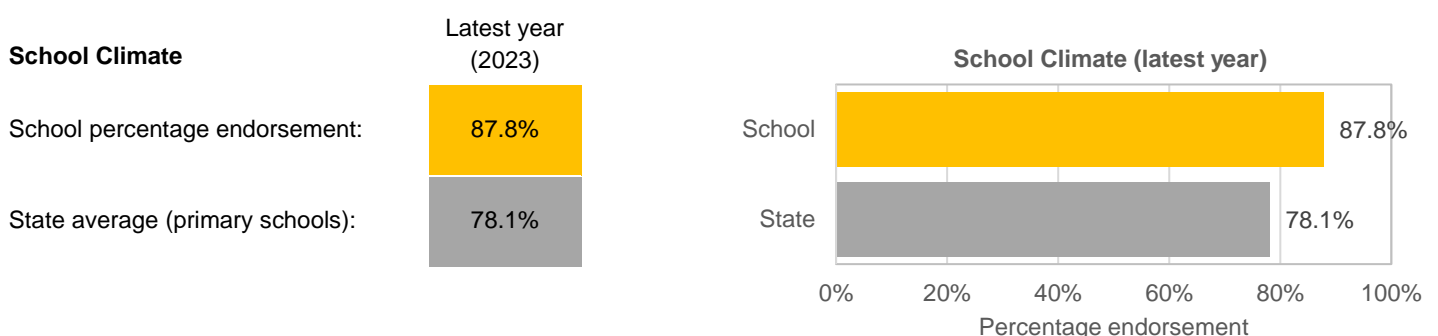


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

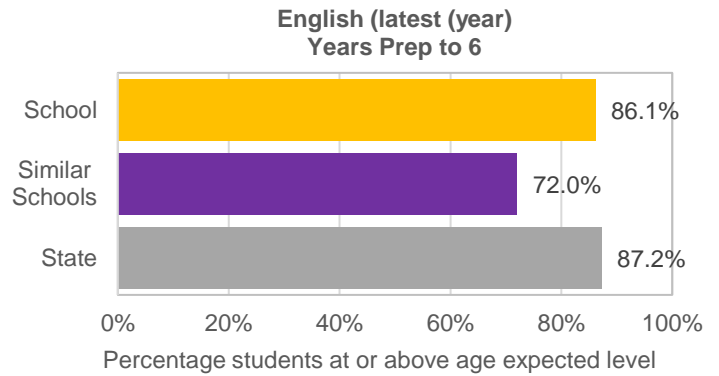
86.1%

Similar Schools average:

72.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

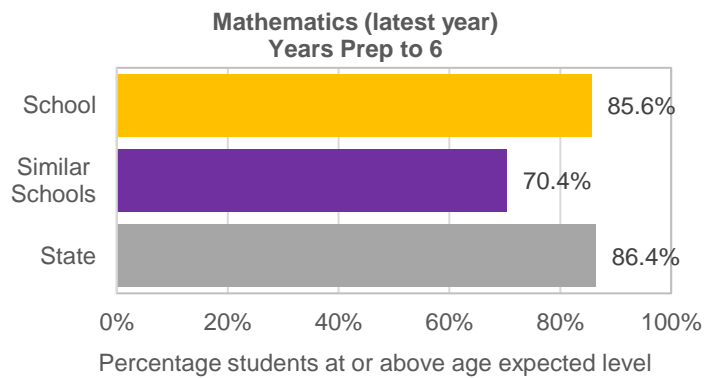
85.6%

Similar Schools average:

70.4%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.3%

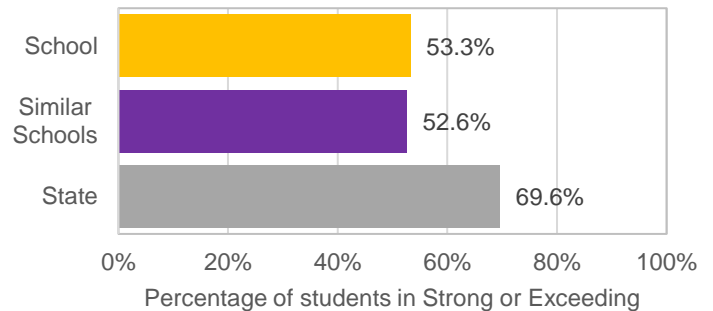
Similar Schools average:

52.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.5%

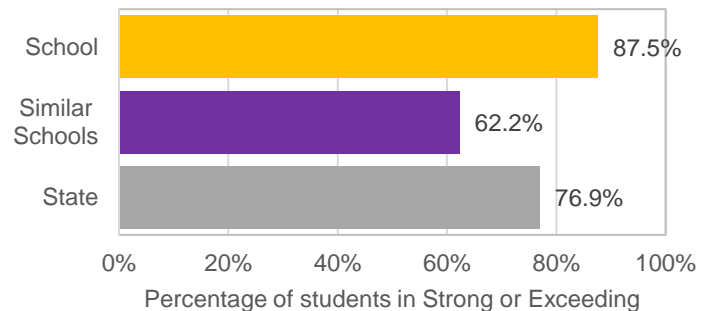
Similar Schools average:

62.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

26.7%

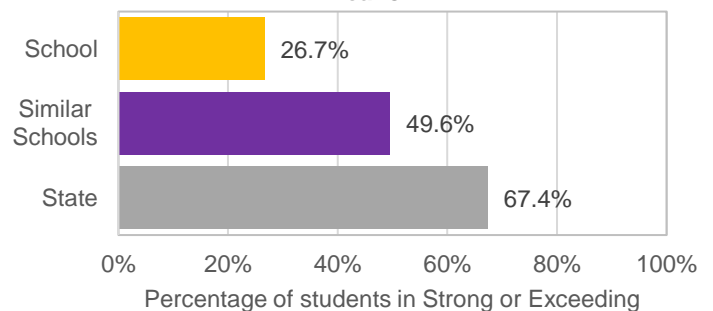
Similar Schools average:

49.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

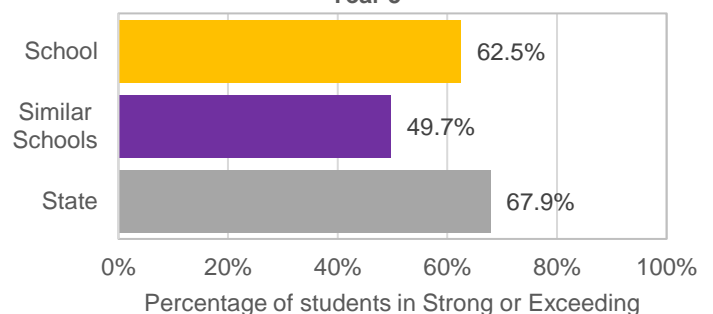
Similar Schools average:

49.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

79.2%

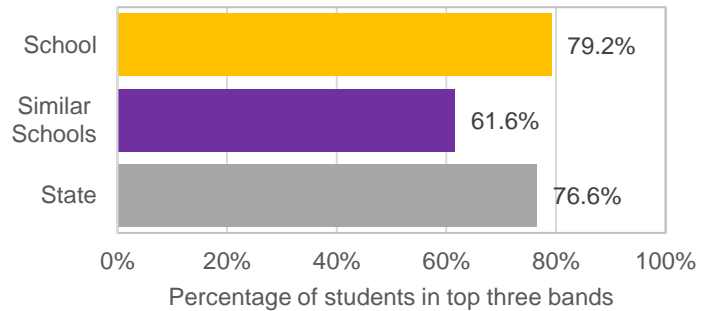
Similar Schools average:

61.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

58.3%

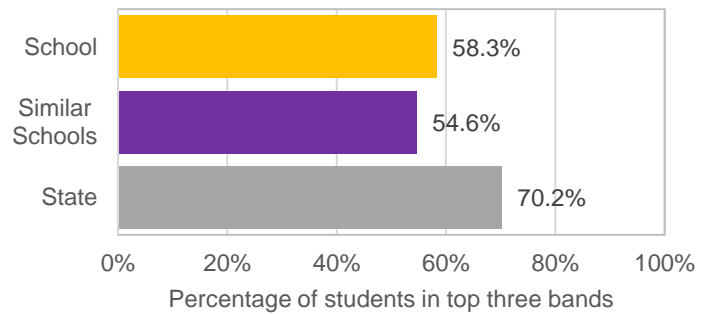
Similar Schools average:

54.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

58.3%

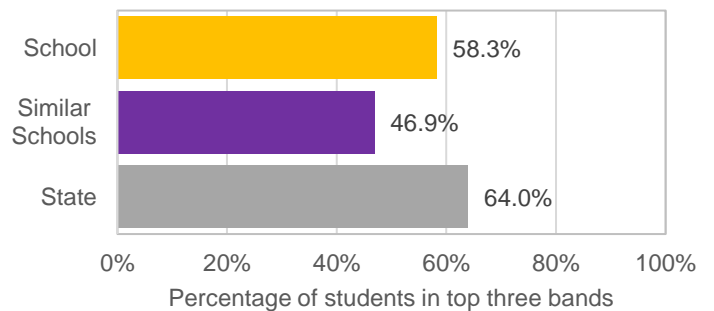
Similar Schools average:

46.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

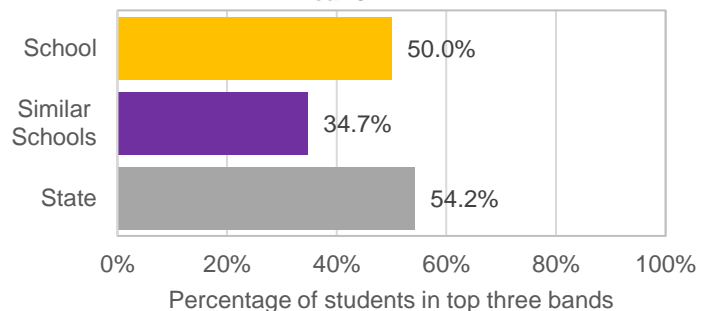
Similar Schools average:

34.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

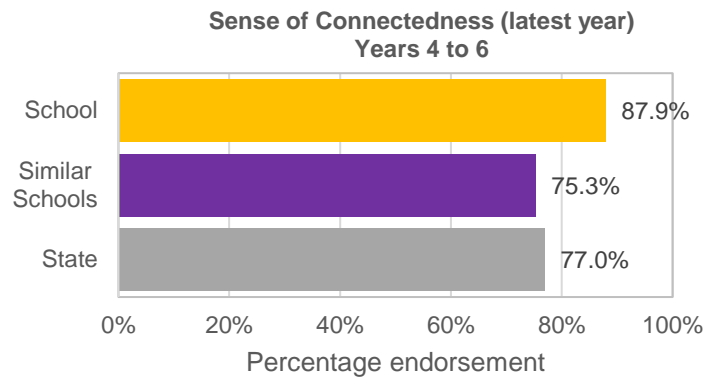
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	87.9%	88.5%
Similar Schools average:	75.3%	76.7%
State average:	77.0%	78.5%

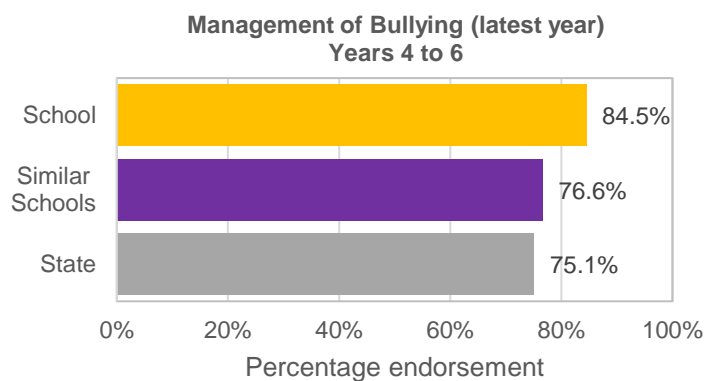


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	84.5%	89.3%
Similar Schools average:	76.6%	77.8%
State average:	75.1%	76.9%



ENGAGEMENT

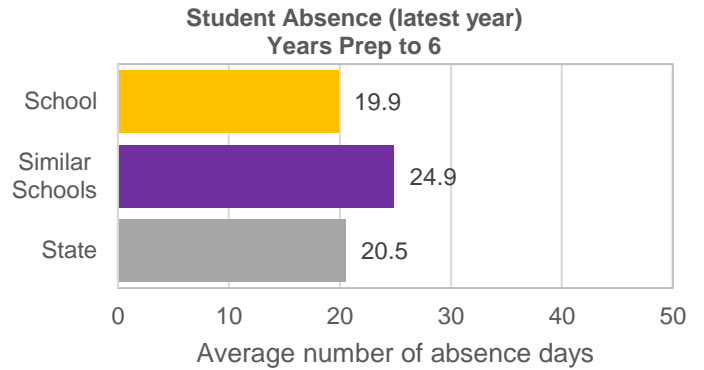
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	19.9	15.4
Similar Schools average:	24.9	23.2
State average:	20.5	18.1



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 (2023):	90%	88%	94%	90%	89%	87%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,808,091
Government Provided DET Grants	\$414,836
Government Grants Commonwealth	\$2,800
Government Grants State	\$3,000
Revenue Other	\$16,856
Locally Raised Funds	\$54,463
Capital Grants	\$0
Total Operating Revenue	\$2,300,045

Equity ¹	Actual
Equity (Social Disadvantage)	\$350,175
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$350,175

Expenditure	Actual
Student Resource Package ²	\$1,713,634
Adjustments	\$0
Books & Publications	\$3,587
Camps/Excursions/Activities	\$61,696
Communication Costs	\$3,451
Consumables	\$44,915
Miscellaneous Expense ³	\$6,216
Professional Development	\$11,739
Equipment/Maintenance/Hire	\$49,319
Property Services	\$159,203
Salaries & Allowances ⁴	\$175,521
Support Services	\$41,442
Trading & Fundraising	\$17,804
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,888
Total Operating Expenditure	\$2,308,414
Net Operating Surplus/-Deficit	(\$8,369)
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$184,606
Official Account	\$18,719
Other Accounts	\$0
Total Funds Available	\$203,325

Financial Commitments	Actual
Operating Reserve	\$73,771
Other Recurrent Expenditure	(\$252)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$73,519

All funds received from the Department of Education, 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.