

2024 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 07 March 2025 at 02:58 PM by Warren Bull (Principal)

- As executive officer of the school council, I attest that this 2024 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 2025 at 08:33 AM by Warren Bull (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Frankston East Primary School's core mission is to create a welcoming and dynamic learning environment that encourages students to strive for their personal best within a positive and productive atmosphere. The school prides itself on being an established institution that integrates 21st-century teaching practices, grounded in values of integrity, respect, and kindness. Its programs are designed to equip students with the skills needed to seize opportunities in today's modern society. Known for its friendly, family-centered approach, the school offers strong support for both students and their families.

The school focuses on tailoring differentiated learning programs to meet the unique needs of each student. The Junior School BER building offers innovative and flexible learning spaces that support collaborative teaching in small groups, fostering individual learning and encouraging social interaction. Located in the heart of Frankston within a cluster of seven government schools in the Karingal Estate, the school had an enrolment of 166 students in 2024, with numbers fluctuating throughout the year as families moved in and out of the area.

The school's staffing includes 15.7 full-time equivalent positions: 1 principal, 10.1 classroom teachers, and 4.6 education support staff. A broad range of key learning areas are covered, including specialist programs in Art, Japanese (LOTE), Music, Physical Education, and Science. The school places a strong emphasis on continuous investment in ICT infrastructure, equipping each learning space with interactive televisions and providing access to current mobile devices as needed.

A standout feature of the school is its Music Program, which includes two school bands and a choir of 20 students. These groups perform regularly throughout the year, including at the annual Frankston East Student Theatre (FEAST) event held at the George Jenkins Theatre in Term 3. Student wellbeing is central to all programs at the school. The Primary Welfare Officer runs a variety of initiatives for students from Prep to Year 6, focusing on social skills and positive attitudes through supporting the delivery of the RRRR program as well as game-based activities. Additionally, Year 5/6 students participate in workshops aimed at building resilience, self-esteem, and pro-social behaviors.

Progress towards strategic goals, student outcomes and student engagement

Learning

Numeracy and Literacy remained key priorities for the school in 2024, with continued success in both English and Mathematics. When compared to similar schools, our average PAT Reading and PAT Maths results for Years 1-5 exceeded those of schools with similar SFOE (School Family Occupation Education) profiles. Our Reading and Numeracy NAPLAN results for both Year 3 and Year 5 are all above similar schools, with a particularly pleasing results in Year 5 reading, where

79.2% of students were assessed as strong or exceeding. This compares to 62.2% in similar schools, and 73% across the state. To maintain this momentum, we kept class sizes small and focused on providing targeted support for small groups of students in both reading and numeracy.

Professional development was provided for staff in writing, and we collaborated with our local cluster schools to moderate writing assessments, both within the school and across the cluster. The Tutor Learning Initiative teacher worked closely with students at all ability levels who had not made expected progress during the extended periods of remote and flexible learning, helping them catch up on missed content and concepts. This initiative proved to be highly successful, with many students demonstrating significant growth.

Staff employed pre- and post-assessments for units of work, allowing for the effective grouping of students based on their needs. In Literacy, we partnered with the Karingal Cluster of schools to complete a common assessment writing task in Term 2, followed by moderation across the cluster. A similar task and moderation process was planned for Term 4. At the start of the year, we conducted reading assessments across the school to establish target groups and set individual student goals. Students who required additional support were included in weekly focus groups to further strengthen their learning.

The accuracy of teacher judgment across all curriculum areas was consistently high, as demonstrated by the strong correlation between NAPLAN proficiency outcomes and teacher assessments.

Wellbeing

At Frankston East Primary School, staff continued to prioritize student wellbeing by reinforcing expectations, focusing on re-teaching emotional literacy and regulation, as well as social competencies. This also included the Rights, Resilience, and Respectful Relationships curriculum, along with a revision of whole-school engagement strategies and processes. In addition to these Tier 1 supports, many students required tailored adjustments, accommodations, small group activities, workshops, and assistance from external providers. Over time, these interventions and strategies proved successful, resulting in significant improvements in both behavior and stamina.

Our Student Attitudes to School Survey data was highly encouraging, with results well above the state and similar schools. A strong sense of connectedness was evident, with 86.9% of students in Years 4-6 responding positively, compared to the state average of 76.8% and similar schools at 73.8%. The data also reflected strong results in how the school manages bullying across Years 4-6, with an impressive 83.1% positive response rate, well above the state (76.8%) and similar schools (73.8%).

Currently, we are focusing on enhancing student morale, recognizing the vital role that high self-esteem plays in motivating students to achieve their best. The school runs a proactive wellbeing and engagement program that emphasizes leadership development, encouraging students to take initiative and responsibility for setting personal learning goals, which in turn helps to boost their learning confidence.

Our Primary Welfare Officer leads a program for all students from Prep to Year 6, teaching social skills and positive attitudes through the delivery of the RRRR program, alongside a range of different games. This initiative significantly supports students in developing social understanding and learning acceptable behaviors when solving problems. Additionally, smaller group activities

with Year 5/6 students are designed to increase engagement, build self-esteem, and strengthen their connection to both the school and the broader community.

Engagement

Our student attendance figures were very pleasing. Our average days absent for Prep - 6 combined in 2023 was 20.8 days which was better than our similar schools (22.6). Our 4 year average is also less than our similar schools and the State. All year levels had an average attendance rate of 89.5% or above which is also above similar schools. 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 endorsement rates of 89%, 93% and 85% respectively of differentiated learning challenge, not experiencing bullying and effort, all of these are significantly higher than both similar schools and state averages.

Other highlights from the school year

Frankston East Primary School continued to have a strong focus on parent and community engagement in 2024, 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 held our first 'Student Success Summit' in Term One, with a large turnout for all year levels. This summit began with an overview of key learning intentions for each year level, with the goal of engaging parents with their students' learning, and how they can support it at home. We had another incredibly successful FEAST performance held in the George Jenkins Theatre at Monash University Frankston, with it also being another sellout. 2024 saw Years 5/6 going on camp, attending Oasis Camp in Mt Evelyn.

Financial performance

Frankston East Primary School maintained a strong financial position throughout 2024, ending the year with a healthy bank balance and solid enrolment growth. The School Strategic Plan and Annual Implementation Plan provided clear guidance for the school council in allocating funds to

support key programs and priorities. The challenges faced included increased staff absences that led to higher CRT costs, reflecting in the school finishing the year with a minor deficit of \$40497. Thanks to careful monitoring and strategic timetabling, this expense will be able to be successfully managed within the budget in 2025.

In addition, Frankston East Primary School received \$334358 in Equity Funding, which was utilized to create a differentiated and engaging learning environment, along with keeping a low average class size. This funding also supported the ongoing implementation of a wide range of wellbeing programs and student support services.

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

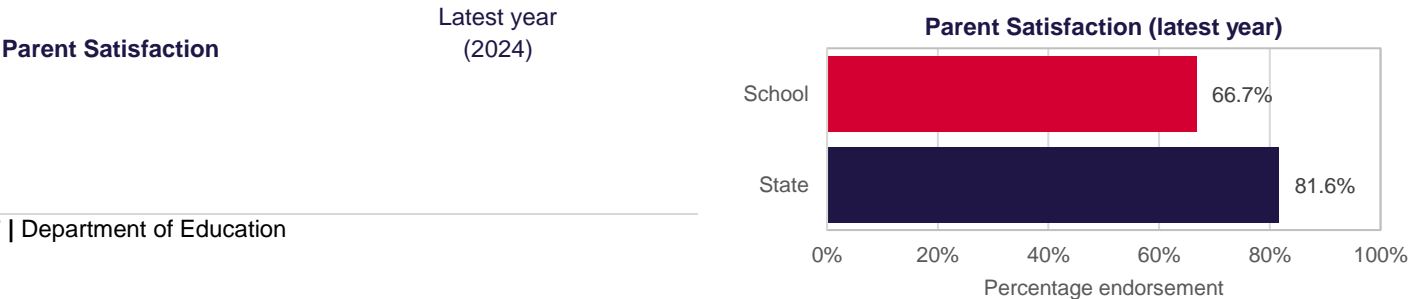
A total of 166 students were enrolled at this school in 2024, 77 female and 89 male.
7 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

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.



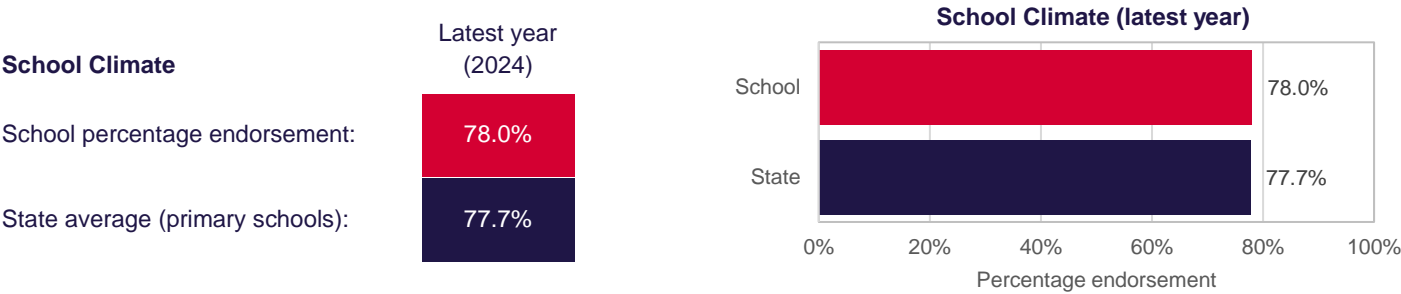
School percentage endorsement:	66.7%
State average (primary schools):	81.6%

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.

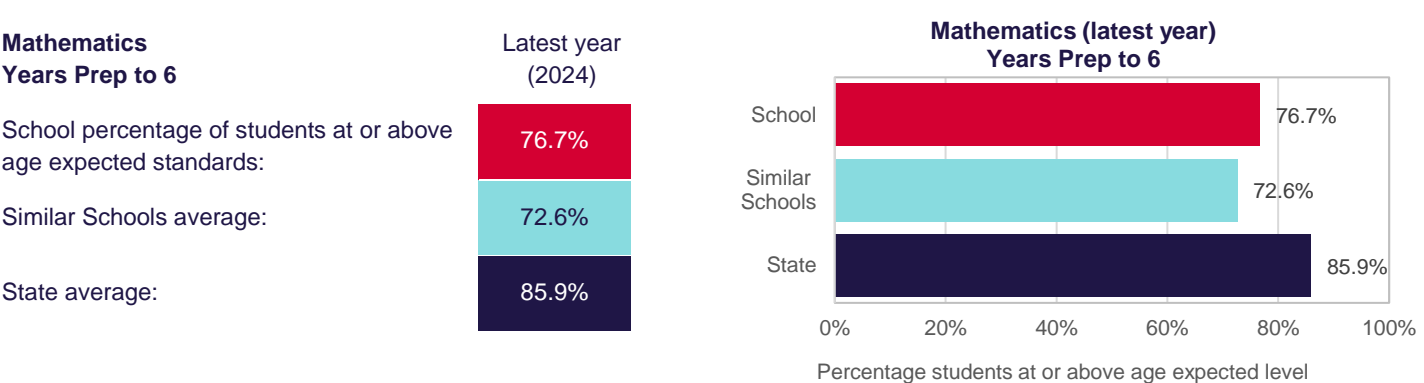
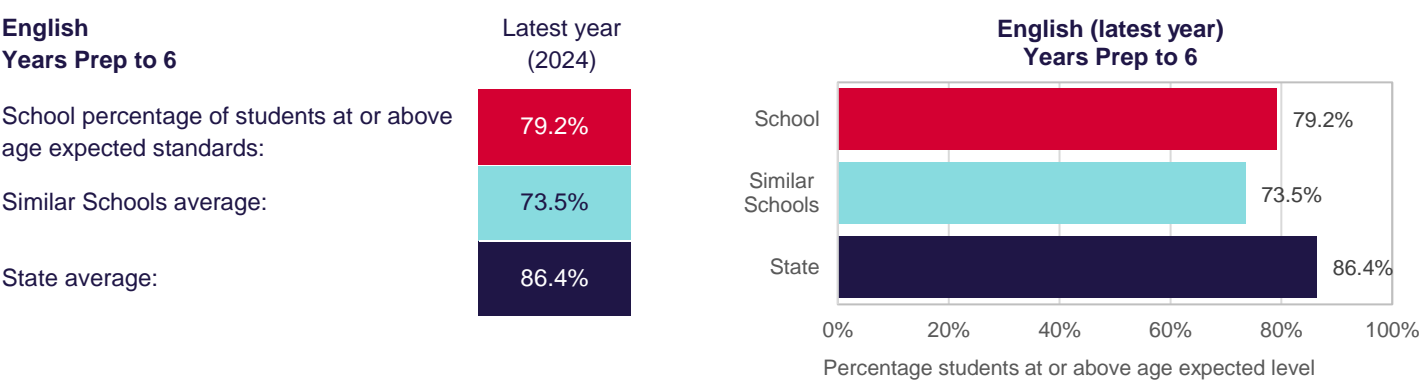


LEARNING

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.



LEARNING (continued)

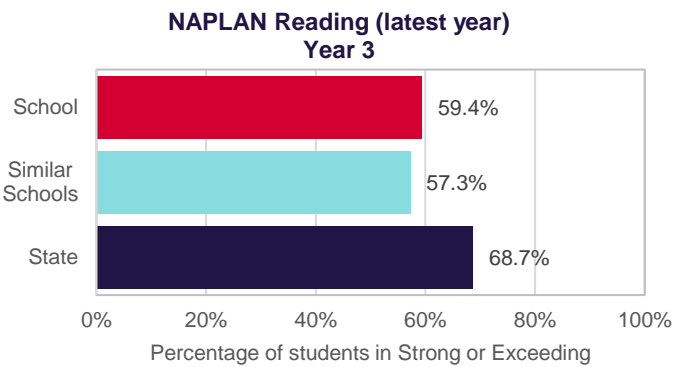
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

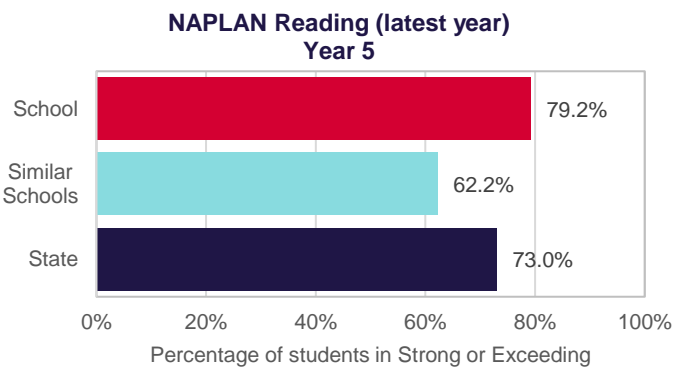
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

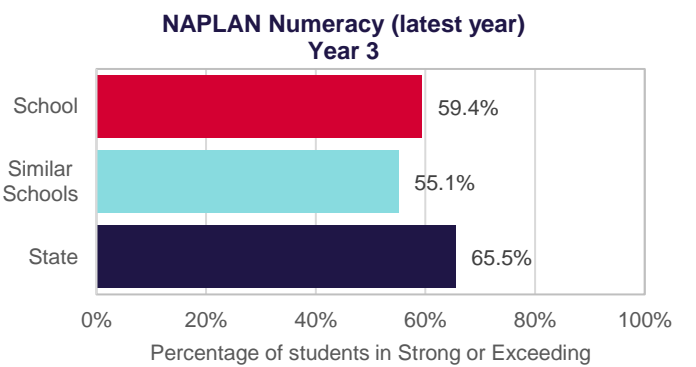
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.4%	57.4%
Similar Schools average:	57.3%	57.5%
State average:	68.7%	69.2%



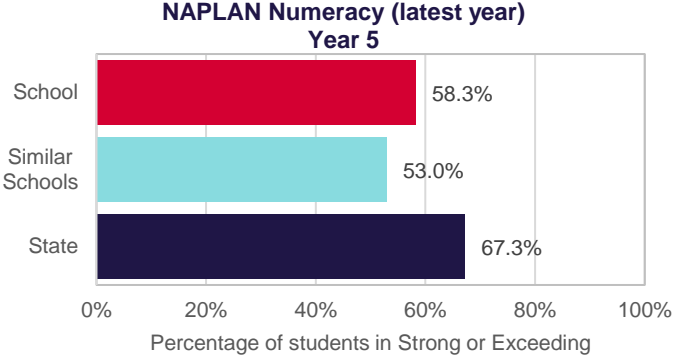
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.2%	82.5%
Similar Schools average:	62.2%	63.7%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.4%	48.9%
Similar Schools average:	55.1%	54.4%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	60.0%
Similar Schools average:	53.0%	50.9%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

79.2%

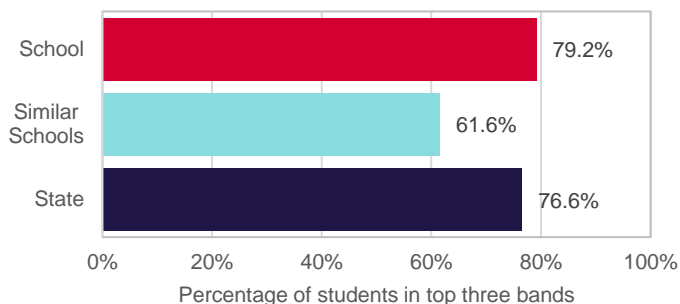
Similar Schools average:

61.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

58.3%

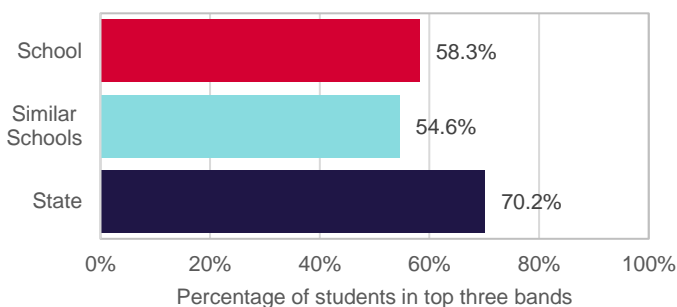
Similar Schools average:

54.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

58.3%

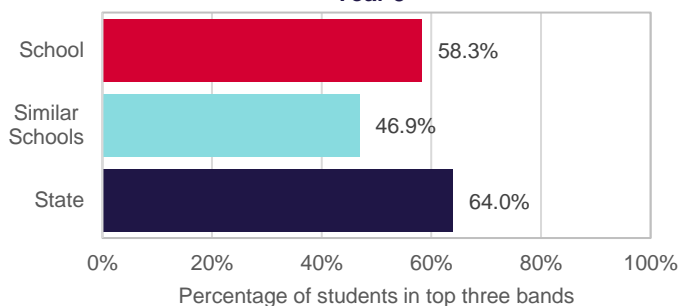
Similar Schools average:

46.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

50.0%

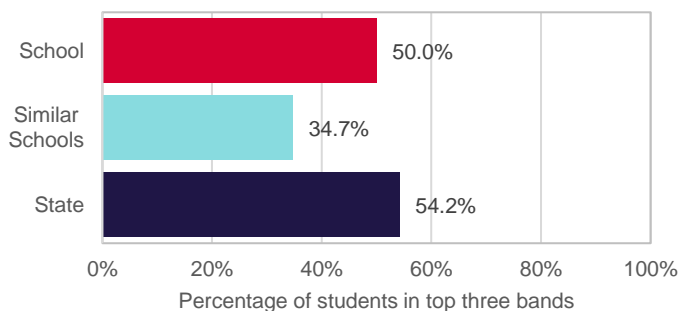
Similar Schools average:

34.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

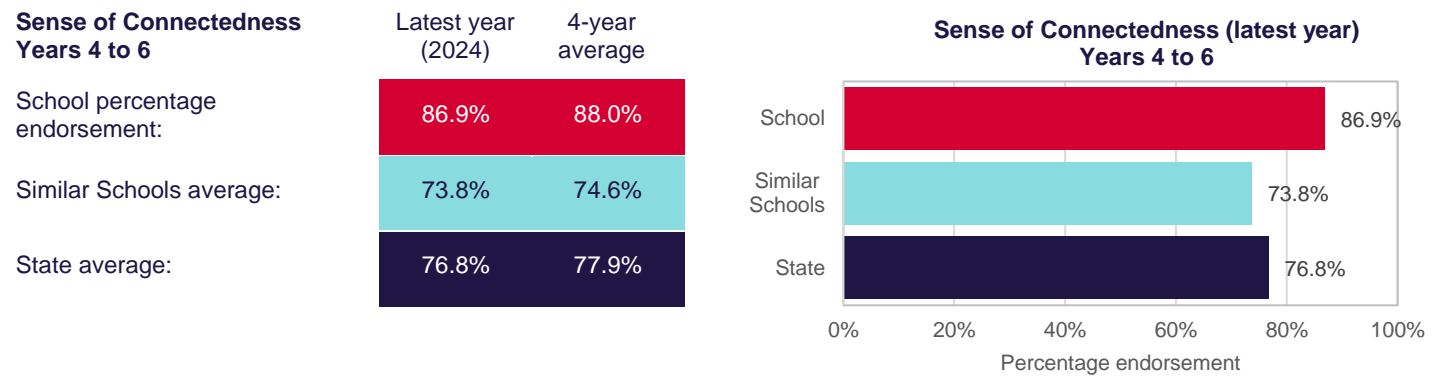


WELLBEING

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.

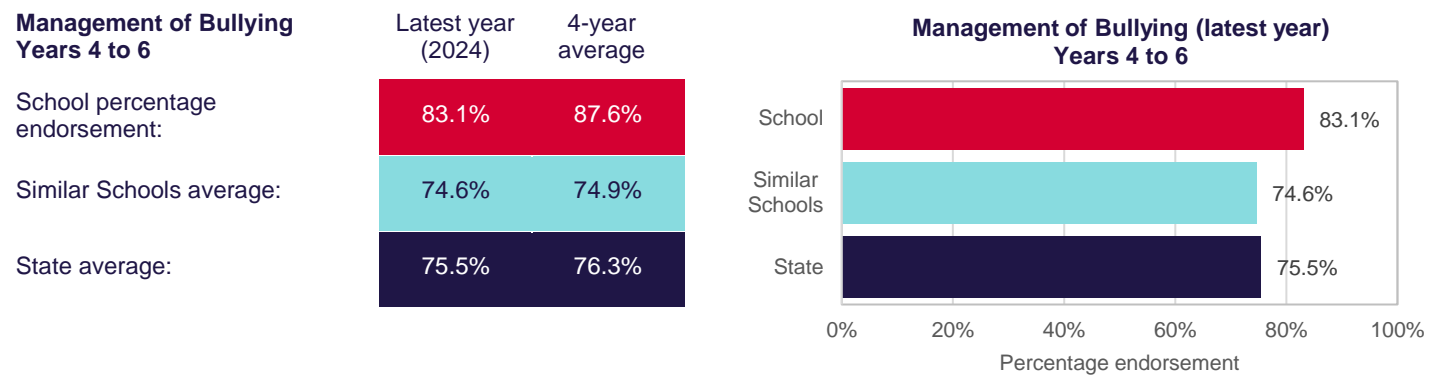
Student Attitudes to School – Sense of Connectedness

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).



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).

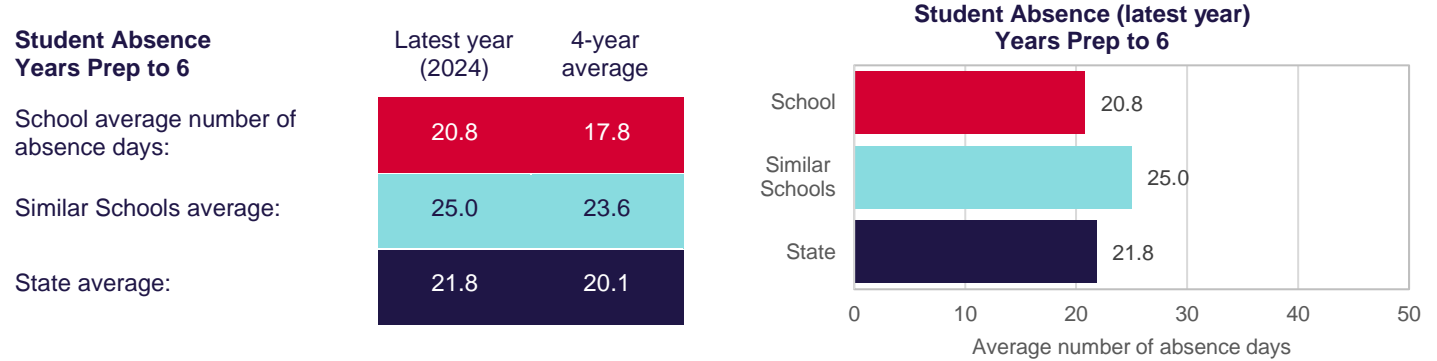


ENGAGEMENT

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.



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 (2024):	91%	89%	89%	91%	90%	88%	88%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,015,717
Government Provided DET Grants	\$374,777
Government Grants Commonwealth	\$7,230
Government Grants State	\$0
Revenue Other	\$111,208
Locally Raised Funds	\$52,094
Capital Grants	\$0
Total Operating Revenue	\$2,561,027

Equity ¹	Actual
Equity (Social Disadvantage)	\$334,358
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$334,358

Expenditure	Actual
Student Resource Package ²	\$2,073,067
Adjustments	\$0
Books & Publications	\$830
Camps/Excursions/Activities	\$64,272
Communication Costs	\$3,983
Consumables	\$72,002
Miscellaneous Expense ³	\$6,795
Professional Development	\$9,934
Equipment/Maintenance/Hire	\$47,613
Property Services	\$98,027
Salaries & Allowances ⁴	\$135,281
Support Services	\$47,909
Trading & Fundraising	\$23,762
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,048
Total Operating Expenditure	\$2,601,524
Net Operating Surplus/-Deficit	(\$40,497)
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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$285,431
Official Account	\$12,978
Other Accounts	\$0
Total Funds Available	\$298,410

Financial Commitments	Actual
Operating Reserve	\$73,819
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,234
School Based Programs	\$8,397
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	\$88,450

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.