

2025 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 24 March 2026 at 04:57 PM by Warren Bull (Principal)

- As executive officer of the school council, I attest that this 2025 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 21 April 2026 at 02:42 PM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

School Context

Frankston East Primary School is guided by a clear vision: to create a welcoming and dynamic learning environment where every student strives for their personal best. Our community is united by the shared values of integrity, respect, and kindness, which underpin everything we do — from the classroom to our partnerships with families.

Located in the Karingal Estate in Frankston, Victoria, we are one of seven government schools within a local cluster, serving a diverse and mobile community. In 2025, the school enrolled 171 students across Prep to Year 6, with enrolments fluctuating throughout the year as families move in and out of the area.

The school employs 15.7 full-time equivalent staff: one principal, an assistant principal 10.1 classroom teachers, and 4.6 education support staff. Alongside core curriculum delivery, we offer specialist programs in Art, Japanese (LOTE), Music, Physical Education, and Science. Our Junior School BER building provides flexible, collaborative learning spaces, and every classroom is equipped with interactive technology supported by access to current mobile devices.

Frankston East is known for its friendly, family-centred culture and its strong support for both students and families. A thriving Music Program — featuring two school bands and a choir of 20 students — and a comprehensive student wellbeing framework delivered across all year levels are among the school's standout features. Our 2025 priorities of Literacy and Numeracy and Community Engagement are elaborated on further in the sections that follow.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2025, the school continued to prioritise improvement in student learning outcomes through a strong focus on evidence-based teaching practices, consistent instructional routines, and the use of data to guide teaching. Staff worked collaboratively through the Professional Learning Community (PLC) process to evaluate student progress, identify areas of need, and implement targeted actions aligned with the Annual Implementation Plan.

A key focus this year was strengthening literacy instruction across all year levels. The school continued to embed Structured Synthetic Phonics in the early years and extended explicit teaching of morphology, spelling, and reading comprehension into the middle and upper years. Regular benchmarking and progress monitoring using DIBELS, PAT Reading, and school-based assessments enabled staff to identify students requiring additional support and to provide timely

intervention through Tier 2 and Tier 3 programs. Students receiving targeted support demonstrated improved growth in reading accuracy, fluency, and comprehension.

In numeracy, staff focused on strengthening students' understanding of number, place value, and problem-solving through explicit teaching, daily review, and guided practice. Assessment data from Essential Assessment, PAT Maths, and teacher-developed tasks was used to plan differentiated learning, monitor progress, and identify students requiring additional support or extension.

During 2025, the school continued its work with the Instructional Observation and Coaching (IOC) model to strengthen differentiation and responsive teaching practices. Through coaching cycles, learning walks, and collaborative planning, staff refined their ability to adjust instruction based on student readiness, provide targeted support within lessons, and use checking for understanding to guide next steps. This work supported greater consistency in the use of the gradual release of responsibility model across classrooms.

Performance data indicates positive improvement trends. The percentage of Year 3 students achieving in the Strong and Exceeding proficiency levels in both Reading and Numeracy increased compared to the previous year. The number of students demonstrating Medium and High growth in Years 5–7 improved in both Literacy and Numeracy, and growth in Numeracy also increased for students in Years 3–5. The school maintained its Developing status within the Learning performance group, reflecting steady progress while continuing to build consistency across all year levels.

Overall, the school made steady progress towards its learning goals, with improved consistency of practice across classrooms and positive growth in student outcomes.

Wellbeing

In 2025, Frankston East Primary School maintained a strong and deliberate focus on student wellbeing, underpinned by a whole-school approach to emotional literacy, self-regulation, and social competency. Staff continued to reinforce shared expectations and re-teach key skills across these areas, with the Rights, Resilience and Respectful Relationships (RRRR) curriculum forming a central pillar of this work. Whole-school engagement strategies and processes were also reviewed and refined to ensure consistency and effectiveness across all year levels.

Beyond these universal Tier 1 supports, a significant number of students received tailored adjustments, accommodations, and targeted interventions. These included small group programs, structured workshops, and collaborative support from external providers. Over the course of the year, these layered approaches yielded meaningful improvements in student behaviour, engagement, and learning stamina.

These positive trends are further supported by internal school data, which shows a reduction in wellbeing room attendance and fewer Sentral chronicle entries, indicating a decrease in behavioural incidents requiring follow-up. There has also been a decline in EduSafe Plus reports, alongside fewer escalations requiring consultation with Student Support Services (SSS), suggesting improved student wellbeing and more effective early intervention and support strategies across the school.

To further strengthen social and emotional learning, the school has introduced tier two and tier three Zones of Regulation interventions to support the tier one instruction. These targeted

sessions support students to better understand and manage their emotions, contributing to the overall improvements in engagement, behaviour, and wellbeing reflected in both survey and internal data.

Looking ahead, the school continues to prioritise student morale and self-belief, recognising the central role that confidence and self-esteem play in supporting students to reach their potential. Our proactive wellbeing and engagement program places a strong emphasis on student leadership and agency, encouraging students from Prep to Year 6 to take ownership of their personal learning goals and to develop the skills needed to thrive both academically and socially.

The RRRR program is delivered across all year levels and provides a consistent framework for building social understanding, positive attitudes, and constructive problem-solving behaviours. Complementary small group activities, particularly with Year 5/6 students, are designed to deepen engagement, strengthen self-esteem, and foster meaningful connection to school and the broader community.

Engagement

Student Attendance

Student attendance at Frankston East Primary School in 2025 was a genuine strength, with results that compared favourably against both state and similar school benchmarks. The average number of days absent across Prep to Year 6 was 21.0 days, considerably better than similar schools at 25.8 days and below the state average of 21.5 days. This positive trend is consistent across a four-year period, with FEPS continuing to outperform similar schools and the state average over that time. All year levels recorded an average attendance rate of 89.4% or above, again exceeding similar school comparisons. These figures reflect the strong connection our students feel to their school and to one another.

Maintaining high attendance is a whole-school priority at FEPS, and a deliberate and sustained effort is made to communicate to families the direct relationship between regular attendance and student learning outcomes. Parents of students with an unexplained absence are contacted daily to ascertain the reason. Attendance is acknowledged and celebrated weekly at assembly and through the school newsletter, and certificates are presented each term to students who achieve 100% attendance, with a further award presented on the final day of the school year for full-year attendance. Individual attendance data is shared with families through Semester Reports, and where patterns of concern emerge, families are contacted directly and individual plans are developed in partnership with parents to support improved attendance.

Student health and wellbeing data further reinforced the positive culture at FEPS, with strong endorsement rates well above state and similar school averages. Positive responses were recorded at 89% for differentiated learning challenge, 93% for not experiencing bullying, and 85% for student effort — results that reflect the school's ongoing commitment to a safe, supportive, and high-expectation learning environment.

Other highlights from the school year

Community Engagement and School Highlights

Community engagement remained a significant strength of Frankston East Primary School in 2025, with a range of events drawing strong family participation throughout the year. A series of parent and carer mornings were held across Terms Two, Three and Four, including coffee mornings and celebrations for Mothers and Fathers/Special Adults, with over 50% family attendance across these events.

A notable highlight was the inaugural Fathering Project event, held in Term Four, which attracted fathers or positive male role models for over 60% of students. The event opened with a presentation on the importance of fathers and male role models in children's educational outcomes, delivered by Rodney Eade, former AFL coach and Fathering Project representative. The session was focused on deepening parental engagement with student learning and providing practical ways for families to support their children at home.

The school's annual FEAST performance was once again a resounding success, held at the George Jenkins Theatre at Monash University Frankston and selling out for another consecutive year. Students in Years 3 and 4 attended school camp at The Briars, while Years 5 and 6 travelled to Oasis Camp in Mount Evelyn, both providing valuable opportunities for growth, connection, and learning beyond the classroom.

Financial performance

Overall Financial Position

Frankston East Primary School maintained a sound financial position throughout 2025, demonstrating responsible stewardship of public funds in line with the priorities established through the School Strategic Plan and Annual Implementation Plan. These documents provided the school council with a clear and accountable framework for resource allocation, ensuring that expenditure was directed toward the programs and initiatives most likely to support student learning and wellbeing outcomes.

The school concluded the year with a surplus of \$66912. This is a sound result given the additional constraints of a rise in CRT costs during the year, and focus on small class sizes and increased levels of educational support staff across the school.

The primary extraordinary expenditure item in 2025 was the above-budget CRT cost outlined above. There were no other significant one-off or unplanned expenditure items during the year. No extraordinary revenue items were received outside of the funding streams detailed below.

Sources of Funding

The school's operational funding was drawn from the School Resource Package, supplemented by a number of additional funding streams that materially supported the school's capacity to deliver high-quality, targeted programs.

Frankston East Primary School received \$294 441 in Equity Funding during 2025. This funding was deployed strategically to maintain low average class sizes, create a differentiated and

engaging learning environment, and sustain the delivery of a broad range of student wellbeing programs and support services. The allocation of equity funding reflects the school's ongoing commitment to ensuring that every student, regardless of background or circumstance, has access to the support they need to thrive.

No additional State or Commonwealth Government grants outside of the School Resource Package and Equity Funding allocation were received during the reporting period. The school council did not enter into any significant contracts, agreements, or arrangements during 2025 that require specific disclosure beyond those associated with routine operational and facility management.

Fundraising

The school community continued to contribute to the enrichment of the school environment through fundraising initiatives during 2025. Funds raised through these activities were directed toward supporting student programs and enhancing resources beyond what is available through government funding streams.

**For more detailed information regarding our school please visit our website at
<https://www.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 171 students were enrolled at this school in 2025, 82 female and 89 male. 7% had English as an additional language and 5% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	80.0%	
	Similar schools	84.5%	
	State	82.0%	

School Staff Survey

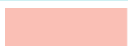
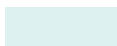
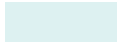
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	65.6%	
	Similar schools	77.3%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	80.2%	
	Similar schools	73.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	73.2%	
	Similar schools	72.6%	
	State	84.2%	

NAPLAN

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

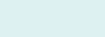
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	61.1%		58.5%
	Similar schools	54.5%		56.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	65.0%		76.7%
	Similar schools	64.3%		63.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		49.2%
	Similar schools	52.2%		53.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	35.0%		51.7%
	Similar schools	57.2%		53.0%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	68.4%	
	Similar schools	67.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	77.8%	
	Similar schools	69.5%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	71.9%		83.0%
	Similar schools	74.9%		74.5%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	68.7%		81.1%
	Similar schools	76.7%		75.2%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	21.0	20.2
	Similar schools	25.8	25.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.6%	
Year 1	School	88.3%	
Year 2	School	90.1%	
Year 3	School	91.0%	
Year 4	School	90.3%	
Year 5	School	87.9%	
Year 6	School	87.5%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,215,751
Government Provided DET Grants	\$329,525
Government Grants Commonwealth	\$5,850
Government Grants State	\$3,500
Revenue Other	\$20,813
Locally Raised Funds	\$78,171
Capital Grants	\$0
Total Operating Revenue	\$2,653,610

Equity	Actual
Equity (Social Disadvantage)	\$294,441
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$294,441

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$2,150,884
Adjustments	\$0
Books & Publications	\$1,230
Camps/Excursions/Activities	\$72,728
Communication Costs	\$3,691
Consumables	\$49,808
Miscellaneous Expenses ²	\$9,193
Agency Staff	\$20,583
Professional Development	\$17,655
Equipment/Maintenance/Hire	\$58,618
Property Services	\$95,664
Salaries & Allowances ³	\$192,851
Support Services	\$13,093

Expenditure	Actual
Trading & Fundraising	\$16,963
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,560
Total Operating Expenditure	\$2,720,522
Net Operating Surplus/-Deficit	(\$66,912)
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$129,982
Official Account	\$14,197
Other Accounts	\$0
Total Funds Available	\$144,179

Financial Commitments	Actual
Operating Reserve	\$94,940
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$9,789
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	\$104,729

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.