

School Strategic Plan 2025-2029

Frankston East Primary School (4682)



Submitted for review by Warren Bull (School Principal) on 27 August, 2025 at 11:35 AM

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Endorsed by Michelle Fisher (School Council President) on 08 November, 2025 at 09:00 AM

School Strategic Plan - 2025-2029

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School vision	At Frankston East Primary School, we strive to create a welcoming and inclusive environment where every student feels valued, engaged, and supported to reach their personal best, guided by our core values of respect, kindness and integrity.
School values	<p>Our Values at Frankston East Primary School Kindness • Respect • Integrity</p> <p>At Frankston East Primary School, our values of Kindness, Respect, and Integrity guide everything we do. These values are the foundation for all decisions and actions within our school community, shaping how we learn, work, and grow together.</p> <p>KINDNESS We are friendly, caring and helpful. We include others, look out for each other and treat everyone with fairness.</p> <p>RESPECT We listen, take turns, and treat people, places and things with care. We understand that everyone is different and that's what makes us special.</p> <p>INTEGRITY We are honest and do the right thing, even when no one is watching. We take responsibility for our actions and try our best in everything we do.</p> <p>By living these values each day, we create a culture of trust, connection and excellence, helping every student thrive and our community stay focused on what matters most: learning, wellbeing, and working together.</p>
Context challenges	Frankston East Primary School is located in the City of Frankston approximately 43 kilometres from the Melbourne Central Business District. The school was founded in 1952. The school grounds include a range of playing areas, sporting facilities and sheltered quiet areas. The school has eight buildings housing permanent classrooms, teacher resource rooms, art room, music centre, science and Auslan centre, school hall and library.

	<p>Enrolments at the time of the review were approximately 168 students. Over the past four years, enrolments have increased by 20 students.</p> <p>The Student Family Occupation Education (SFOE) index was 0.6310 in 2024-25. We have 9 Out-Of-Home care students and 9 Koorie students.</p> <p>The staffing profile of Frankston East Primary School includes a principal, acting assistant principal, learning specialist, 11.1 FTE teachers and 4.5 FTE Education Support (ES) staff including 1.6 FTE office administration staff.</p> <p>The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. Specialist programs provided are Art, Music, Auslan, Physical Education and Science.</p> <p>The school offers annual swimming and camping programs. Students are involved in performing in an annual whole school production. A literacy and numeracy support program is provided for students identified with additional learning needs. The school has a variety of technology for student use with a range of computer based teaching and learning programs and applications to support student learning in literacy and numeracy.</p>
Intent, rationale and focus	<p>GOAL 1 Analysis of NAPLAN and school-based data shows a group of students demonstrating strong growth in literacy and numeracy. Extending high-achieving students and increasing above-age-level teacher judgements in reading and numeracy are key focus areas. Variance between teacher judgement and assessment data highlights the need for more formative assessment, data tracking and moderation through PLCs. Building staff capability in data analysis will support differentiation, tracking of individual progress, and the implementation of appropriate learning challenges.</p> <p>GOAL 2 The school will develop, document and implement a range of curriculum and wellbeing adjustments to enhance student success. This includes consistent wellbeing practices, a focus on student self-regulation, agency, connectedness, and attendance. Building staff capability, tracking individual student adjustments, and improving communication with parents are key strategies to support these goals.</p>

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Goal 1	Develop curious lifelong learners with strong academic skills in Literacy and Numeracy
Target 1.1	By 2029, increase the proportion of students achieving strong/exceeding proficiency level in NAPLAN: <ul style="list-style-type: none"> • Year 3 Reading from 60% in 2024 to 70% • Year 5 Reading from 79% in 2024 to 85%
Target 1.2	By 2029, increase the proportion of students achieving strong/exceeding proficiency level in NAPLAN: <ul style="list-style-type: none"> • Year 3 Numeracy from 59% in 2024 to 70% • Year 5 Numeracy from 58% in 2024 to 70%
Target 1.3	By 2029, increase the percentage of Year F–6 students assessed as: <ul style="list-style-type: none"> • above expected Victorian Curriculum (VC) Levels in Reading from 23% in 2024 to 25% or above. • at and above expected Mathematics 2.0 Victorian Curriculum (VC) Levels according to teacher judgement from 43% (2025) to 55%
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Implement a system to closely monitor students in the NAPLAN exceeding proficiency level.

Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Align a school based instructional model with Victorian Teaching and Learning Model 2.0.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Extend the capability of classroom teachers to use assessment tools to regularly inform learning and generate accurate judgements against the Victorian Curriculum standards.
Goal 2	Develop resilient students who demonstrate a growth mindset and consistently embody the schools core values
Target 2.1	By 2029, increase the positive endorsement percentage in the Parent, Caregivers and Guardians Opinion Survey (PCGOS) Teacher communication measure from 64% in 2024 to 70%.
Target 2.2	By 2029, the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey (AtoSS) measures: <ul style="list-style-type: none"> • Perseverance to increase from 70% in 2024 to 80% • Advocate at school to be maintained at 92% (2024) • Teacher concern to increase from 80% in 2024 to 85%.
Target 2.3	By 2029, decrease the percentage of Year F-6 students with 20+ days absent from 35% in 2024 to at or below 30%.

Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement an individual student tracking system across the school.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen and embed a school wide approach to communication with parents, carers and kin.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Consistent implementation of school wide trauma informed positive education practices.