

## 2013 Annual Report to the School Community

Frankston Primary School  
School Number: 1464



Name of School Principal: Morry  
Rubinstein

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Name of School Council President:  
Peter Herbert

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Date of Endorsement:

25<sup>th</sup> March 2014

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

Frankston Primary School was established in 1874 and currently has an enrolment of 261 students. The school is located adjacent to the Frankston business district and its recreational and community facilities. This location provides ready access to many services conducive to authentic educational learning opportunities. Frankston Primary School provides a comprehensive curriculum which encompasses all learning areas at all stages of learning. We are committed to creating positive classroom environments in which students are encouraged to take increasing responsibility for their own learning as they progress throughout the school, in the pursuit of personal excellence. We have a strong belief in personalizing our programs to cater for each student at their specific point of need. We continually maintain a strong focus on Literacy and Numeracy in which our students are challenged and extended in order to achieve high quality learning outcomes. We offer a broad program which includes all curriculum areas. We offer specialist programs in Japanese, Performing Arts, a strong Physical Education and Visual Arts program. At present we have 16.4 equivalent full time teaching staff and 8 support staff.

We are proud of our strong sense of community in which parents, teachers and students are equally valued and acknowledged. This is reflected in outstanding results in the Student Attitudes Survey.

The school has outstanding facilities to complement our education including our Early Learning Center for our Prep students, our newly built open learning module that houses our art room and computer lab, a wonderful multipurpose hall and some large modern classrooms.

Achievement	Engagement	Pathways
<p>The performance of our students is a direct result of our highly dedicated and committed staff whose core business is to deliver a quality curriculum that leads to improved student outcomes. Our school has maintained a strong focus on student learning. We have adopted a "Whole School Approach" to the teaching of writing and have already seen considerable gains in student outcomes. We have continued to implement a "Personalised Approach" to teaching and learning by implementing programs to cater for students at their individual levels. We have maintained a strong emphasis on improving students' ICT skills and have utilised our extensive ICT resources to promote a more personalised approach to teaching and learning. Our teaching staff use extensive data analysis and student conferencing to set individual and group targets for students to learn at their particular level. Results indicate that our students are achieving at a similar level to other schools with strong gains in reading and numeracy especially at the year 3 level in NAPLAN results. We are especially pleased with our improvement in Year 3 where the 'My School' data suggests students</p>	<p>Our Student Engagement data has remained high and is higher than comparative schools, especially with the Student Attitudes Data. Our Student Attitudes to School survey demonstrated that our students have a positive approach to their schooling with extremely high results in the "Teaching and Learning" section. Student Motivation, Student Morale and Learning Confidence are all extremely high. This is attributed to a strong focus on student engagement and participation in programs that highlight and celebrate student achievement. These programs motivate our students to learn with confidence and result in maintaining high morale throughout the school. We have maintained a strong focus on providing educationally sound extra-curricular programs for our students. This includes participation in Wakikirri, the Human Powered Vehicle Program and a Clubs program for all students in the school. Frankston Primary School staff show a high degree of commitment to the school and to the educational needs of their students. Teachers at Frankston Primary School work in a caring and supportive environment where a very strong team culture is</p>	<p>The 2013 Prep Transition Program commenced with preschool contact and individual school tours and concluded with a series of one hour sessions in term 4. These included sessions in the classroom, library, art room and a physical education lesson. During these times, parent information sessions were also conducted. The conclusion to the transition program was the Prep Orientation Day in November where children spent half a day with their new teachers and were introduced to their grade 6 buddies. The program is highly successful and is measured by the smooth transition of our new students. We are continuing a commitment to increase our Prep enrolment over the next few years. Further development of relationships between FPS and our local pre-schools is a goal for 2014. We have also developed an effective transition program that caters for new families into our school as well as a program aimed at students moving across levels in the school. Our students undergo a series of transition activities in November and December to introduce them to new classes, teachers and grade levels for the following year. Year 6 to 7 transition begins early</p>

<p>have achieved higher outcomes than comparative schools in Reading, Spelling, Grammar and Punctuation and Numeracy. Our Year 5 results are similar to comparative schools. Teacher assessment data also demonstrates our students have achieved similar outcomes against comparative schools. In 2014 the school will continue to focus on Writing to ensure implementation of the writing program is firmly entrenched as part of our regular practice. The development of this will ensure continual growth for our students as they move through the school.</p> <p>We will continue our explicit and rigorous teaching in Numeracy with a strong focus on personalising learning to cater for all students at their appropriate levels. During 2014 staff will undertake work to review our current curriculum and develop planners in line with the AusVels curriculum.</p>	<p>supported by the leadership of the school. We have a strong commitment to providing the best educational opportunities for all students including those in the “Program for Students with Disabilities.” All students in the PSD program showed excellent progress by meeting their goals in Individual Learning Plans. Our Student attendance data (2010 - 2013) is slightly below other schools on adjusted school performance and therefore continues to be a priority. In 2013 we had an improvement on the previous year (with better results than the 2010 – 2013 average), and although this figure is affected by families travelling overseas, we will continue to work with individual students and families to improve attendances. In 2014 we will implement strategies based on the “School Attendance – Everyday Counts” initiative from DEECD in order to improve our absence data. We will also maintain up to date records of absences to ensure School Policy guidelines are followed.</p>	<p>in the year when exiting students present to the current Year 6 children about their first impressions of Secondary School. This continues with regular visits from Secondary College students and concludes with an Orientation day in December. Contact with Year 7 Coordinators from Secondary Colleges ensures a smooth and successful transition.</p>
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For more detailed information regarding our school please visit our website at <http://www.frankstonps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

### School Profile

#### School Enrolments

A total of 261 students were enrolled at this school in 2013, 121 female and 140 male.

#### Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>37%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>40%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>35%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>45%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	37%	32%	Numeracy	21%	58%	21%	Writing	35%	40%	25%	Spelling	40%	35%	25%	Grammar and Punctuation	15%	45%	40%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1040 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	91 %	91 %	90 %	92 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	91 %	91 %	90 %	92 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>

# How to read the Performance Summary 2013

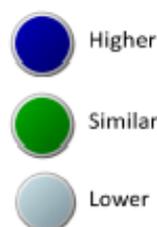
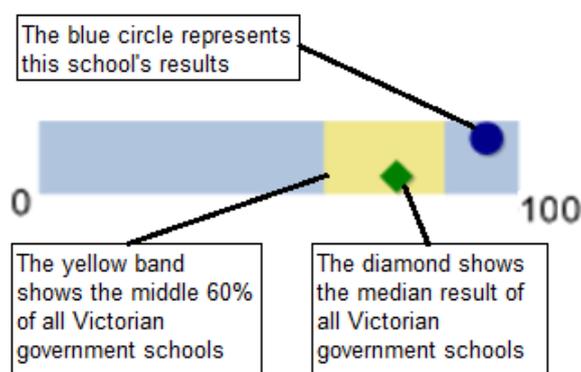
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:  
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

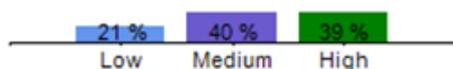
## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$212,073	High Yield Investment Account	\$125,303
Government Grants Commonwealth	\$10,912	Official Account	\$22,643
Revenue Other	\$16,818	Other Accounts	\$200,000
Locally Raised Funds	\$139,099	<b>Total Funds Available</b>	<b>\$347,946</b>
<b>Total Operating Revenue</b>	<b>\$378,904</b>		

Expenditure		Financial Commitments	
Books & Publications	\$7,814	Operating Reserve	\$57,260
Communication Costs	\$3,793	Asset/Equipment Replacement < 12 months	\$50,000
Consumables	\$42,587	Capital - Buildings/Grounds incl SMS<12 months	\$48,000
Miscellaneous Expense	\$115,836	Maintenance - Buildings/Grounds incl SMS<12 months	\$34,000
Professional Development	\$7,015	School Based Programs	\$104,686
Property Maintenance	\$185,272	Other recurrent expenditure	\$54,000
Salaries & Allowances	\$657	<b>Total Financial Commitments</b>	<b>\$347,946</b>
Trading & Fundraising	\$25,687		
Utilities	\$28,803		
<b>Total Operating Expenditure</b>	<b>\$417,464</b>		

**Net Operating Surplus/-Deficit** (\$38,561)

**Asset Acquisitions** \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

Frankston Primary School has continued to allocate resources to enable the achievement of the school's Goals and Priorities. The school has been proactive in developing resources to enable us to improve teaching and learning in many areas. This has included ensuring each curriculum area is well resourced in order to provide maximum outcomes with our teaching and learning programs. We are conscious of ensuring our students are utilising up to date ICT equipment and have provided a bank of laptops and iPads for students to use. A cyclic maintenance program has seen the development of AstroTurf on the asphalt area. We are also continuing to maintain and update furniture in all areas of the school. These various items have resulted in a deficit budget in 2013. Finances have been managed through the use of a program budget model and have been deployed to achieve the Strategic plan's goals and priorities. Staff and School Council have been kept informed about the Program Budgets while conveners of budgets have effectively monitored spending in consultation with the Principal and Business Manager. Frankston Primary has maintained healthy account balances which reflect all targets being achieved.