

2017 Annual Report to the School Community



School Name: Frankston Primary School

School Number: 1464



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

J. Booth

Signed 13 April 2018 at 12:53 PM by Joanne Booth (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Chad Wilson

Signed 16 April 2018 at 06:45 AM by Chad Wilson (School Council President)





About Our School

School Context

Frankston Primary School was established in 1874 and is located adjacent to the Frankston Business District and its recreational and community facilities. This convenient location provides ready access to the Frankston Arts Centre, Emergency Services, beach, parks, Monash University, public transport and many other community services conducive to authentic educational opportunities.

Enrolments remained fairly steady throughout 2017 although we had a slight drop in numbers at the beginning of 2017 where we had 246 students at CENSUS. Students were housed in 12 classes consisting of two Preps, four Year 1/2s, three Year 3/4s and three Year 5/6s. Our Staff consisted of two Principal class officers, 16 teachers and 8 Education support Staff who all worked extremely closely together to support the goals and educational programs of the school.

Class numbers were kept as low as possible across the school. The state benchmark which on average is 21 students per Grade from Prep to Year 2 was observed and maintained.

Our teaching and learning philosophies are firmly based on the belief that within a stimulating and caring environment that encourages learning and fosters respect, that individual needs can be met to enable all students to reach their full potential. Students are challenged and extended in order to achieve high quality learning outcomes

Frankston Primary School provided a comprehensive curriculum developed through collaborative planning, assessment and implementation of learning programs which encompassed all curriculum areas at all levels. There was a strong focus on personalising learning to meet the needs of individual students and to cater for all students at their particular point of need. We were committed to creating positive classroom climates in which students were encouraged to take increasing responsibility for their own learning as they progressed throughout the school, in the pursuit of personal excellence. Great emphasis was placed on building positive relationships amongst students, between teachers and students and with parents and caregivers of our students.

Parents select the school for its sense of community in which they, teachers and students are equally valued and acknowledged. The dedication, experience and ongoing professionalism of staff, and the support provided to enhance learning opportunities for all students, has enabled Frankston Primary School to develop a strong reputation for its fine achievements.

Specialist programs included Performing Arts, Physical Education, Visual Arts, and Cultural Studies. Classroom teachers ran their own computer skill sessions in the ICT lab and utilised the Library as part of their classroom Literacy Program.

To support and enrich our curriculum many extra curricula programs were offered. These included: our School Choir, Swimming P -4, Beach Program 5 - 6, School Camps 3 – 6, House Sports and Interschool Sports Competitions, School Representative Council, Preschool to Prep Transition Program, Year 6 – 7 Transition program, Whole School Performing Arts Christmas Concert, School Aerobics, Human Powered Vehicle Program and an extensive Student Leadership Program for Year 6 students.

Other schools and community groups utilised our Performing Arts Hall and the original Old School House (which operates as a museum). Camp Australia conducted a Before and After School Care Program for children from our school and a neighbouring school.

We remain a strong feeder school for our neighbouring Secondary Schools including Frankston High School, Mt Erin and McClelland Secondary College.

Over the past ten years Frankston Primary School have combined with three other Primary Schools (Derinya, Frankston Heights and Overport) along with Frankston High School to participate in a formal alliance known as the “Frankston Federation of Schools.” Many benefits have accrued from this, such as shared professional development forums, transition and curriculum planning groups, network-wide projects and shared use of facilities and other resources.

Building works to develop our Frankston Primary School Early Learning Centre for our Foundation – Year 2 students began in Term 4 2016 and were completed in Term 3 2017. This refurbishment project provided the school with modern state of the art facilities for our junior students and was welcomed by all our students, teachers, parents and the wider school community.



Framework for Improving Student Outcomes (FISO)

At Frankston Primary School we were involved in curriculum planning and assessing the impact of learning programs and adjusting them to suit individual students' needs, so that each student could reach their full potential.

Our Key Improvement Strategies focus were;

1. To make effective use of data to inform the point of need learning for students, including effective planning and assessment.
2. To continue to learn new techniques through professional learning opportunities to further develop personalised learning and
3. To embed a whole school approach to the teaching of spelling that complements current literacy initiatives.

During 2017 Frankston Primary School utilised our SENTRAL data package to inform teachers of point of need learning and effective planning and assessment that allowed teachers to more easily track students as they moved throughout the school. This tracking enabled teachers to effectively utilise data to teach students at their point of need resulting in achieving our target of 30% of students achieving high relative growth in the areas of Writing, Spelling and Grammar and Punctuation. Staff continued to strengthen their knowledge and practice of Personalised Learning Techniques through Professional Development, School Observations and collegiate collaboration and discussions amongst staff.

Across the school teachers conferenced with students and set individual goals for students to work towards. This became more prevalent in the Year 5 and 6 cohort where setting goals expanded across the curriculum as well as incorporating social and emotional wellbeing.

We continued a Whole School Approach to the teaching of spelling, including full implementation of our Word Study Program and continued to use our Spelling Tracker to assess the effectiveness of the program. Teachers have continued to see steady growth and improvements in their students spelling capabilities including the transfer of phonemic knowledge into their writing.

Frankston Primary School continued to be on track with its Strategic Plan and Implementation targets.

Achievement

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 spelling and have seen considerable gains in student outcomes. We have continued to implement a differentiated approach to teaching and learning by implementing activities that 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 complement our programs. Our teaching staff use extensive data analysis and student conferencing to set individual and group targets for students to learn at their particular level.

Our 2017 NAPLAN results indicate that our Year 3 students are achieving at similar or higher levels in areas when compared to like schools and our Year 5 students are achieving similar levels to like schools. We made strong gains in Writing, Spelling and Grammar and Punctuation with our Year 5 cohort achieving an average of 36%(target 30%) high relative growth. On average 77%(target 80%) of our students achieved high or medium relative growth across all NAPLAN areas. We have maintained a strong focus on numeracy, with growth figures being at or above state average. Our teachers maintain explicit and rigorous teaching with a strong focus on personalising learning to cater for all students at their appropriate levels.

In 2018 the school will continue to focus on both Spelling and Writing to ensure both programs are 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. In addition to this teachers will continue to utilise our SENTRAL data to track students' progress.

During 2017 staff continued to review and develop Integrated Planners and Scope and Sequence documents in line with the Victorian Curriculum. In 2018 we will review our Numeracy and Literacy Planners in line with the Victorian Curriculum and these documents will be used throughout the school.



Engagement

Frankston Primary School has continued to maintain excellent data regarding student engagement with continued strong results in the student survey. Our students' sense of connectedness to school was higher than the median of all Victorian Government Primary Schools.

Currently we have a mix of traditional and contemporary teaching styles demonstrated by all teachers. Students benefit by participating in learning activities that give them choice and where they can set directions and goals for their own learning. We also have learning activities that are teacher led and directed and aim to develop specific skills and knowledge. We have developed a strong extra curricula program including Aerobics, Performing Arts -Annual Concert, PE programs and initiatives beyond the classroom such as Swimming, Beach Safety Program, Camping program, RACV Energy Breakthrough and Aerobics. We have also introduced a successful Sustainability Program and continued with our School Beautification Gardening Projects.

Attendance rates have remained similar to previous years and are slightly above the median for all schools. We will continue work to further improve these figures in 2018 with continued focus on strategies that highlight 'It's Not Ok To Be Away'.

Wellbeing

We continued to maintain very strong data in the wellbeing area through maintaining a consistently high focus on programs and activities to support students and families at Frankston Primary School. We have a committed and supportive staff who are always willing to implement new initiatives to drive improvement. We have established an extremely successful Engagement Program targeting specific 'at risk' students, where we develop particular identified skills and activities for these students. The implementation of Individual Learning Plans for students at risk has allowed us to monitor student progress and more effectively cater for all of our students. With support from our Student Support Services we piloted the 'Zones of Regulation Program' in our 3/4 cohort with much success and aim to extend this program across the whole school in 2018 through whole staff training. The Welfare Program at the school coordinated by the Assistant Principal enabled us to meet and provide for the wellbeing needs of all our students and ensure that they were not disadvantaged from reaching their latent potential. The school supported the Regional based LOOKOUT Centre in the use of an effective welfare tracking program for Out of Home Care Students to further support students both within the school and those students transferring to other schools.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 247 students were enrolled at this school in 2017, 120 female and 127 male.</p> <p>14 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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> Similar</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>41%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>41%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	54%	18%	Numeracy	23%	50%	27%	Writing	22%	48%	30%	Spelling	26%	41%	33%	Grammar and Punctuation	15%	41%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <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>89 %</td> <td>91 %</td> <td>93 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	89 %	91 %	93 %	89 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	89 %	91 %	93 %	89 %	90 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

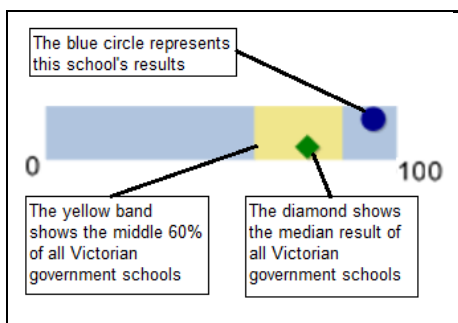
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

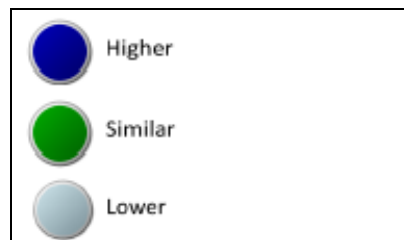


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

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 through appropriate distribution of the school's allocation of equity funding. We are conscious of ensuring our students are utilising up to date ICT equipment and have provided desktops, laptops and iPads for students to use. The school has remained in surplus due to effective workforce planning.

Our Refurbishment continued on 'Old Building-Block D' throughout the first half of 2017 transforming the building into a state of the art facility. The School committed a substantial sum from its reserves to this project to ensure that we got the best possible outcomes for the project.

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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,127,648	High Yield Investment Account	\$91,560
Government Provided DET Grants	\$284,231	Official Account	\$17,935
Government Grants Commonwealth	\$27,240	Other Accounts	\$200,000
Revenue Other	\$9,937	Total Funds Available	\$309,495
Locally Raised Funds	\$120,259		
Total Operating Revenue	\$2,569,315		
Equity¹			
Equity (Social Disadvantage)	\$182,031		
Equity Total	\$182,031		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,032,645	Operating Reserve	\$74,306
Books & Publications	\$7,624	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$3,983	Capital - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$51,068	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Miscellaneous Expense ³	\$185,164	Revenue Receipted in Advance	\$5,370
Professional Development	\$7,528	School Based Programs	\$130,219
Property and Equipment Services	\$242,726	Other recurrent expenditure	\$49,600
Salaries & Allowances ⁴	\$445	Total Financial Commitments	\$309,495
Trading & Fundraising	\$20,337		
Utilities	\$18,526		
Adjustments	\$203		
Total Operating Expenditure	\$2,570,249		
Net Operating Surplus/-Deficit	(\$933)		
Asset Acquisitions	(\$203)		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, 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.