2018 Annual Report to The School Community

School Name: Frankston Primary School (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 2018 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

Attested on 09 March 2019 at 06:59 PM by Renee Kennedy (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 2018 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.

Attested on 15 March 2019 at 08:40 AM by Chad Wilson (School Council President)

Frankston Primary School (1464)

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, providing convenient location and access to the Frankston Arts Centre, Emergency Services, Frankston Beach, Beauty Park, Monash University, Bayside Shopping Centre, public transport and many other community services conducive to authentic educational opportunities.

Our school enrolment reflects a slight increase from 2017 to 2018 with our confirmed budget for the 2018 school year based on an enrolment of 268 students, of which 16 percent of our students reflect English as an Additional Language and 1 percent as Aboriginal or Torres Strait Islander. Frankston Primary School is based in the low-medium range on the school's overall Student Family Occupation and Education Index. In 2018 our school had 22.54 equivalent full time staff composed of 2 Principal Class, 15 teachers and 8 Educational Support Staff, including the Business Manager, one office clerical staff and six integration aides.

In 2018 there are 13 classes supported by co-curricular programs in Physical Education, Visual Arts, Performing Arts and Cultural Studies. Classroom teachers run their own library sessions and computer skills sessions in the ICT lab.To support and enrich our curriculum many extra curricula programs are offered including choir and instrumental program, camps and excursions, interschool sports, whole school concert, aerobics, swimming P - 4 and beach swimming program 5 - 6, and student leadership programs. Camp Australia conducts a Before and After School Care Program for families within our school and a neighbouring school. Other schools and community groups utilise our school facilities and our original Old School House for educational programs.

The school’s teaching and learning philosophies are firmly based on the belief that within a stimulating and caring environment that encourages learning and fosters respect, individual needs can be met to enable all students to reach their full potential. The Strategic Plan sets a strong focus on personalising learning to meet the needs of individual students and catering for all students at their point of need. Frankston Primary is a positive and supportive school and places a strong emphasis on Student Wellbeing, which is reflected in our school taking pride in maintaining very strong data in this area.

Parents select our school for its strong sense of community, where parents, 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 FPS to develop a strong reputation for its fine achievements. We are extremely proud of our school, our children, our staff and our community.

Framework for Improving Student Outcomes (FISO)

In 2018 the school implemented our final year of work to meet the School 2015 - 2018 Strategic Plan goals and targets. We directed our resources towards improving student learning outcomes as effectively as possible focusing on the priority areas and key improvement strategies of Building Practice Excellence and Curriculum Planning and Assessment within the Annual Implementation Plan.

Our 2018 School Review was scheduled in Term Four and a large focus of the school's work in the second half of the year focused on assessing the impact of our work over the past four years on curriculum programs, learning and teaching, and overall achievement in student learning outcomes.

The school conducted a rigorous Pre School Review Self Evaluation during Terms Three and Four. The School Review process involved participation from all key stakeholder groups (staff, students and parent community representatives) and was completed at the end of Term Four. As a school we are looking forward to completing the 2019 - 2022 School Strategic Plan in Term 1 2019, where we will finalise our School Strategic Plan and develop our 2019 Annual Implementation Plan, with a clear focus on the development of our targeted key improvement strategies.

Frankston Primary School (1464)

Achievement

During 2018 the school continued its focus on a whole school approach to teaching spelling, with a focus on developing teacher skills in identifying spelling ages of students, assessing and tracking student learning growth and point of need teaching. The school's 2018 NAPLAN results in Spelling identify this area as an achievement strength of the school, along with Spelling and Punctuation.

The 2018 NAPLAN results for Grade 3 indicate that our school is generally achieving at a similar level and within the average range of all Victorian Government Schools in Reading and Numeracy. NAPLAN results for Grade 5 indicate that our school is generally achieving at a similar level or higher and within the average range of all Victorian Government Schools.

2018 Student NAPLAN Medium Learning Gain (Year 3 - Year 5) reflects strongly in Reading, Writing and Numeracy.

Our 2018 Learning Gain *Year 3 - Year 5) NAPLAN results reflect the final year of our current Strategic Plan and strong student achievement across all areas of student learning - with Reading, Writing, Numeracy, Spelling and Grammar and Punctuation all reflecting 80% and above of students achieving Medium - High Learning Growth.

The focus of improving student outcomes will continue at Frankston Primary School with an emphasis placed on developing closer consistency between teacher judgement and student NAPLAN achievement, increasing the number of students achieving in the high levels of growth, and maintaining the percentage of students achieving in the top two bands between Year 3 and Year 5.

Future key improvement areas will include the focus on:
* Developing our whole school instructional model in Reading
* Building teacher data literacy and explicit teaching of student point of need learning

Engagement

At Frankston Primary School we pride ourselves on our supportive, caring and positive school environment, where as a whole staff and community we aspire in creating an inviting, caring and committed environment that nurtures all students to be connected and successful.

Our Student Attitudes to School Survey results reflect the success of our mission and are higher in comparison to all Victorian Government schools for 2018, and are also higher when compared over a two year period for 2017 - 2018, indicating that our students feel a sense of belonging and connectedness to their school and their peers. Frankston Primary School's results also reflect achievement that sits well above the average mean average for all Victorian Government Schools - reflecting the hard work of our staff, the strong acceptance of diversity within our school, and success of our Engagement Programs.

The 2018 results for Student Attitudes to Management of Bullying also reflects highly positively, with student data reflecting higher in comparison to all Victorian Government schools for 2018, higher when compared over a two year period for 2017 - 2018, and data reflecting well above the average mean average for all Victorian Government Schools.

Attendance rates have remained similar to previous years and slightly above the median for all schools.

A new 2019 - 2022 School Strategic Plan goal will maintain a strong focus on improving overall student attendance for Frankston Primary School - with a strong focus on identifying new initiatives and implementation strategies and developing strong monitoring systems of attendance in order to improve student outcomes in this area.

Frankston Primary School (1464)

Wellbeing

Frankston Primary School staff are strongly committed to ensuring we successfully address the wellbeing needs of all of our students and strive in developing connected and caring classrooms and whole school environment. Our focus areas in 2018 remained on implementing our Student Engagement Program and Zones of Regulation within the school. Our Wellbeing Leader (Assistant Principal) is an important link in supporting our students and families through the school with local external agencies. Our Buddy Program for Foundation students with their Year Six buddy forms a part of our work that successfully transitions new students to our school. As a part of our School Review we completed a self-assessment against the Child Safe Standards and remain committed in our work to ensure high standards within these related areas.

Overall the data for Student Attitudes to Sense of Connectedness reflects the success of our work and is higher in comparison to all Victorian Government schools for 2018, and also higher when compared over a two year period for 2017 - 2018, indicating that our students feel a sense of belonging and connectedness to their school and their peers. Frankston Primary School's results also reflect achievement that sits well above the average mean average for all Victorian Government Schools.

Future directions for our school include:
* Developing a whole school culture of Restorative Practice - working alongside educational consultant Adam Voigt (Real Schools)
* Reviewing, developing, implementing and monitoring consistent whole school wellbeing approaches.

Financial performance and position

The school is in a sound financial position and operating within the Program Budget presented to and approved by School Council.
During 2018 the school fundraising supported the 2018 Program Budgets.
During 2018 the school utilised $50 000 from the School Term Deposit Account to purchase and set up the LED school front signage, and to support the new 3 year financial commitment of new ipads for 1/2 classes and student netbooks for 3 - 6 classes in order to increase our child to device ratio.
Financial Commitment Summary 31st December 2018 contains funds now currently viewed in School High Yield Account as per Department of Education and Training policy end of 2018.

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 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

Enrolment Profile

A total of 268 students were enrolled at this school in 2018, 129 female and 139 male.

16 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

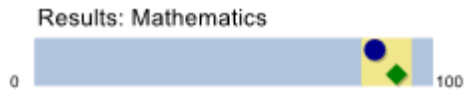
School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

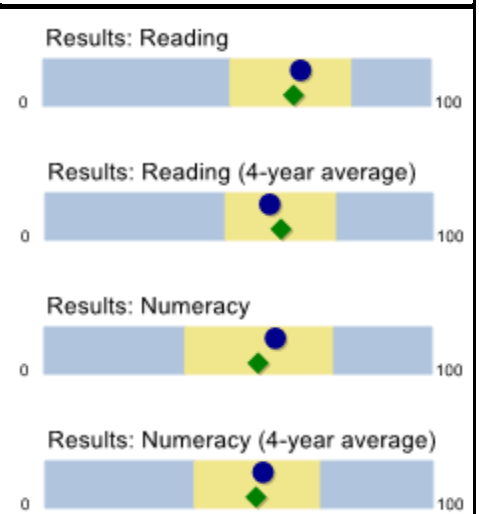
Performance Summary

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

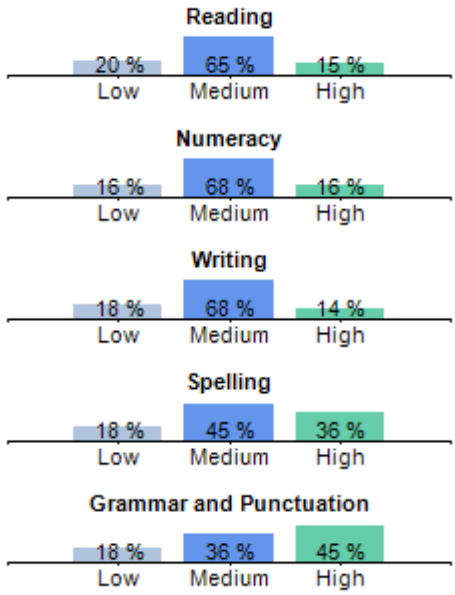
Performance Summary

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Higher Similar Higher Similar

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.		NAPLAN Learning Gain does not require a School Comparison.

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

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

Average 2018 attendance rate by year level:

Student Outcomes

Few absences <------> Many absences

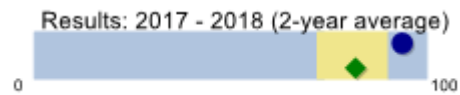
Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	93 %	92 %	91 %	91 %	92 %	89 %

School Comparison

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	 	
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	 	

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$2,342,406
Government Provided DET Grants	$316,621
Government Grants Commonwealth	$15,903
Revenue Other	$9,528
Locally Raised Funds	$133,107
Total Operating Revenue	**$2,817,565**

Equity[1]	
Equity (Social Disadvantage)	$175,048
Equity Total	**$175,048**

Expenditure	
Student Resource Package[2]	$2,134,294
Books & Publications	$3,349
Communication Costs	$2,964
Consumables	$70,308
Miscellaneous Expense[3]	$223,820
Professional Development	$14,315
Property and Equipment Services	$112,401
Salaries & Allowances[4]	$446
Trading & Fundraising	$25,021
Utilities	$24,316
Total Operating Expenditure	**$2,611,233**
Net Operating Surplus/-Deficit	**$206,332**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$101,817
Official Account	$57,480
Other Accounts	$151,233
Total Funds Available	**$310,530**

Financial Commitments	
Operating Reserve	$75,723
Funds Received in Advance	$16,844
School Based Programs	$153,137
Asset/Equipment Replacement < 12 months	$24,000
Capital - Buildings/Grounds < 12 months	$12,413
Maintenance - Buildings/Grounds < 12 months	$28,413
Total Financial Commitments	**$310,530**

(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 04 March 2019 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.

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?

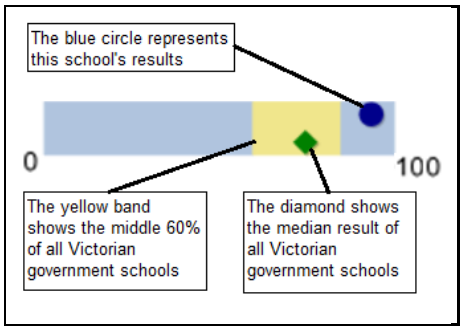
The Performance Summary reports on data in three key areas:

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).

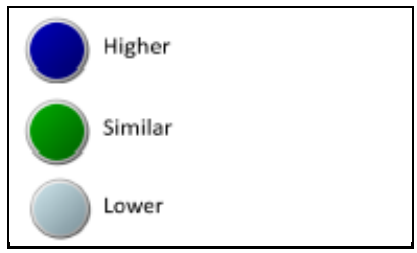


What does *School Comparison* refer to?

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*' or *'ND'* 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').