

2021 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 (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration 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 2021 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 15 March 2022 at 05:25 PM by Brian McFall (Principal)

- This 2021 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 30 March 2022 at 12:31 PM by Daniel Redman (School Council President)

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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Frankston East Primary School's core purpose is to provide its community with a friendly and dynamic learning environment that engages students to work to achieve their personal best in an atmosphere of mutual respect and cooperation. The school promotes itself as an 'Established school with modern ideas, based on traditional values'. Its programs are designed to prepare students to respond favourably to opportunities presented to them in a modern society. It is seen within the community to be a friendly, family oriented school providing student and family support. The school maintains a high focus on structuring differentiated learning programs to cater for the individual learning needs of all students. Our Early Learning Centre provides us with creative and flexible learning spaces where students can be taught in flexible learning groups to cater for individual learning needs and where social interaction may be promoted.

Our school is located in Frankston in a cluster of 7 government schools within the Karingal Estate. In 2021 our enrolment was 153 students which fluctuated over the course of the year due to students moving in and out of the area. The school had 15.7 equivalent full-time staff: 1.0 Principal class, 10.1 Teacher class and 4.6 Education Support Staff.

All key learning areas were provided for, with specialist programs in Art, LOTE (Japanese), Music, Physical Education and Science. The school is proud of its ICT development with Interactive Televisions in each learning space and access to mobile devices in all learning spaces on an as needs basis. Our Music Program is an area of pride for Frankston East. Two school bands and a choir of 20 perform regularly throughout the year and at the Frankston East Annual Student Theatre (FEAST) at the George Jenkins Theatre in Term 3. Unfortunately, COVID-19 impacted on our opportunities to perform in 2021. Student wellbeing underpins all of our school programs. An Engagement/Connectedness teacher implements a program with all children from P-6 covering social skills and attitudes through exposure to game situations. We also provided workshops for our Year 5/6 students with a focus on building self-esteem.

Framework for Improving Student Outcomes (FISO)

The school identified both Numeracy and Literacy as continued priorities for 2021. In 2021 we kept class sizes to a minimum and targeted small groups of students for additional support in reading. We planned to provide professional development for staff in writing and work with our local cluster schools to moderate writing assessments across year levels within the school and across schools. In student wellbeing, we planned to assist students to identify the next steps in their learning and to help them to set learning goals. Unfortunately, COVID-19 impacted all areas of our work in 2021.

In Numeracy we:

- * Implemented a whole school Mathematics Scope and Sequence in line with the Victorian Curriculum.
- * Created units of work based around maths topics.
- * Used Pre and Post tests for units of work to allow for the grouping of students.
- * Used online learning tools during remote and flexible learning to support mathematics learning for students.

In Literacy we:

Our plan with the Karingal Cluster of schools was to undertake a common assessment writing task in Term 2 and to complete moderation as a cluster. Unfortunately, due to schools moving to Remote Learning and staff being unable to physically meet, these tasks were postponed. We then planned to undertake a common assessment writing task in Term 4 and to complete moderation as a cluster. Unfortunately, due to a return to on-site learning commencing in Term 4, we postponed these tasks so that schools could spend time reconnecting with students.

At the beginning of the year we completed reading assessments across the school and established our target groups

identifying individual student goals. Additional support was provided to students by including them in an additional focus group weekly. Unfortunately, various lock downs throughout the year disrupted our work in this area. Upon a return to school part way through Term 4 we spent a great deal of time reconnecting students with students and staff with students and establishing routines.

In Student Wellbeing we:

- * Commenced goal setting with students at the beginning of the year.
- * Year Prep - We had not started this process as it was early in the year and students were settling in.
- * Year 1/2 - We established goals in reading, writing and numeracy. Students also developed a personal/social goal.
- * Year 3/4 - We established goals in literacy, numeracy and a personal goal.
- * Year 5/6 - We set reading goals related to Lexile levels and set goals for numeracy.
- * Moving in and out of remote learning throughout 2021 impacted our work in this area.

Achievement

Frankston East Primary School is very proud of its strong student learning programs. Teacher assessments of the Victorian Curriculum in the areas of English and Mathematics show that across Year Prep-6:

- * 84.7% of our students are at or above expected standards in English compared to similar schools (69.9%) and the State (86.2%).
- * 82.2% of our students are at or above expected standards in Mathematics compared to similar schools (67.5%) and the State (84.9%).

Our NAPLAN results in 2021 indicated that we performed at or above our similar schools in all areas and below the State in all areas.

- * Reading Year 3 - 70% in the top 3 bands compared to 64.6% in similar schools.
- * Reading Year 5 - 62.5% in the top 3 bands compared to 55.9% in similar schools.
- * Numeracy Year 3 - 50% in the top 3 bands compared to 50% in similar schools.
- * Numeracy Year 5 - 43.8% in the top 3 bands compared to 41.4% in similar schools.

Maths will be a focus for 2022, in particular, we will be looking at how we can increase the number of students performing at the top end of the scale.

Engagement

Our student attendance figures were very pleasing. Our average days absent for Prep - 6 combined in 2021 was 11.3 days which was better than our similar schools (21.1) and the State (14.7). Our 4 year average is also less than our similar schools and the State. All year levels had an average attendance rate of 89% or above. This reflects our students' close connection to our school and their peers.

The school has maintained a strong focus on regular attendance, punctuality and the community awareness of the direct connection to the attainment of high student learning achievement data and student attendance. Parents of students with an unexplained absence are contacted on a daily basis to determine the reason for the absence.

Student attendance is highlighted weekly at assembly and in the school newsletter. Each term, we present certificates to students that have had 100% attendance for the term. On the final school day of the school year we also present certificates to students that have had 100% attendance for the year.

Individual attendance figures are highlighted with parents through Semester Reports on student progress. Parents of those students with high absence rates are contacted via phone initially with follow up calls as needed. Individual plans are established with parents to support them in increasing their child's attendance rate.

Wellbeing

Our Student Attitudes to School Survey data was very encouraging. Our data over the last 12 months was well above the State and similar schools. Our students have a strong sense of connectedness with 90% of students in Year 4-6 responding positively. This is above the state (79.5%) and similar schools (76.8%). Our Year 4-6 students (92.2%) also responded positively to the way the school manages bullying. This is above the State (78.4%) and similar schools (78%).

Currently we are focussing on student morale, as we recognise the significance of high self esteem in stimulating students to achieve their best. Our school runs a proactive wellbeing and engagement program across the school with a strong emphasis on developing all students as leaders and encouraging them to use their initiative and take responsibility for setting personal learning goals in order to develop their learning confidence.

An Engagement/Connectedness Project Officer implements a program with all children P-6 teaching social skills and attitudes through games, which greatly assists the children with social understanding and awareness of acceptable behaviours when problem solving. This project also extends to smaller group activities with Year 5/6 students aimed at increasing engagement, self-esteem and building connectedness to the school and local community.

Finance performance and position

Frankston East Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. The provision of Equity Funding in 2021 has provided the school with options in regards to staffing and programs that are enriching our students' learning. We have been able to keep our class sizes relatively small and provide a Student Wellbeing Manager (0.6). In addition, School Council directed Equity Funds into the Low Income Family Assistance (LIFA) Program. In 2021, this program supported all families by providing the student booklist at no cost. It also provided a wide range of incursions and excursions at no cost to all families within the school community. The Equity funding also supported all curriculum budgets so that we heavily invested in these areas to support student learning with a range of additional resources.

Other funds have enabled the school to update ICT resources and improve the school buildings and grounds. School Council have allocated funds to continue the school painting program. Property maintenance continues to be a focus of the school due to the size of the property and design of the buildings. In 2021, School Council also approved the refurbishment of our 2 outdoor basketball courts. This will be funded through the 2021 and 2022 cash budgets.

Overall, the school remains in a sound financial position with a net operating surplus in 2021 while maintaining programs within the school with reduced enrolments. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2021 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2021 school year. Our student numbers have reduced for 2022 and we will be utilising some of our reserves to make up the shortfall if necessary.

For more detailed information regarding our school please visit our website at
<http://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.

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 153 students were enrolled at this school in 2021, 73 female and 80 male.

6 percent of students had English as an additional language and 5 percent 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).

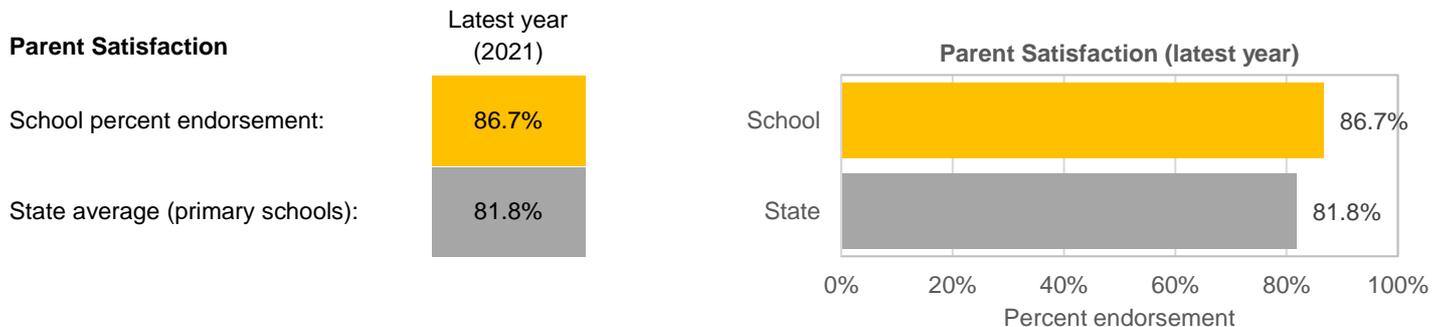
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

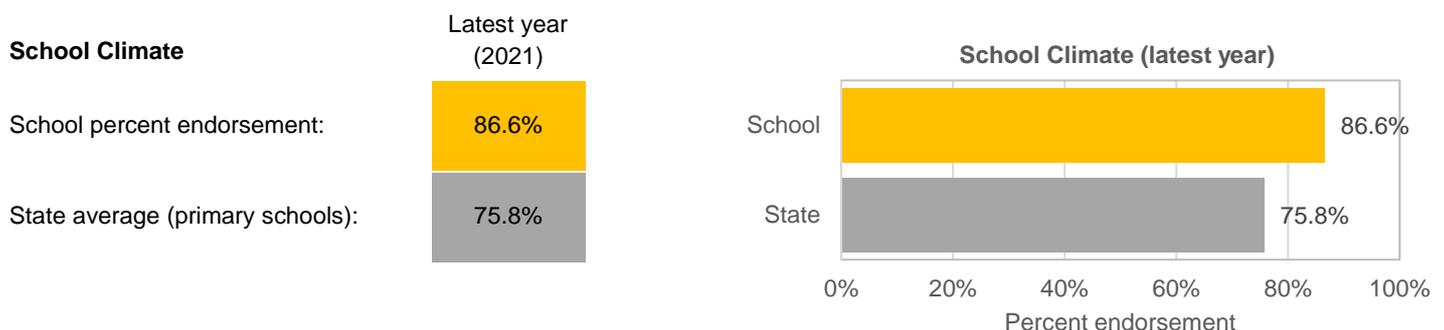


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

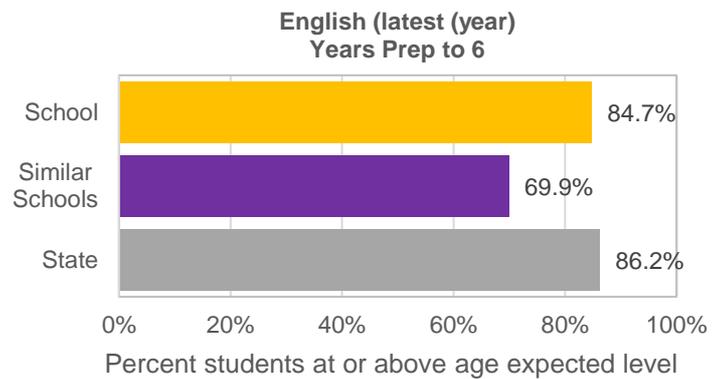
84.7%

Similar Schools average:

69.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

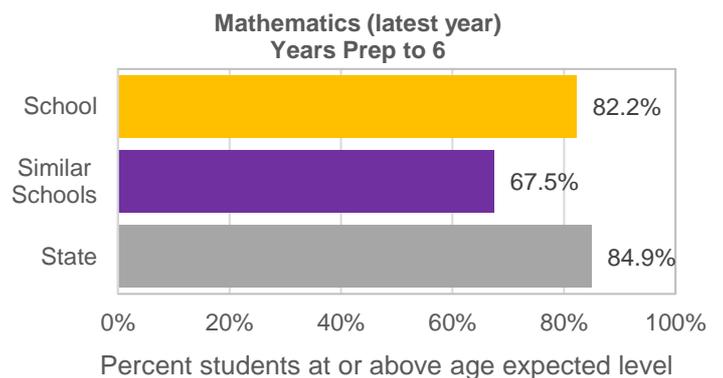
82.2%

Similar Schools average:

67.5%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

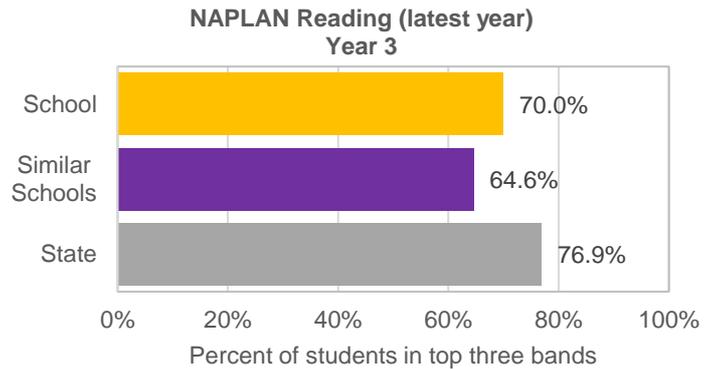
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

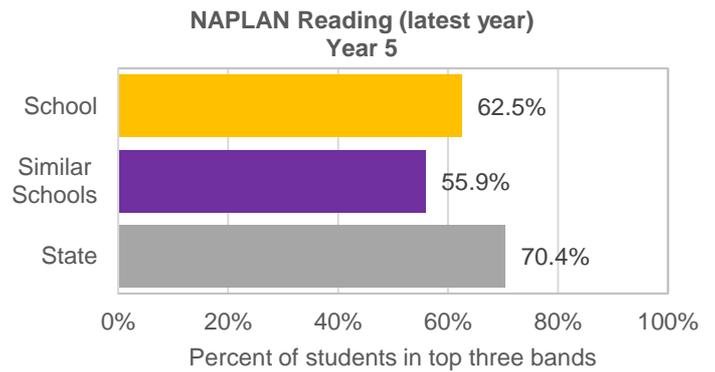
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	73.8%
Similar Schools average:	64.6%	62.8%
State average:	76.9%	76.5%



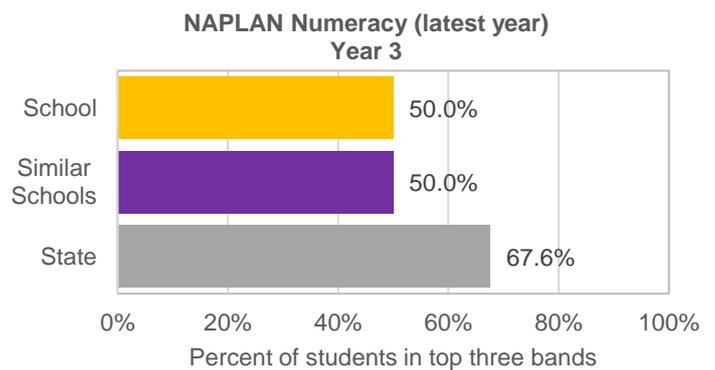
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	65.2%
Similar Schools average:	55.9%	53.7%
State average:	70.4%	67.7%



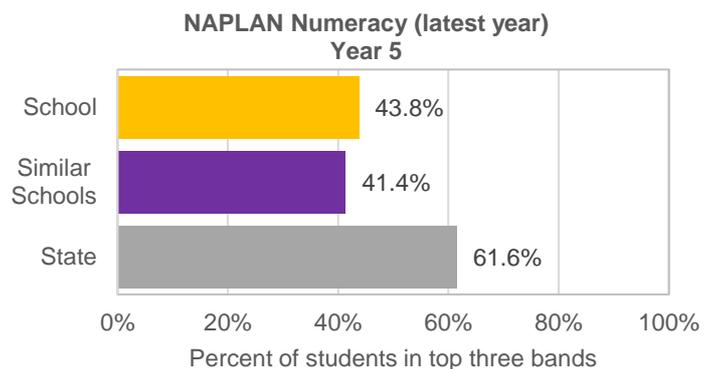
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	58.5%
Similar Schools average:	50.0%	51.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	53.3%
Similar Schools average:	41.4%	41.2%
State average:	61.6%	60.0%



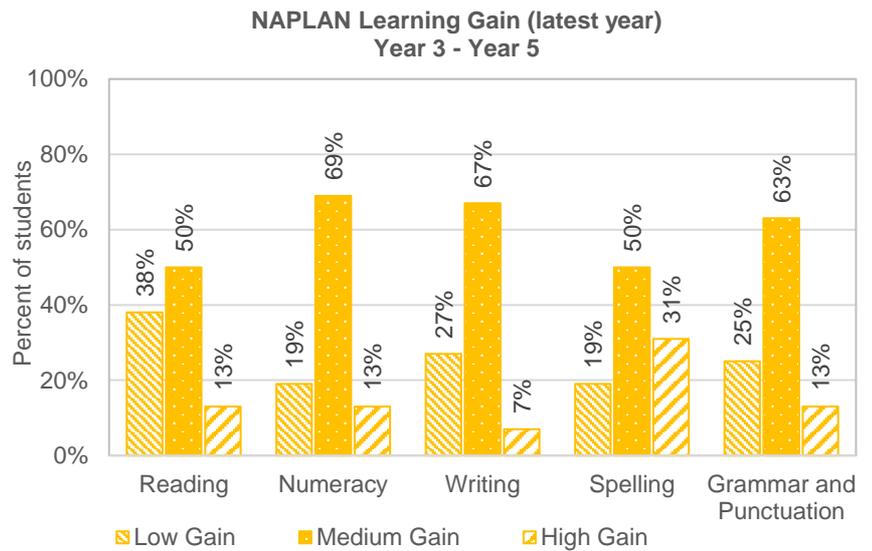
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	38%	50%	13%	21%
Numeracy:	19%	69%	13%	22%
Writing:	27%	67%	7%	16%
Spelling:	19%	50%	31%	19%
Grammar and Punctuation:	25%	63%	13%	17%



ENGAGEMENT

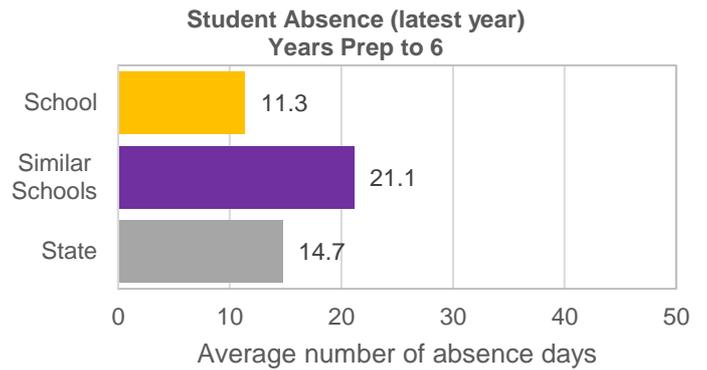
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.3	12.7
Similar Schools average:	21.1	18.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	89%	95%	94%	95%	93%	95%

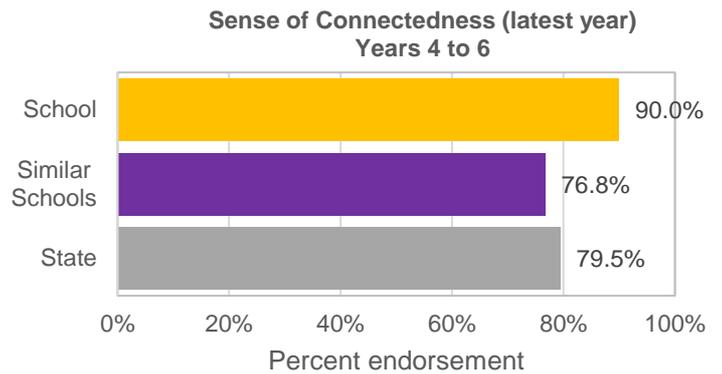
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent 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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	90.0%	92.3%
Similar Schools average:	76.8%	77.4%
State average:	79.5%	80.4%

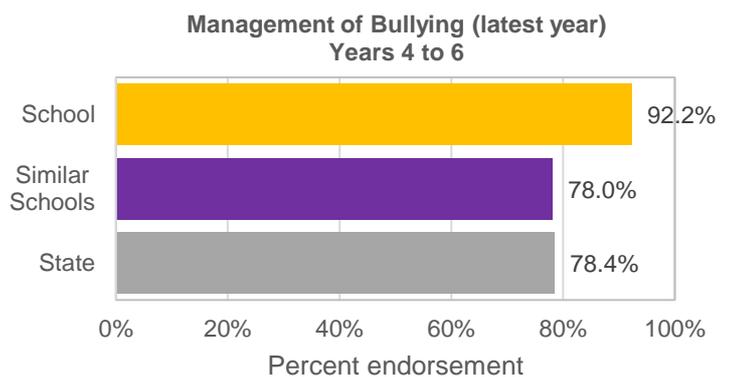


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	92.2%	93.4%
Similar Schools average:	78.0%	77.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,717,513
Government Provided DET Grants	\$405,167
Government Grants Commonwealth	\$0
Government Grants State	\$7,678
Revenue Other	\$4,153
Locally Raised Funds	\$28,287
Capital Grants	\$0
Total Operating Revenue	\$2,162,797

Equity ¹	Actual
Equity (Social Disadvantage)	\$403,361
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$403,361

Expenditure	Actual
Student Resource Package ²	\$1,607,530
Adjustments	(\$60)
Books & Publications	\$2,202
Camps/Excursions/Activities	\$28,596
Communication Costs	\$3,346
Consumables	\$45,283
Miscellaneous Expense ³	\$5,307
Professional Development	\$5,437
Equipment/Maintenance/Hire	\$46,506
Property Services	\$109,091
Salaries & Allowances ⁴	\$33,695
Support Services	\$21,488
Trading & Fundraising	\$12,789
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,972
Total Operating Expenditure	\$1,943,183
Net Operating Surplus/-Deficit	\$219,614
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$374,282
Official Account	\$11,908
Other Accounts	\$0
Total Funds Available	\$386,189

Financial Commitments	Actual
Operating Reserve	\$39,027
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$22,562
School Based Programs	\$5,231
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$110,000
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	\$186,820

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.