

2016 Annual Report to the School Community



School Name: Frankston Primary School

School Number: 1464



Name of School Principal:

Morry Rubinstein

Name of School Council President:

Dean Hutchins

Date of Endorsement:

March 2017

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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, beach, parks, Monash University, public transport and many other community services conducive to authentic educational opportunities.

Enrolments have remained steady and in 2016 we had 276 students. Students were housed in 12 classes consisting of two preps, three grade 1/2s, four grade 3/4s and three grade 5/6s. Our Staff is made up of two Principal class officers, 15.6 teachers and 8 Education support Staff who all work extremely closely together to support the goals and educational programs of the school.

Class numbers are kept as low as possible across the school. The state benchmark of an average of 21 students per grade from prep to year 2 has been 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 provides a comprehensive curriculum developed through planned learning programs which encompass all learning areas at all stages of learning. There is a focus on personalising learning to meet the needs of individual students and to cater for all students at their particular point of need. We are committed to creating positive classroom climates 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. Great emphasis is 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 include Performing Arts, Physical Education, Visual Arts, Reading Recovery and Cultural Studies. Classroom teachers run their own computer skill sessions in the ICT lab and take their own classes to the Library as part of their literature program.

To support and enrich our curriculum many extra curricula programs are offered. These include participating in 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 Concert, School Aerobics, Human Powered Vehicle Program and an extensive Student Leadership Program for year 6 students.

Other schools and community groups use our Performing Arts Hall and the original Old School House (which operates as a museum). Camp Australia conduct a Before and After School Care program for children from our school and a neighbouring school, using our facilities.

We are a main feeder school for Frankston High School and over the past ten years have combined with them and three other primary schools 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 and is expected to be completed in May 2017. This refurbishment project will provide the school with modern state of the art facilities for our junior students.

Framework for Improving Student Outcomes (FISO)

At Frankston Primary School we are currently involved in curriculum planning and assessing the impact of learning programs and adjusting them to suit individual students' needs, so that each student can reach their full potential. We are currently investigating how to strengthen the use of student assessment data and feedback in order to evaluate student progress, to monitor the impact of teaching and to adjust learning programs and interventions. As a result of this our Key Improvement strategies are as follows;

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.

In 2016 excellent progress was made for each of these strategies. Teachers are effectively utilising data to teach students at their point of need, with results demonstrating strong growth in all areas, particularly in writing which has been a major focus for the past four years. (83% of students achieving high or medium growth.) We have introduced a Student Data Tracking Program that will allow teachers to more easily track students as they move through the school. This program was introduced in 2016 and we will continue implementation of this in 2017 to utilize various modules that are contained within the program.

We have implemented the Frankston Primary School Spelling Program across the school, and teachers have already reported strong growth in this area even though the program is in its first year. Teachers are seeing developing skills in students spelling, and have reported seeing these skills transfer into student writing.



We have maintained a strong focus on personalising learning for all of our students which involves teachers conferencing with students and students and teachers setting individual goals for students to work towards. Students at all levels of the school set individual goals with their teachers, however this becomes more prevalent and focused as students move through the school, with students in the Year 5 and 6 cohort setting goals related to many aspects of the curriculum as well as goals related to social aspects. The use of pre and post testing allows teachers and students to obtain feedback on many areas of the curriculum and gives students instant feedback related to individual goals they have set, particularly in mathematics and writing.

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 have seen considerable gains in student outcomes. We have also initiated a spelling program to complement our writing program. 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.

Our 2016 results vary. Our NAPLAN results indicate that our students are achieving at similar levels in areas when compared to like schools. We have made strong gains in Writing and Spelling with our Year 5 cohort achieving high and medium growth (of approximately 83%). We have maintained a strong focus on numeracy, with growth figures being at 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 2017 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 we will continue to implement a program to enable teachers to more effectively use data to track students’ progress and to develop a more effective personalised approach to teaching and learning.

During 2016 staff completed work to review our current curriculum and implement planners in line with the Victorian curriculum. In 2107 the new Victorian Curriculum and planning documents will be used throughout the school as we implement the Victorian Curriculum.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

We have maintained excellent data re student engagement with continued strong results in the student survey. 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 Kitchen Garden and Clubs Program. 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 2017 by implementing a number of strategies at the school level.

Wellbeing

We have achieved 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 an extremely strong 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 our students. The program utilizes staff expertise as well as skills identified through parents and the wider community. 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. We also have a strong welfare program that enables us to provide for those in need and is coordinated by the Assistant Principal. We aim to develop the use of an effective welfare tracking program to assist with students both within the school and students transferring to other schools.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 276 students were enrolled at this school in 2016, 133 female and 143 male. There were 16% of EAL (English as an Additional Language) students and 3% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>



Performance Summary

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

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> Similar</p> <p> Similar</p> <p> Similar</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 year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>46%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>62%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	44%	22%	Numeracy	29%	46%	25%	Writing	17%	52%	31%	Spelling	17%	62%	21%	Grammar and Punctuation	31%	45%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>89 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	91 %	93 %	94 %	92 %	92 %	91 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	91 %	93 %	94 %	92 %	92 %	91 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

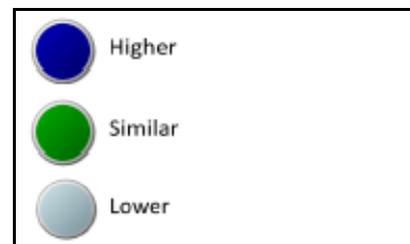
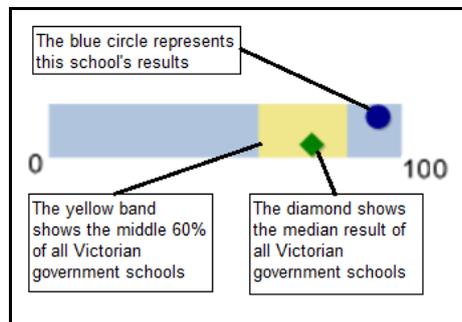
What are student outcomes?

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, P-12 and specialist schools, 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.

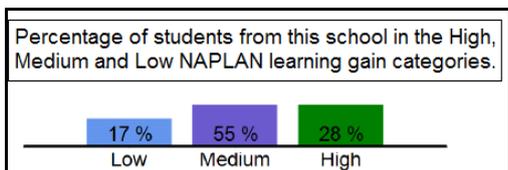
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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* 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.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,228,873
Government Provided DET Grants	\$318,257
Government Grants Commonwealth	\$19,088
Revenue Other	\$9,058
Locally Raised Funds	\$134,306
Total Operating Revenue	\$2,709,583

Expenditure	
Student Resource Package	\$2,137,939
Books & Publications	\$1,902
Communication Costs	\$3,607
Consumables	\$57,468
Miscellaneous Expense	\$120,869
Professional Development	\$14,471
Property and Equipment Services	\$181,342
Salaries & Allowances	\$350
Trading & Fundraising	\$20,039
Utilities	\$18,904

Total Operating Expenditure **\$2,556,892**

Net Operating Surplus/-Deficit **\$152,691**

Asset Acquisitions **\$19,812**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$188,925
Official Account	\$22,836
Other Accounts	\$200,000
Total Funds Available	\$411,761

Financial Commitments	
Operating Reserve	\$58,436
Asset/Equipment Replacement < 12 months	\$48,000
Capital - Buildings/Grounds incl SMS<12 months	\$35,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$65,000
Revenue Received in Advance	\$18,351
School Based Programs	\$131,974
Other recurrent expenditure	\$55,000
Total Financial Commitments	\$411,761

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.



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 desktops, laptops and iPads for students to use. The school has remained in surplus due to effective workforce planning.

Following the last State election, the school received a grant to refurbish the "Old Building, Block D" and works have begun to develop this building into a state of the art Early Years Early learning Centre. The School has also committed a substantial sum from its reserves to ensure that we get the best possible outcomes for this 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.