

## 2014 Annual Report to the School Community

Frankston  
Primary  
School

School  
Number:  
1464



Name of School Principal: Morry Rubinstein

Name of School Council President: Chad Wilson

Date of Endorsement: Tuesday 24<sup>th</sup> March 2015

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

This school meets prescribed minimum standards for registration as 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 - languages program' minimum standards until 31 December 2014.

## 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 increased steadily and in 2014 we had 275 students. Students were housed in 12 classes consisting of two preps, four grade 1/2s, three grade 3/4s and three grade 5/6s.

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 LOTE (Japanese). 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 new 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, shared use of facilities and other resources.

### 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 already seen considerable gains in student outcomes. We have continued to implement a “Personalised Approach” to teaching and learning by implementing programs to cater for students at their individual levels. We have maintained a strong emphasis on improving students’ ICT skills and have utilised our extensive ICT resources to promote a more personalised approach to teaching and learning. Our teaching staff use extensive data analysis and student conferencing to set individual and group targets for students to learn at their particular level.

Our 2014 results vary. Our NAPLAN results indicate that our students are achieving at a similar level to other schools in Year 3 and higher than comparative schools in Year 5. We have made strong gains in reading and numeracy especially at the year 5 level. In 2015 the school will continue to focus on Writing to ensure implementation of the writing program is firmly entrenched as part of our regular practice. The development of this will ensure continual growth for our students as they move through the school. In addition to this we will investigate the implementation of a whole school spelling program to enhance our writing program.

We will continue our explicit and rigorous teaching in Numeracy with a strong focus on personalising learning to cater for all students at their appropriate levels.

During 2014 staff worked to review our current curriculum and develop planners in line with the AusVELS curriculum. These will be fully implemented in 2015

## 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. We have also introduced a successful Kitchen Garden and Clubs Program further enhanced by a Sustainability Program with Monash University. Attendance rates have improved to be slightly above the median for all schools and with continued work we aim to further improve these figures.

## 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 'At risk kids program' where we develop life skill activities for our students, utilising 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.

## Productivity

Human Resources –In addition to Principal Class Staff which includes Principal and Assistant Principal we have an excellent balance of teaching staff ranging from experienced teachers to new graduates. This range allows us to provide solid mentors for peer support through our teaching teams. With this balance we are able to structure classroom organisation and staffing to allow for lowest possible numbers in most classes. We employ five specialist staff who provide quality programs that further enrich the school curriculum we deliver at Frankston Primary School. Their roles are Physical Education (0.6), Art (0.6), Performing Arts (0.4), LOTE-Japanese (0.4) and Reading Recovery (0.4). We have an ESL teacher (0.4) from Noble Park English Language School who works with our newly arrived students to support their acquisition of English skills. Our staff all take on many responsibilities as outlined in the Frankston Primary School- Roles and Responsibilities document.

Our facilities at Frankston Primary School are excellent. We have large open classrooms, with the Preps, 3/4s and 5/6s utilising creative learning spaces to develop strategies for greater achievement, engagement and team planning. The 1/2s are housed in traditional classrooms in the "Old Building" but work as a strong team to plan and share ideas and make use of the additional open spaces available to them throughout the school. We have three large multi-use spaces across the school which include our school hall, our middle area in the BER building and our school library. We have an excellent computer lab and art room, both being housed in the BER building.

We have increased and upgraded our ICT equipment to a quality level where we now maintain an excellent ratio across the school of approximately 1 device to 1.5 students. This has involved the lease and or purchase of Laptops, iPads, mini iPads and new desktops as well as maintaining our bank of current desktop computers in the lab and in classrooms. We are currently discussing a three year cyclic plan to maintain and improve the current ICT school system and have identified areas of concern that will need to be addressed in the near future. This requires a substantial injection from the cash budget.

We have maintained a stringent budgetary process to ensure resource allocation is equitable across the school and that priority areas are prioritised. This has included a cash injection into our ICT infrastructure and special projects such as our School Vegetable Garden. Our enrolments have increased from 240 in 2011 to 275 by the end of 2014, giving us proportionately more in our cash budget over time.

For more detailed information regarding our school please visit our website at  
<http://www.frankstonps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 261 students were enrolled at this school in 2014, 121 female and 140 male.

#### Overall socio-economic profile

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



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



#### Parent Satisfaction Summary

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



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

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

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

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>45%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>59%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>36%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	55%	27%	Numeracy	23%	45%	32%	Writing	41%	45%	14%	Spelling	23%	59%	18%	Grammar and Punctuation	41%	36%	23%	<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 schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <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>89 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	89 %	92 %	92 %	92 %	93 %	92 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	89 %	92 %	92 %	92 %	93 %	92 %										

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary

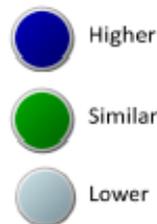
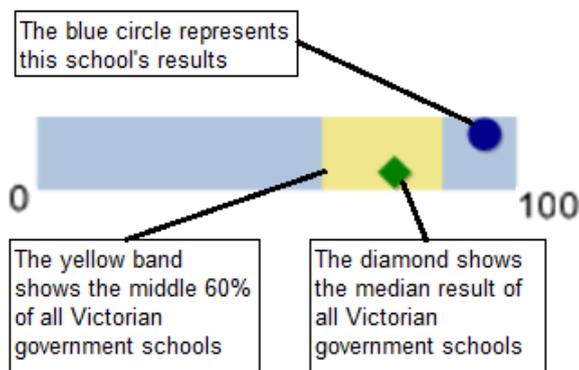
## What are student outcomes?

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

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

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



## What is a *School Comparison*?

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

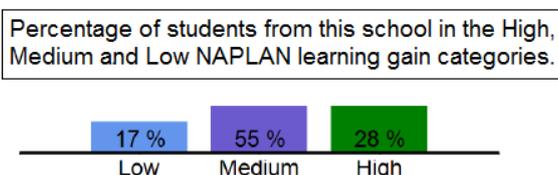
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

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

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'.



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 - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,959,206
Government Provided DE&T Grants	\$196,985
Government Grants Commonwealth	\$10,238
Government Grants State	\$5,500
Revenue Other	\$10,784
Locally Raised Funds	\$145,327
<b>Total Operating Revenue</b>	<b>\$2,328,039</b>

Funds Available	Actual
High Yield Investment Account	\$109,419
Official Account	\$20,285
Other Accounts	\$200,000
<b>Total Funds Available</b>	<b>\$329,703</b>

Expenditure	
Student Resource Package	\$1,909,699
Books & Publications	\$5,845
Communication Costs	\$3,703
Consumables	\$44,259
Miscellaneous Expense	\$114,845
Professional Development	\$9,137
Property and Equipment Services	\$151,316
Salaries & Allowances	\$463
Trading & Fundraising	\$23,276
Utilities	\$18,809

Financial Commitments	
Operating Reserve	\$56,782
Asset/Equipment Replacement < 12 months	\$43,000
Capital - Buildings/Grounds incl SMS<12 months	\$42,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
School Based Programs	\$103,921
Other recurrent expenditure	\$54,000
<b>Total Financial Commitments</b>	<b>\$329,703</b>

**Total Operating Expenditure**      **\$2,281,351**

**Net Operating Surplus/-Deficit**      **\$46,688**

**Asset Acquisitions**      **\$18,000**

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.

### 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 more desktops, laptops and iPads for students to use. We are also continuing to maintain and update furniture in all areas of the school and replaced furniture in the 1/2 area in 2014. 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.