

2020 Annual Report to The School Community



School Name: Frankston High School (7850)



- 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 2020 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 26 April 2021 at 09:37 PM by Andrew Batchelor (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 01:33 PM by Mark Rickinson (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 High School is a high performing academic school of excellence. The school promotes excellence in a wide range of subjects and with an enrolment of 1940 students is able to offer a diverse range of subject choices particularly in elective choices in Years 9 and 10 and VCE subjects from Years 10 to 12. Over the years the Department has chosen to enforce a designated neighbourhood boundary because the demand for enrolment exceeds the capacity of the school to enrol all students that would like to attend the school. Consequently, the vast majority of students reside within the school's zone. Students achieve outstanding results in the VCE and as with previous years we are expecting 100% of students who applied for the tertiary sector to have received enrolment offers in 2021. A feature of the school is the staff willingness to work in Professional Learning Teams, designing challenging curriculum units, whilst visiting each other's classes to share best practice. Students feel a strong sense of belonging to school through their participation in exceptional co-curricular programs which feature, music, sport, outdoor education, international trips and camp programs. Individuals, teams and these programs are regularly acknowledged with the achievement of state and national titles in leadership, music and sport. A Student Leadership Council provides opportunities for students to develop outstanding leadership skills with students admirably representing the school at state and national forums. Frankston High School has taken the lead in the use of learning technologies to enhance learning. We have been selected with a group of schools from across the world as a Microsoft Showcase school. Our school vision is: 'Together we become purposeful learners'. This vision is clarified by our Mission statement which further articulates the attributes of a purposeful learner. In addition we encourage students to exhibit behaviours upheld by our school values. These values and associated behaviours are reported to parents and students twice a year. The values are: RESPECT, RESPONSIBILITY, INTEGRITY, OPTIMISM, PERSISTENCE & EMPATHY. In addition, Frankston High School's Learning Principles were established to identify the principles required if purposeful learning is to occur and the role of the teacher in ensuring the principles are in place for purposeful learning in their classrooms. The Mission statement is as follows:

MISSION STATEMENT:

The aim of Frankston High School is to support the continued intellectual development of our students and prepare them to understand and practise:

- Independent learning
- Critical and creative thinking
- Behaviours that contribute productively to society
- Effective communication
- Sound physical, emotional and social behaviours.

This school had 165.08 equivalent full-time (EFT) staff: 5.0 EFT Principal Class; 8.3 EFT Leading Teachers, 2.6 EFT Learning Specialists; 32.8 EFT class 1 teachers, 83.6 EFT class 2 teachers and 32.78 EFT Education Support Staff in 2020. The total number of staff is 189.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives for Frankston High School are: Building Practice Excellence and Curriculum Planning and Assessment. Key Improvement Strategies in the 2020 Annual Implementation Plan (AIP) included the following:

1. Build data literacy across the school.
2. Build a whole school approach to the teaching of Literacy.
3. To build a whole school approach to consistency of teacher practice.
4. To build teacher capacity, collaboration and professional learning opportunities.
5. To build the leadership team – instructional and shared.
6. Build student voice and agency in learning.
7. Further embed critical and creative thinking across the Curriculum.

- All VCE teachers within their subject teams were provided with some time pre and post COVID to analyse VCAA data to inform their practice. 2020 VCE results continue to be above similar schools. A VCE median all study score of 31 was celebrated at the end of 2020, a good achievement considering the impact of COVID and the challenges of remote learning.
- NAPLAN did not occur in 2020 due to COVID and hence we are unable to compare student progress in these areas with our targets.

Achievement

The challenges of 2020 have been significant yet we were able to capitalise on some of the associated opportunities that have emerged from this experience. The planned focus on the use of data and the building of teacher capability in its use was suspended, as PLTs moved to Domain based teams to support and facilitate planning for remote and flexible learning.

A strong focus was placed on student wellbeing and regular check-ins with students were supported through surveys, and direct daily contact for those considered at risk. It was very positive to see that much of the original AIP planning was able to be continued during remote learning. The use of the Instructional Model was continued as the expectation for planning weekly lessons, and both the Structured Reading Program and Levelled Intervention Program at years 7 and 8 were also incorporated. The Literacy Innovation Team continued to trial vocabulary strategies and undertook some coaching of other teachers to support their work. The use of pre and post testing, and formative assessment allowed teaching and learning differentiation to occur in the remote setting, and Student Agency was developed as students had the genuine opportunity to manage their own learning responses using the weekly planner. We have identified many positive outcomes from the remote learning experience, and are committed to considering opportunities to maintain these in 2021.

Future Directions and Strategies:

- Embed and refine the VCE data schedule with a return on-site in 2021.
- Establish a data schedule in Maths and English.
- Explore a data-focused Professional Learning Community (PLC) model via participation in the DET's PLC initiative during Terms 1 and 2 of 2021.
- Reintroduce our own PLC model for Professional Learning Teams (PLTs) from the beginning of Term 1 and refine as we are trained in DET's PLC initiative.
- Consolidation of the use of Essential Assessment in Year 7 and 8 Mathematics whilst using pre and post testing to measure growth as well as pre-testing to inform the development of a differentiated learning environment.
- Leveled Literacy Intervention (LLI) will be consolidated in Year 8, continued in year 7 and further coaching will occur in Years 7 and 8 in the Structured Reading program.
- The Literacy Innovations team will continue to coach targeted faculties to further develop a whole school approach to teaching literacy (word solving strategies).
- The Teaching and Learning model will be revisited with a refocus on the area of 'Connect' with all staff exploring the HIT of goal setting (Learning Intentions and Success Criteria) and linking the teaching of this HIT with the purpose of enhancing student agency.
- Formative data will be collected throughout the year to measure levels of student agency with respect to goal setting and this data will be used regularly in PLT meetings to reflect upon the effectiveness of teacher pedagogy in using goal setting to enhance student agency.
- Building leadership capacity to have an in depth understanding of goal setting which will involve them in becoming experts in the development of well written Learning Intentions and Success Criteria.
- All leaders will be supported in becoming experts in the teaching of goal setting in a manner that elicits high levels of student agency. They will also be involved in designing strategies to collect formative assessment data to evaluate their effectiveness in using the HIT of goal setting to achieve high levels of student agency.

- Four Learning Specialists have been employed for 2021 to support all staff in exploring the link between goal setting and student agency whilst developing best practise strategies to regularly collect data to measure success. They in collaboration with the leadership team will lead this initiative.

Engagement

A large number of students who previously experienced some challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. We implemented a daily check-in for all students during remote learning to monitor engagement and ensure attendance. In 2021 our PLTs will focus on opportunities to continue building student agency in the classroom.

Future directions and strategies to engage students:

- In 2021 the capacity of the leadership team will be developed in order for them to become instructional experts in understanding and defining student voice and agency within the context of Frankston High School and our whole school approach to teaching and learning.
- The Leadership team will provide professional learning for staff in relation to student voice/agency.
- Learning walks will be undertaken to question students and gain a measure of current student agency across the school as well as discovering best practice examples of active student voice/agency happening in the classroom.
- Staff will develop an understanding and commitment to a whole school approach that embeds student voice/agency within our current whole school approach to teaching and learning.
- Students will develop an understanding of student voice/agency as staff communicate with students more openly and consistently about how curriculum is designed, goal setting and the use of learning intentions and success criteria.
- Sub-Schools will continue to closely monitor student attendance and put appropriate interventions and supports in place.

Wellbeing

Highlights throughout 2020 that have helped the school work towards Wellbeing goals over 2020 include:

- In 2020 The Resilience Project ran remotely to involve all Year 7 & 8 students.
- Use of outside organisations to further support wellbeing.
- Student leaders ran a multitude of activities throughout 2020 to engage students both inside and outside of the classroom.
- Musical variety night ran remotely for the whole school community.
- Wellbeing advice and support offered to students via Compass in the remote learning environment.

Future directions and strategies:

- In 2021 the Resilience Project will be taught at Year 7, 8 & 9 with the aim of it being eventually introduced across Years 7-12.
- Develop a Wellbeing space on the Junior Campus.
- Continue to monitor and respond to attendance data across all year levels.
- Explore and develop a whole school Wellbeing plan.

Financial performance and position

The Financial Position of Frankston High School remains in a healthy position following another year of excellent support from DET and the wider school community in 2020, however the impact of Covid-19 and subsequent remote learning period created significant challenges for the school to overcome financially.

Many excursion based activities, trips and events were not able to proceed due to remote learning. This created the need to credit and refund families a considerable amount of contributions already made towards the cancelled events including Central Australia Trip, Malaysia Athletics Tour, French Tour, Japan Tour, Gold Coast Basketball Tour, and other subject based activities such as Outdoor Education camps, Aviation flights, Geography excursions, Debutante Ball, Sport days and many others.

Total revenue decreased from \$6.73 million in 2019 to \$6.57 million in 2020. A main factor contributing to the overall decrease was the non-receipt of the Term 4 International Grant. Catch up funding of \$257,879 was to be received in Term 1 2021.

Operating expenditure decreased from \$7.85 million in 2019 to \$5.88 million in 2020. The main cause of the decrease is the \$1.53 million contribution made by the school towards Capital Works in 2019 that wasn't replicated in 2020, and a considerable reduction in payments for Camps/Excursions/Activities due to cancellations forced by remote learning.

An additional 50 applications for the Camps Sports Excursions Fund were lodged in 2020 compared to 2019, with some added parents satisfying the criteria late in 2020 following difficult circumstances caused by the pandemic. The CSEF funding allocation provided \$79,875 of crucial financial support to families.

DET Cash Grants increased from \$1.47 million to \$1.85 million due to a variety of factors including increased enrolments, a reduced SRP deficit repayment compared to 2019, and additional maintenance blitz funding allocated to the school through the SRP. These funds allowed the school to bring forward many facility and grounds upgrades to make the most of the empty school grounds during remote learning.

"Equipment/Maintenance/Hire" increased from \$1,121,684 in 2019 to \$1,412,405 in 2020, attributable to a dedicated program to utilise maintenance blitz funding to refurbish older areas of the school to compliment new facilities completed in the recent Capital Works program.

Casual Relief Teaching Staff, shown within "Salaries & Allowances", reduced from \$402,919 in 2019 to \$229,195 in 2020, due to a considerable reduction in demand for CRT's due to the home based learning environment for half of the school year.

The school retains \$2,548,642 of fully committed funds available to carry forward to 2021.

For more detailed information regarding our school please visit our website at
<http://www.fhs.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 1995 students were enrolled at this school in 2020, 955 female and 1040 male.

6 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

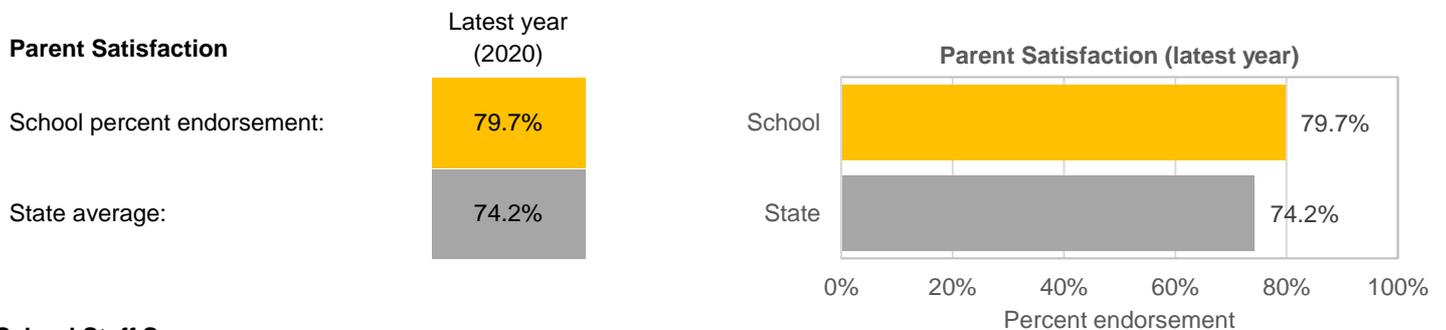
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

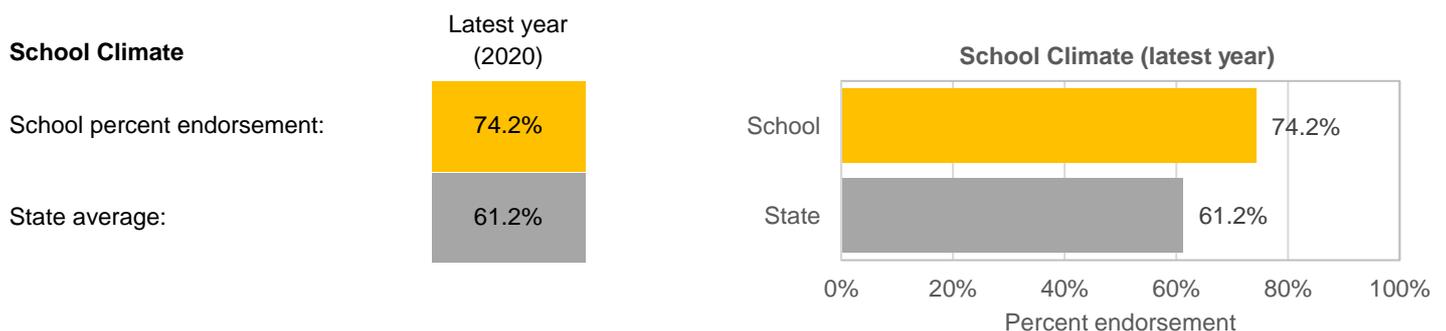


School Staff Survey

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 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

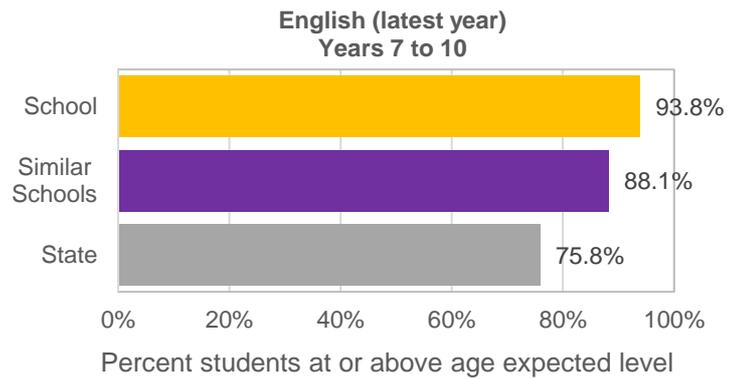
93.8%

Similar Schools average:

88.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

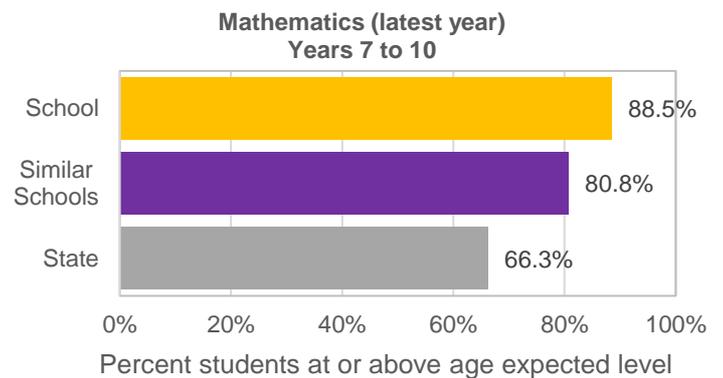
88.5%

Similar Schools average:

80.8%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

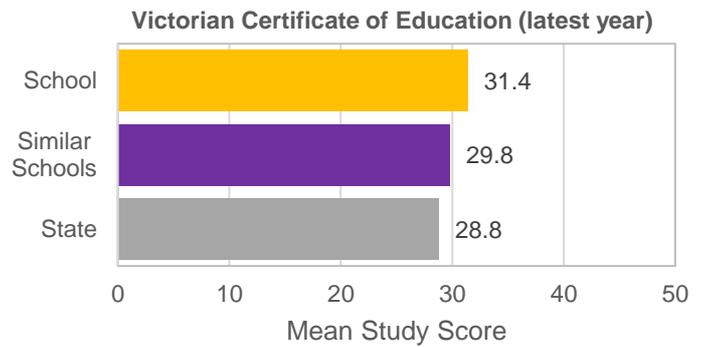
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	31.4	31.7
Similar Schools average:	29.8	29.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

32%

VET units of competence satisfactorily completed in 2020:

95%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

100%

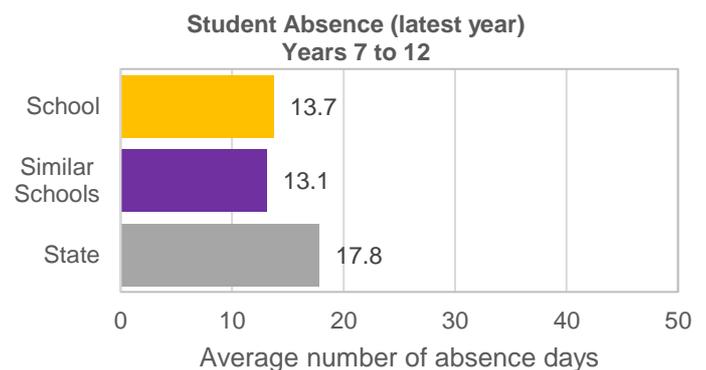
ENGAGEMENT

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	13.7	14.6
Similar Schools average:	13.1	15.9
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

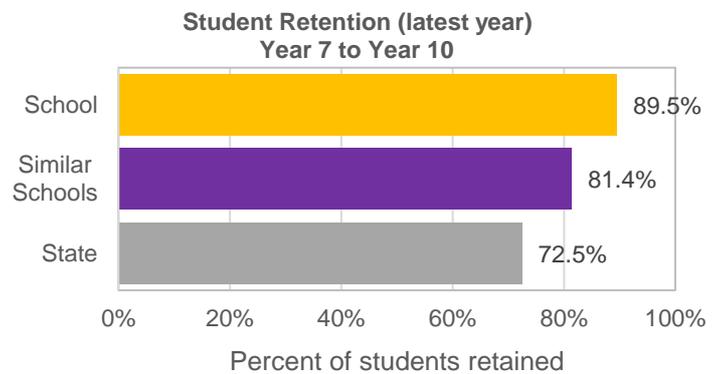
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	92%	93%	91%	95%	95%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	89.5%	83.7%
Similar Schools average:	81.4%	81.0%
State average:	72.5%	72.9%



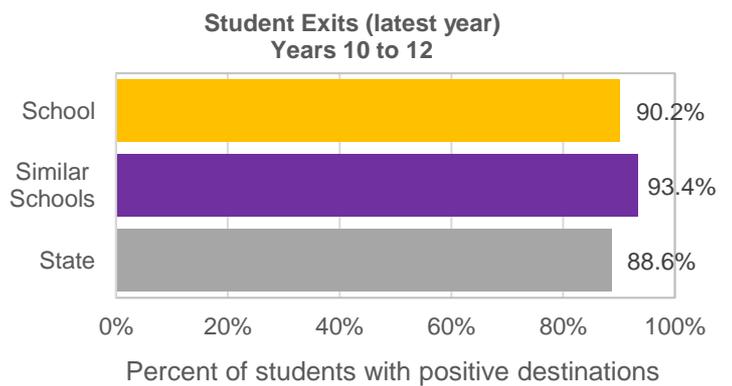
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	90.2%	92.4%
Similar Schools average:	93.4%	93.1%
State average:	88.6%	89.1%



WELLBEING

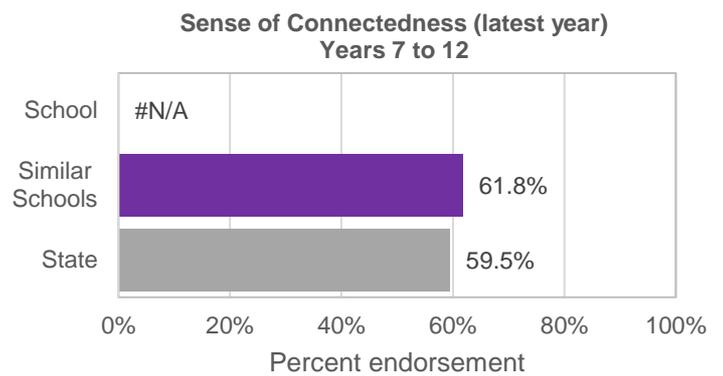
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	68.5%
Similar Schools average:	61.8%	56.4%
State average:	59.5%	55.3%



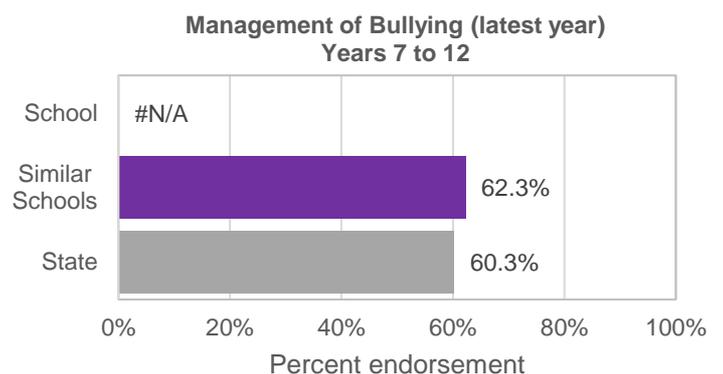
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.4%
Similar Schools average:	62.3%	58.7%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$17,735,502
Government Provided DET Grants	\$2,599,251
Government Grants Commonwealth	\$11,119
Government Grants State	\$106,969
Revenue Other	\$498,226
Locally Raised Funds	\$3,352,608
Capital Grants	NDA
Total Operating Revenue	\$24,303,674

Equity ¹	Actual
Equity (Social Disadvantage)	\$120,002
Equity (Catch Up)	\$48,352
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$168,354

Expenditure	Actual
Student Resource Package ²	\$18,165,411
Adjustments	NDA
Books & Publications	\$10,060
Camps/Excursions/Activities	\$870,627
Communication Costs	\$81,355
Consumables	\$337,180
Miscellaneous Expense ³	\$428,162
Professional Development	\$53,248
Equipment/Maintenance/Hire	\$1,412,405
Property Services	\$896,995
Salaries & Allowances ⁴	\$708,409
Support Services	\$344,223
Trading & Fundraising	\$426,940
Motor Vehicle Expenses	\$12,252
Travel & Subsistence	\$39,277
Utilities	\$264,789
Total Operating Expenditure	\$24,051,333
Net Operating Surplus/-Deficit	\$252,341
Asset Acquisitions	\$295,293

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,873,801
Official Account	\$527,318
Other Accounts	\$147,523
Total Funds Available	\$2,548,642

Financial Commitments	Actual
Operating Reserve	\$841,952
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$347,884
Beneficiary/Memorial Accounts	\$13,849
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$33,928
Repayable to the Department	\$453,895
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$437,134
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,548,642

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.