

2017 Annual Report to the School Community



School Name: Frankston High School

School Number: 7850

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 1750 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. 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 2017. 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.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives for Frankston High School are: Building Practice Excellence and Curriculum Planning and Assessment. Building practice excellence has involved staff further embedding the use of formative assessment strategies into their repertoire of practices. Curriculum planning and assessment has involved staff further developing their understanding of best practice curriculum design using the UbD ('Understanding by Design') model. Whilst designing curriculum staff have been involved in developing assessment tasks and learning activities that are inquiry based and challenge the development of problem solving skills with an emphasis on developing the capability of critical and creative thinking. Curriculum planning and best instructional practice remains a whole school priority to ensure teachers are constantly reflecting upon and improving their practices in line with current research. This year the relationship between formative assessment strategies, differentiation of the learning environment and high impact teaching strategies will be further explored.

Achievement

Frankston High School continues to have a very strong record of outstanding student achievement. The Year 12 class of 2017 achieved some excellent results, with three students gaining ATARS over 99, nine perfect study scores of 50, resulting in over 50% of graduates being ranked in the top 30% of the state. Last year a typical student at our school achieved above average study scores compared to other students across the state. It is pleasing to note that in relation to our school's Naplan data for 2017 the Department has noted that our school is improving in Reading with a percentage increase of students in Year 9 in the top two bands and a percentage decrease of students in the bottom two bands. Over the last 4 years Numeracy Naplan results have remained above similar schools. Furthermore, Frankston High School has above state average percentages of students achieving in the top two bands compared to similar schools in Reading, Writing and Numeracy, and has above average growth from Years 7 to 9 in all these areas. Such data signifies that our relentless focus on teaching and learning is producing great results with our students performing above what is expected.

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning. According to the Victorian Department of Education & Training, 'Learning confidence' and 'school connectedness' are among the lead indicators for the Education State reading and numeracy achievement targets. Frankston High School's percent endorsement of connectedness (95th percentile) by students is much higher than similar schools. In addition, learning confidence is rated at the 96th percentile. The rich co-curricular program offers immense opportunities with most students participating in activities beyond the classroom. It is during such activities they develop firm friendships and also a strong sense of belonging to school. Engagement also spans student motivation to learn. Student Motivation for 2017 has student responses ranked in the 84th percentile (Yrs 7-9) and the 87th percentile (Yrs 10-12), when compared to students across the state. Such attitudes to school has enabled the continuation of a learning culture of excellence.

Wellbeing

According to the Victorian Department of Education & Training, 'school connectedness' is among the lead indicators for the Education State Resilience target. As mentioned above, student perception of connectedness is very positive. Similarly, Frankston High School's percent endorsement of management of bullying is above similar schools being in the 93rd percentile (Yrs 7-9) and the 94th percentile (Yrs 10-12). Frankston High School is currently working on developing a whole school approach to building greater resilience in our students, with a program being introduced at Year 7 and plans to continue such a program at each year level. Student attendance is significantly above state average in all year levels. Year Level Coordinators monitor student attendance on a daily basis. They liaise with our wellbeing team to offer additional support to students with high absenteeism.



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



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1817 students were enrolled at this school in 2017, 903 female and 915 male.</p> <p>5 percent were EAL (English as an Additional Language) students and < 10 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</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>● Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	49%	27%	Numeracy	22%	53%	25%	Writing	19%	56%	25%	Spelling	21%	52%	27%	Grammar and Punctuation	27%	52%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 100% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 21% VET units of competence satisfactorily completed in 2017: 88% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Higher</p>

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

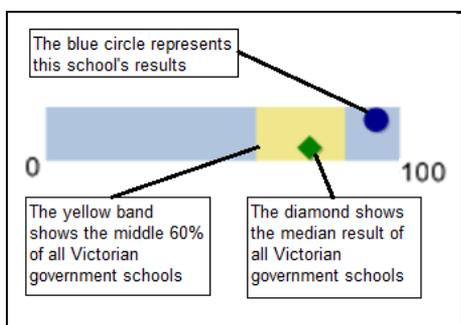
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

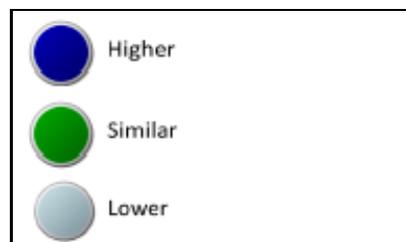


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

The Financial Position of Frankston High School remains in a very strong position following another year of excellent support from DET and the wider school community in 2017.

The total funds available decreased by \$343,071 compared to 2016. This decrease is less than expected, considering the substantial school contributions made to significant capital building projects completed or commenced in 2017.

These school payments for building works also contributed to the planned Net Deficit, with \$269,003 of the Deficit also attributable to the planned SRP staffing deficit.

Operating expenditure was well under budget, with the majority of this unspent budget relating to future planned capital expenditure contributions and other financial commitments as outlined below.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$14,602,135	High Yield Investment Account	\$3,062,749
Government Provided DET Grants	\$2,402,116	Official Account	\$304,625
Government Grants Commonwealth	\$4,379	Other Accounts	\$1,102,326
Government Grants State	\$30,972	Total Funds Available	\$4,469,699
Revenue Other	\$829,720		
Locally Raised Funds	\$4,508,689		
Total Operating Revenue	\$22,378,011		
Equity¹			
Equity (Social Disadvantage)	\$109,032		
Equity (Catch Up)	\$43,488		
Equity Total	\$152,520		
Expenditure		Financial Commitments	
Student Resource Package ²	\$14,871,168	Operating Reserve	\$1,266,775
Books & Publications	\$9,771	Asset/Equipment Replacement < 12 months	\$600,000
Communication Costs	\$75,239	Capital - Buildings/Grounds incl SMS<12 months	\$1,263,673
Consumables	\$642,340	Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
Miscellaneous Expense ³	\$2,863,585	Beneficiary/Memorial Accounts	\$12,849
Professional Development	\$67,182	Revenue Received in Advance	\$875,595
Property and Equipment Services	\$2,244,865	School Based Programs	\$71,901
Salaries & Allowances ⁴	\$1,606,602	Repayable to DET	\$278,906
Trading & Fundraising	\$424,527	Total Financial Commitments	\$4,469,699
Travel & Subsistence	\$73,086		
Utilities	\$236,589		
Total Operating Expenditure	\$23,114,953		
Net Operating Surplus/-Deficit	(\$736,942)		
Asset Acquisitions	\$0		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.