

2022 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 of the previous calendar year 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 22 March 2023 at 08:03 AM by Andrew Batchelor (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 March 2023 at 01:18 PM by Mark Rickinson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Frankston 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 1950 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 2023. 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. We have an outstanding International Student Program that offers a rigorous and supportive teaching and learning experience for these students, who add so much to our rich school culture. 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. Our mission statement is: The aim of FHS 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.

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 and 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 school had 182.5 equivalent full-time(EFT) staff: 5.0 EFT Principal Class; 11.2 EFT Leading Teachers, 7.5 EFT Learning Specialists; 28.9 EFT class 1 teachers, 86.6 EFT class 2 teachers and 43.3 EFT Education Support Staff in 2022. The total number of staff is 209.

Progress towards strategic goals, student outcomes and student engagement

Learning

The implementation of the Tutor Learning Initiative (TLI) to support students who were impacted by remote learning again in 2021 was a positive and resulted in student learning growth and increased learner confidence. Our approach to tutoring was developed further for 2022 to include internal staff and resulted in greater outcomes for the program.

We implemented Professional Learning Communities (PLCs) with our staff in 2022, the aim being to further

enhance teacher collaboration and best practice. Through PLCS, all teachers participated in two inquiry cycles, reflecting on their teaching practice and further developing their pedagogy. Through PLCs, all teachers participated in two inquiry cycles, with connections to the Teaching and Learning Model, reflecting on their teaching practice and further developing their pedagogy.

The Structured Reading Program and Levelled Intervention Program at years 7 and 8 continued to support students' literacy development within and beyond English classes. 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.

Our teacher judgement data, Years 7-10, for both English and Maths was above both similar schools and the State average, indicating a larger percentage of students at or above expected standards. Our 2022 NAPLAN results, and the four-year average, indicate that we above similar schools and the State for the percentage of students in the top three bands for Year 7 Reading and Year 7 Numeracy (4 year average), and Year 9 Numeracy. We will continue to focus on reading skills at Years 7 and 8 to further improve the results for Year 9 Reading. Our VCE results (school mean) were well above similar schools and the State average for 2022 and on our four-year average.

Wellbeing

There were a number of highlights throughout 2022 that have helped the school work towards our Wellbeing goals.

The Resilience Project ran for all Year 7 & 8 students. A Respectful Relationships working party met regularly and developed professional learning activities to further educate our staff. We also engaged a presenter from DET to present to all staff during a Professional Learning Day. We continued to use outside organisations to further support student wellbeing. We further refined our approach to attendance and continued to monitor and respond to attendance data across all year levels. We undertook a review with an external consultant, to identify strengths and areas for improvement in our approaches to wellbeing and disability inclusion. We will implement a number of key actions resulting from this review in 2023 including the development of a whole school health and wellbeing plan, the development of a whole school approach to pastoral care, and the development of a whole school approach to behaviour management.

Our Student Attitudes to School Survey data decreased in 2022 to below similar schools and the State average in regards to 'Sense of Connectedness' and 'Management of Bullying'. Our four-year averages in each of these areas remained above similar schools and the State average and we will focus on improving these.

Engagement

Our Sub-Schools have continued to follow-up daily on any non-attendance of students. We also reviewed and refined our Attendance Policy and procedures.

Student focus groups ran 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 have continued to 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.

During 2022, our first full year onsite in three years, we were proud to be able to offer as close to our full range of extra curricular activities as possible, despite some staffing challenges due to COVID and other illnesses. These included excursions and all of our camps, sports, music, student leadership and our School Production.

Our attendance data in 2022 indicates our students were absent less days than those in similar schools and less than the State average. Our Student Retention data indicates we are well above similar schools and the State average in 2022 and our four-year average. Our Student Exit data for students in Years 10 to 12 indicates we are below similar schools in the percentage of students that exit onto further study or full-time employment.

Other highlights from the school year

There were a number of other highlights from the school year. These included excursions and Year 7 Camps, Year 9 MEGAR Week, Year 10 Work Experience, Year 10, 11 and 12 Formals, Year 12 Valedictory and Presentation Night. Our two Central Australia Trips (Year 12 in April and Year 11 in September), our Outdoor and Environmental Studies program which is extensive and includes a number of hikes and trips to support learning in the classroom, our Music program including concerts and ensemble evenings, our Arts Show, and our extensive Sports program including before school Semper Squads, Year 7 and 8 Sport, Intermediate and Senior Sport, along with our House Swimming, House Cross Country and House Athletics were also highlights. We also ran our Production of School of Rock which was another successful event for our entire school community.

Our student groups related to student leadership including our SLC, Sports Leadership Team, Interact and Eco Team all ran various events and raised much awareness in our school and the wider community of important initiatives they were working on and supporting. We continued to celebrate our fantastic student achievements at year level assemblies which included presentations from guest speakers and groups underlying community engagement.

Financial performance

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 2022. Excluding funding for the SRP, total revenue increased from \$5.53 million in 2021 to \$5.72 million in 2022, with revenue relating to 2023 not recognised in this amount. This small increase overall was impacted by increase to DET quarterly cash grants, reduction in international funding, increases in fundraising and facility hire. Operating expenditure increased from \$5.08 million in 2021 to \$6.37 million in 2022. This increase was mostly attributable to \$637,509 capital works contribution to DET, and planned upgrades to Senior Courtyard, Senior Carpark, 7-10 Basketball Courts and 7-10 Café. DET Cash Grants increased from \$1.54 million to \$2.07 million as there was no planned SRP deficit in 2021, so no repayment deducted from 2022 cash grants.

Additional sources of revenue included:

- \$50,000 for International Student Program Support Funding,
- \$45,100 for devices in the Teacher and Principal Notebook Program,
- \$24,778 from multiple Universities to supervise and mentor a significant number of student teachers,
- \$36,776 from DET to contribute to shade sails on both campuses to help create outdoor learning spaces.

Casual Relief Teaching Staff expense continued to rise significantly from \$361,068 in 2021 to \$459,534 in 2022 due to the increased demand for CRT's due to significant rise in absences and staff shortages. Total Utilities expense increased from \$240,808 in 2021 to \$294,974 in 2022, impacted by a considerable increase in electricity and gas usage, due to no periods of remote learning and the pool swim classes returning to a full schedule. The school retains \$1,886,968 of fully committed funds available to carry forward to 2023.

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 2.0 (FISO 2.0).

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 1979 students were enrolled at this school in 2022, 958 female and 1021 male.

7 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).

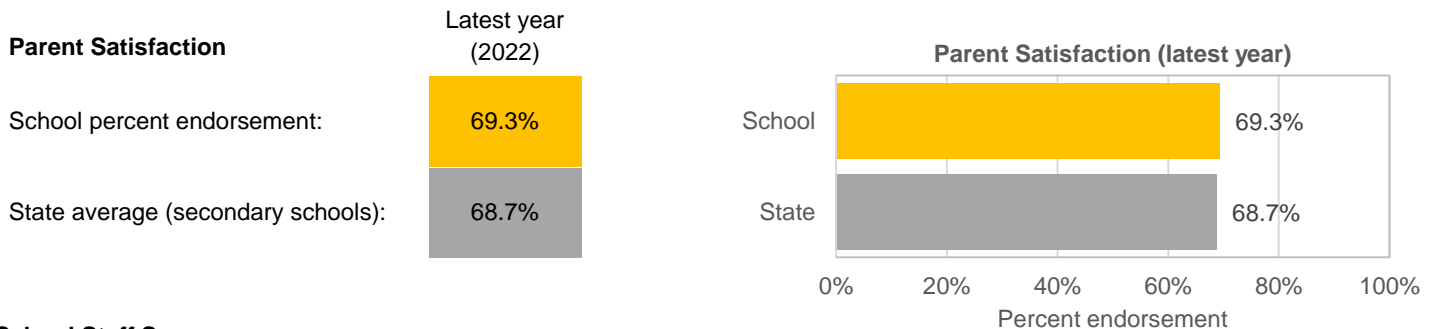
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

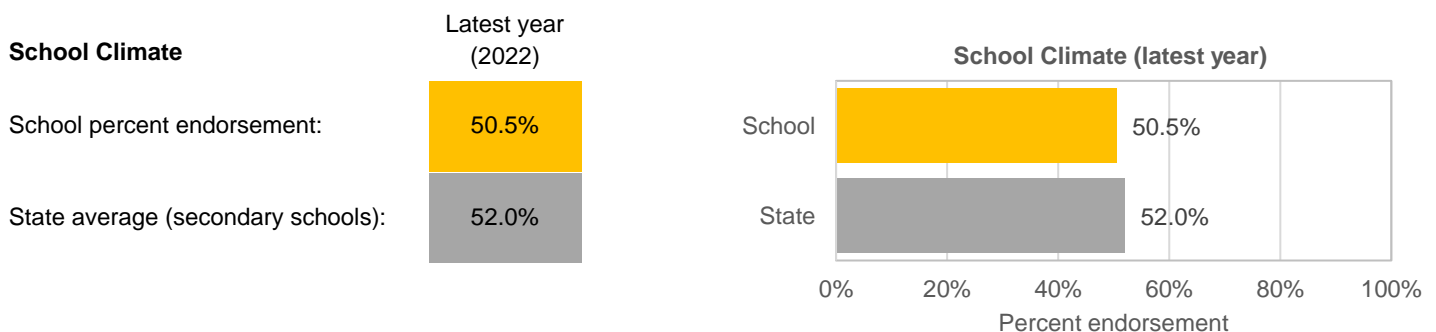


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

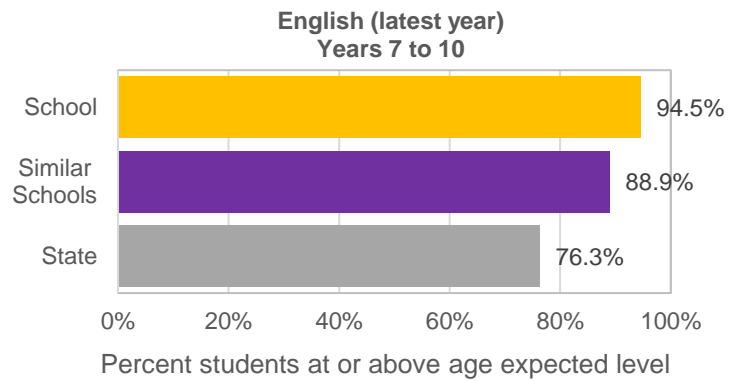
94.5%

Similar Schools average:

88.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

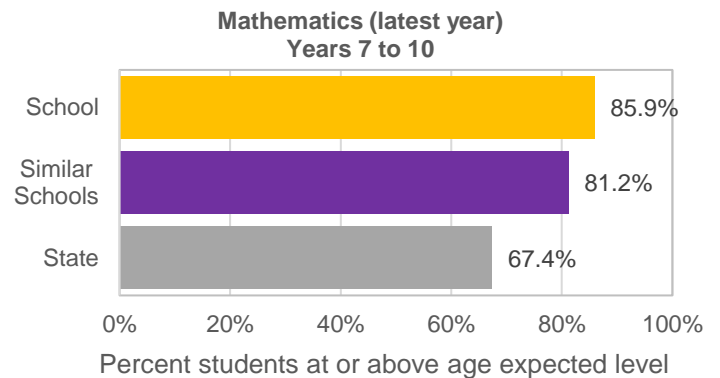
85.9%

Similar Schools average:

81.2%

State average:

67.4%



LEARNING (continued)

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

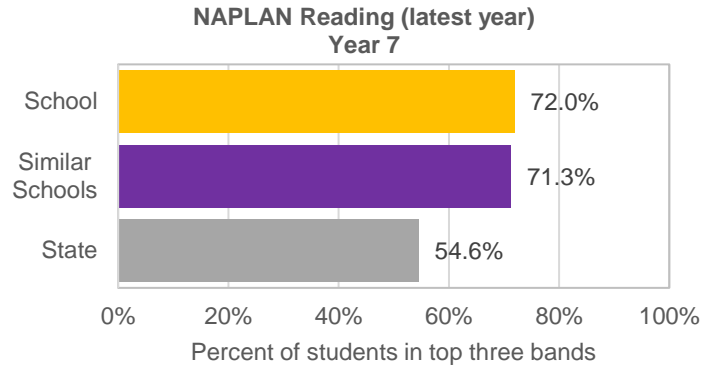
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

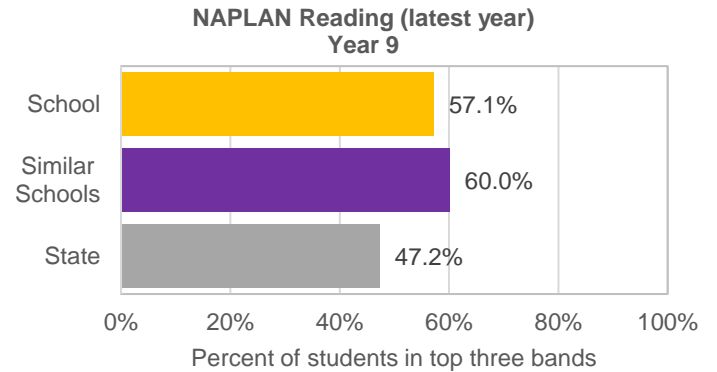
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.0%	72.3%
Similar Schools average:	71.3%	71.7%
State average:	54.6%	55.3%



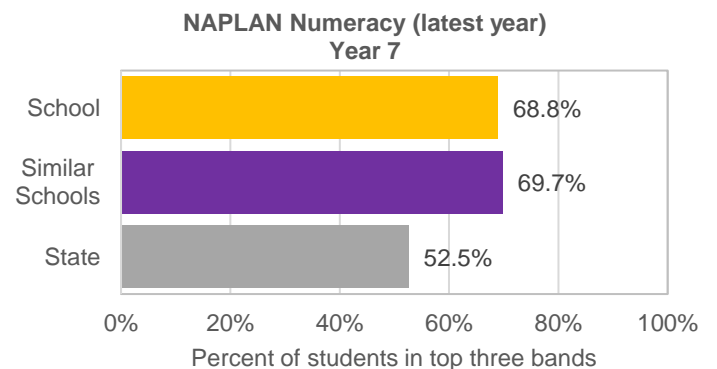
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	56.3%
Similar Schools average:	60.0%	59.1%
State average:	47.2%	46.0%



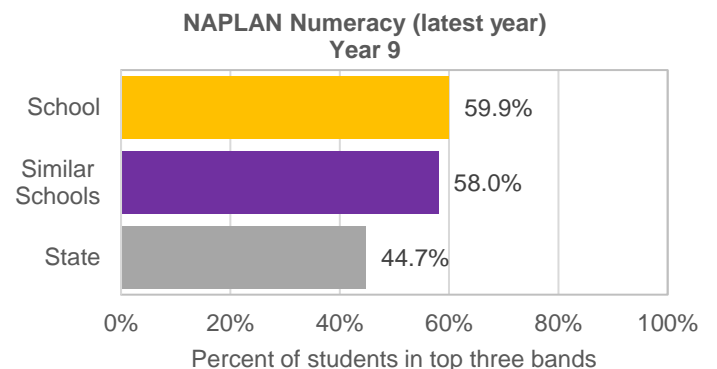
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.8%	73.1%
Similar Schools average:	69.7%	71.4%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.9%	63.8%
Similar Schools average:	58.0%	59.9%
State average:	44.7%	45.6%



LEARNING (continued)

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

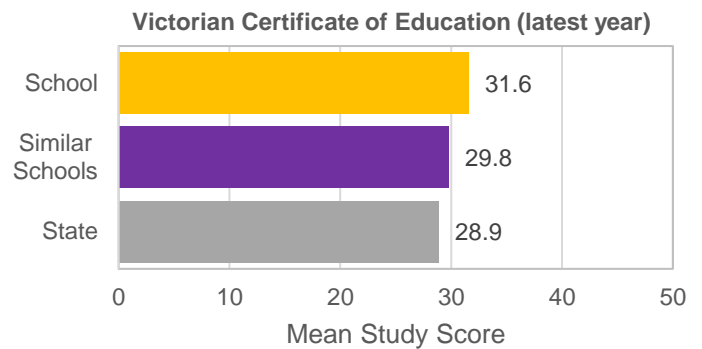
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	31.6	31.5
Similar Schools average:	29.8	29.9
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

26%

VET units of competence satisfactorily completed in 2022:

93%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

89%

WELLBEING

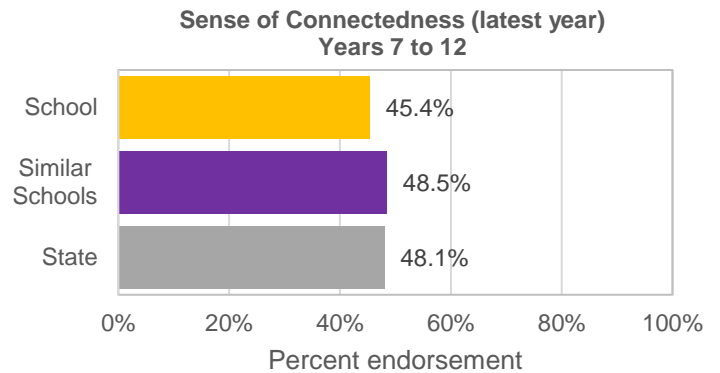
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.4%	58.3%
Similar Schools average:	48.5%	53.1%
State average:	48.1%	52.5%

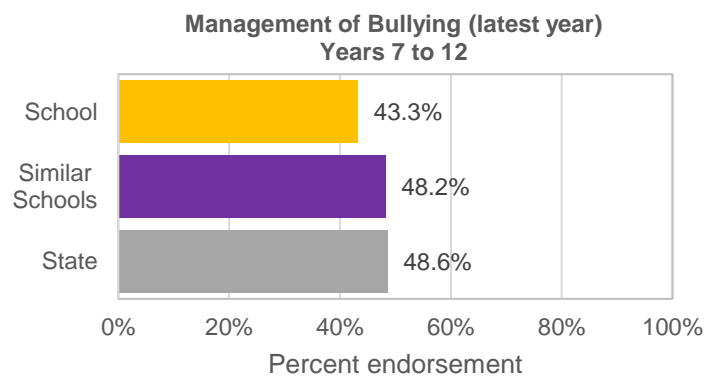


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.3%	66.1%
Similar Schools average:	48.2%	54.1%
State average:	48.6%	54.0%



ENGAGEMENT

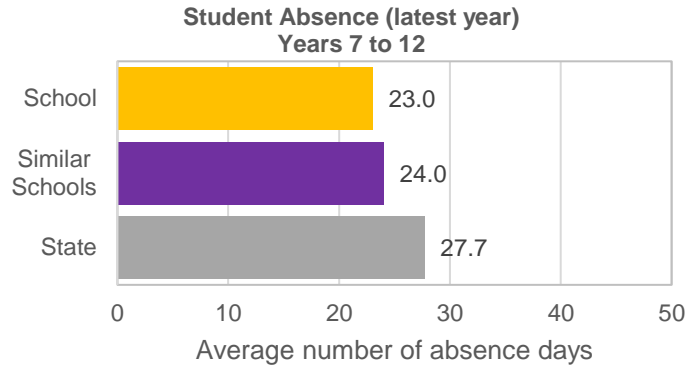
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	23.0	18.3
Similar Schools average:	24.0	17.6
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

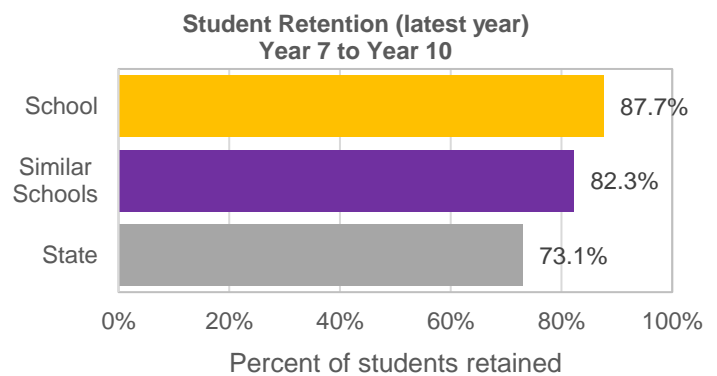
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	88%	86%	88%	90%	90%

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 (2022)	4-year average
School percent of students retained:	87.7%	86.2%
Similar Schools average:	82.3%	81.6%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

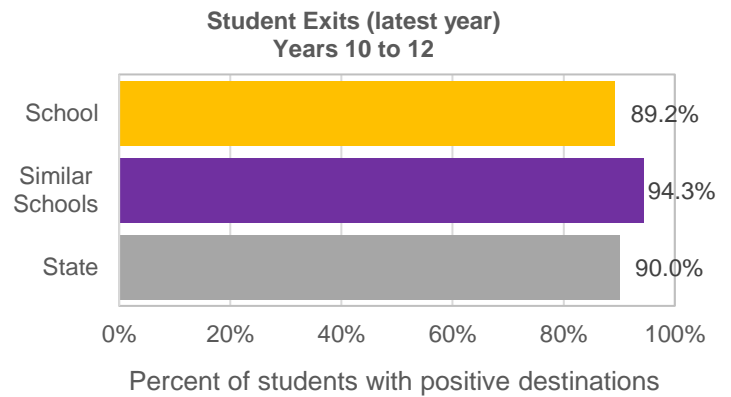
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	89.2%	91.8%
Similar Schools average:	94.3%	94.6%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$20,648,669
Government Provided DET Grants	\$2,677,540
Government Grants Commonwealth	\$27,278
Government Grants State	\$68,931
Revenue Other	\$62,189
Locally Raised Funds	\$2,886,926
Capital Grants	\$0
Total Operating Revenue	\$26,371,533

Equity ¹	Actual
Equity (Social Disadvantage)	\$131,758
Equity (Catch Up)	\$47,945
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$179,703

Expenditure	Actual
Student Resource Package ²	\$20,709,380
Adjustments	\$0
Books & Publications	\$7,395
Camps/Excursions/Activities	\$1,385,608
Communication Costs	\$70,746
Consumables	\$527,304
Miscellaneous Expense ³	\$912,701
Professional Development	\$164,448
Equipment/Maintenance/Hire	\$692,055
Property Services	\$491,082
Salaries & Allowances ⁴	\$941,670
Support Services	\$537,549
Trading & Fundraising	\$303,797
Motor Vehicle Expenses	\$37,172
Travel & Subsistence	\$4,030
Utilities	\$294,974
Total Operating Expenditure	\$27,079,911
Net Operating Surplus/-Deficit	(\$708,378)
Asset Acquisitions	\$358,953

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,456,626
Official Account	\$243,859
Other Accounts	\$186,484
Total Funds Available	\$1,886,969

Financial Commitments	Actual
Operating Reserve	\$992,386
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$177,213
Beneficiary/Memorial Accounts	\$9,664
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$587,705
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,886,968

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.