

2025 Annual Report to the School Community

School Name: Frankston Heights Primary School (4815)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 11 March 2026 at 03:16 PM by Ricky Joyce (Principal)

- As executive officer of the school council, I attest that this 2025 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 17 March 2026 at 09:40 AM by Ricky Joyce (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Frankston Heights Primary School is a government primary school located in a quiet residential area of Frankston, on the Mornington Peninsula. Our school has a long history of serving the local community and prides itself on being a welcoming, inclusive place where children are known, supported and encouraged to thrive.

Our school vision is to develop students who demonstrate Respect, Responsibility and Resilience. These values, along with honesty, integrity, tolerance and a strong desire to learn, underpin everything we do. We are committed to creating a safe, friendly and caring environment where diversity is valued and every child feels a sense of belonging.

Frankston Heights Primary School caters for students from Prep to Year 6 and currently has a population of approximately 500 students. The school is organised into year-level teams and supported by a dedicated workforce of around 40 teaching staff, along with education support staff and specialist teachers. This structure enables strong collaboration between staff and consistent support for students across year levels.

Our school community reflects a range of social and educational backgrounds. We are proud to support students with diverse learning needs and to work closely with families to ensure positive learning and wellbeing outcomes. Student wellbeing is a key priority, and our curriculum is complemented by targeted wellbeing programs and support structures.

Frankston Heights Primary School values strong partnerships with parents and carers. Through open communication, community events and opportunities for involvement, we work together to support students' learning, wellbeing and growth — academically, socially and emotionally.

Progress towards strategic goals, student outcomes and student engagement

Learning

The teaching and learning agenda at Frankston Heights Primary School is guided by evidence-based practices aimed at optimising outcomes for all students. The school maintained a strategic focus on reviewing and strengthening instructional practices aligned with how students learn most effectively. Targeted professional learning supported staff to develop expertise in explicit teaching, formative assessment, and data literacy.

Literacy and numeracy remained priority areas across all year levels. Evidence-based strategies were implemented to reduce cognitive load, strengthen memory, and provide responsive instruction tailored to student needs. Literacy instruction continued to focus on the Big Six components of reading: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. In the junior school, phonics and phonemic awareness were explicitly and

sequentially taught through the Little Learners Love Literacy program, building essential foundational reading and writing skills.

In the middle and senior school, Ochre units of work supported structured and sequenced instruction, developing reading comprehension, grammar, vocabulary, and writing skills across a range of contexts. Students engaged with rich and authentic literary texts spanning multiple genres and authors. Writing instruction addressed both authorial elements, such as idea generation, organisation, and voice, and secretarial skills, including spelling, grammar, and punctuation. The Spelling Mastery program further strengthened understanding of spelling patterns and conventions.

In mathematics, explicit teaching, high expectations, and responsive instruction remained central. Concepts were introduced through clear instruction and modelling, supported by manipulatives and hands-on experiences, before progressing to abstract representations. Challenging tasks with enabling and extension prompts ensured learning met student needs. 'No New Content Fridays' allowed consolidation through targeted teaching, collaborative problem solving, and engaging mathematical tasks. Assessment and observation informed targeted instruction and adjustments to support progress.

Professional learning supported the implementation of the Victorian Curriculum 2.0 through key initiatives including Ochre units, Little Learners Love Literacy, Spelling Mastery, and the Mathematics Pathways document. Strategic use of student data and professional collaboration enabled ongoing refinement of pedagogical practices.

Frankston Heights Primary School continues to perform strongly compared with similar schools, positioned within the medium learning performance band. The 2025 NAPLAN results show Year 3 and Year 5 students performed above similar schools in reading and writing. Growth in reading from Year 3 to Year 5 exceeded similar schools, while mathematics growth highlighted areas for ongoing improvement. Teaching strategies across the middle and senior years are being strengthened to support all students to reach their full potential.

Wellbeing

At Frankston Heights Primary School, student wellbeing and engagement are central to everything we do. We are committed to providing a safe, inclusive and supportive learning environment where all students feel valued, connected and able to engage positively in their learning.

The school adopts a responsive, tiered approach to supporting student learning, wellbeing and inclusion. Through a Multi-Tiered System of Supports, we implement clear systems to identify and respond to the learning and wellbeing needs of individuals and cohorts. Universal supports promote positive behaviour, emotional regulation and engagement for all students, while targeted and intensive supports are provided for students requiring additional intervention. An Assistant Principal and a dedicated Wellbeing Leading Teacher lead intervention, inclusion and student engagement across the school. They work closely with teachers and families to ensure appropriate levels of adjustment are implemented to meet individual student needs. Allied health service providers and Department of Education Student Support Services Officers work in partnership with the school to provide coordinated and responsive support.

The school prioritises child safety and inclusion. A dedicated Child Safety Officer supports student

wellbeing and safety, and the school remains compliant with the Child Safe Standards. Staff engage in ongoing professional learning in areas including child safety, behaviour management, restraint and seclusion, and individual learning plans. All integration aides complete the Department of Education eLearning wellbeing modules. Student Support Group meetings are timetabled and held regularly with families, teachers and support staff to review Individual Education Plans and ensure learning and wellbeing goals are realistic, achievable and monitored. The school implements a well-documented inclusive classroom and yard approach, supported by a clear Values and Expectations Matrix aligned with our school values of respect, responsibility and resilience. In 2025, Attitudes to School data reflected improvement across all areas, with ongoing efforts focused on achieving further growth.

Engagement

The school implements evidence-based wellbeing and engagement approaches, including the Berry Street Education Model and Respectful Relationships. These approaches provide a consistent, trauma-informed framework for supporting student behaviour, engagement and wellbeing. Daily practices such as morning circles, Ready to Learn plans and Ready to Learn scales are embedded across classrooms. Student engagement is further strengthened through strong teacher–student relationships and opportunities for student voice. Frankston Primary School maintains a Student Leadership Program and Student Voice Team with representation from Prep to Year 6. Students participate in regular meetings to provide feedback, contribute to decision-making and engage in community activities. Attendance is recognised as essential to student learning and wellbeing.

The school implements a structured, tiered attendance process to monitor and respond to student absenteeism. Leaders and teachers work in partnership with families and carers to implement targeted interventions. While attendance remains an ongoing area of focus, the school continues to address this through a strategic and supportive whole-school approach.

Frankston Heights Primary School remains committed to working in partnership with families, community agencies and the Department of Education to support the wellbeing, engagement and learning success of every student.

Other highlights from the school year

2025 was a vibrant year of learning, growth and community connection at Frankston Heights Primary School. Students across all year levels enjoyed a range of camps and excursions, these opportunities provided experiences where students deepened friendships and developed independence beyond the classroom. Our Prep students also participated in Scooter Education where they built confidence, coordination and road safety skills in a fun, practical program.

Sporting participation continued to be a highlight, with our Year 5 and 6 teams competing proudly in the Billy Slater Rugby Tag Gala Day, demonstrating teamwork and sportsmanship.

Whole-school events brought families together with enthusiasm. The annual Trivia Night provided laughter, connection and friendly competition, strengthening our wider school community. Students were also involved in community and environmental activities, including tree-planting and sustainability learning, building awareness of our role as stewards of the natural world.

Performing Arts and school celebrations offered opportunities for students to shine, showcasing creativity and confidence. Across these experiences, our students have grown socially, emotionally and academically, with strong support from staff, families and community partners.

Financial performance

In 2025, Frankston Heights Primary School continued to demonstrate strong and responsible financial management, supported by robust budgetary procedures overseen by the Business Manager, Principal and the School Council Finance Committee. The school ensures that all funds are carefully managed and strategically invested to maximise resources that enhance learning and wellbeing outcomes for every student.

During 2025, the school operated with a nominal deficit, which was the result of deliberate and diligent budget planning. Strong fundraising efforts generated positive revenue outcomes, with the School Fun Run and School Fair being the major contributors. These funds enabled important improvements to school facilities, including upgrades to playground areas, landscaping of pathways and the installation of additional seating to support student play and wellbeing.

Frankston Heights Primary School remains fully compliant with all Department of Education financial policies and procedures and continues to meet all auditing and accountability requirements. Throughout the year, the Business Manager worked closely with Department personnel and the Principal to develop and monitor the annual budget, which was endorsed by School Council. Revenue and expenditure were carefully tracked and accurately accounted for, reflecting sound financial practices aligned with departmental guidelines.

Overall, the school is to be congratulated once again on its effective, transparent and responsible financial management throughout the 2025 school year.

**For more detailed information regarding our school please visit our website at
<https://www.frankstonhts-ps.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

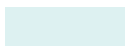

A total of 464 students were enrolled at this school in 2025, 213 female and 251 male. 6% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

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 - Medium**.


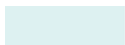

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	73.7%	
	Similar schools	80.0%	
	State	82.0%	

School Staff Survey


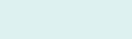


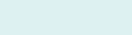

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	69.5%	
	Similar schools	77.8%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	84.6%	
	Similar schools	88.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.1%	
	Similar schools	86.8%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


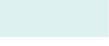


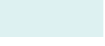

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	77.9%	80.6%
	Similar schools	73.4%	72.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	90.3%	89.6%
	Similar schools	75.9%	76.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	68.5%	78.4%
	Similar schools	71.1%	69.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	74.6%	75.5%
	Similar schools	71.1%	69.7%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	86.2%	
	Similar schools	70.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	63.6%	
	Similar schools	67.7%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.1%		68.9%
	Similar schools	75.1%		75.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	80.4%		70.6%
	Similar schools	75.9%		75.3%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.4	19.4
	Similar schools	20.3	20.7
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.2%	
Year 1	School	91.1%	
Year 2	School	91.4%	
Year 3	School	90.5%	
Year 4	School	90.0%	
Year 5	School	88.2%	
Year 6	School	89.9%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,681,902
Government Provided DET Grants	\$829,844
Government Grants Commonwealth	\$10,187
Government Grants State	\$12,500
Revenue Other	\$68,770
Locally Raised Funds	\$507,323
Capital Grants	\$0
Total Operating Revenue	\$6,110,526

Equity	Actual
Equity (Social Disadvantage)	\$97,705
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$97,705

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,094,315
Adjustments	\$0
Books & Publications	\$8,817
Camps/Excursions/Activities	\$176,241
Communication Costs	\$4,449
Consumables	\$202,391
Miscellaneous Expenses ²	\$10,467
Agency Staff	\$196,213
Professional Development	\$17,714
Equipment/Maintenance/Hire	\$128,935
Property Services	\$177,776
Salaries & Allowances ³	\$158,788
Support Services	\$29,547

Expenditure	Actual
Trading & Fundraising	\$34,963
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$0
Utilities	\$60,477
Total Operating Expenditure	\$6,301,156
Net Operating Surplus/-Deficit	(\$190,630)
Asset Acquisitions	\$52,744

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,696,668
Official Account	\$77,102
Other Accounts	\$56,397
Total Funds Available	\$1,830,167

Financial Commitments	Actual
Operating Reserve	\$201,140
Other Recurrent Expenditure	\$1,340
Provision Accounts	\$9,000
Funds Received in Advance	\$53,000
School Based Programs	\$671,370
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$149,556
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,298,579
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,403,986

All funds received from the Department of Education, 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.