Principal’s foreword

Introduction

Queensland state schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2011. I am very proud of the work of students and staff at Frenchville State School and have pleasure in providing this report to you. The document can be accessed on the school website (www.frenchviss.eq.edu.au) or in a hard copy version at the office. It would be appreciated if you would take the time to read this report and if you have any queries, to direct them to me on 07 4931 5333 or by email lneat1@eq.edu.au

校 progress towards its goals in 2011

Key goals in 2011 in response to school and systemic data included:
- strengthening reading comprehension pedagogy, school improvement and achievement in this area
- strengthening writing outcomes at all year levels, increasing the percentage of learners in the top two bands of writing in NAPLAN
- increasing the amount of digital pedagogy in classrooms to engage learners and promote differentiation
- building on the ‘outstanding’ rating for curriculum given in the teaching and learning audit and extending the number of ‘outstanding’ ratings to the other domains of the teaching and learning audit

We are pleased to report progress in all target areas. We consolidated our model for teaching reading comprehension and provided targeted feedback to staff members about the use of data in teaching and learning cycles. All teachers participated in a collegial visits model in which they delivered their reading hour model to an administration team member and received reflective feedback. Reading results in year three and seven demonstrated improvement. Pedagogical models became embedded in every year level.
Our school at a glance

- We consolidated our pedagogical model for the teaching of persuasive writing. Grammar and punctuation results also improved. Targeted teaching in year 2, 4 and 6 was also employed to prepare students for writing persuasively. Upper two bands writing results in NAPLAN were pleasing.

- Digital pedagogy continued to develop, with one staff member receiving a Smart Classroom Award for her commitment to digital pedagogy and several after school professional development sessions were undertaken by staff members both inside and outside of rostered duty time. This demonstrates the commitment teaching staff have to improving digital pedagogy. This additional professional development has supported staff members in the lead up to the introduction of the National Curriculum in English, Maths and Science. Frenchville staff members also presented at State-wide conferences and web conferences about our use of ICTs in classrooms to provide support for other educators. We were named as a Microsoft Partner School at the end of 2011, a significant achievement (only 20 schools are named annually in Australia).

- Teaching and Learning Audit data showed an improvement with Frenchville achieving three outstanding ratings, four high ratings and one medium rating in the audit in 2011. Frenchville was named by the Courier Mail as one of the twenty top performing schools in Queensland based on the audit data.

Future outlook

Key 2012 priorities based on school data sets and departmental priorities include:

- Implementing the ‘Curriculum into the Classroom’ (C2C) materials according to our implementation and professional development plan, to ensure all teachers are supported in the transition and student learning continues to develop despite curriculum change. Keeping community members informed about the curriculum changes through the newsletter and parent information sessions.

- Continuing moderation processes, growing exemplar banks to extend to new tasks associated with the National Curriculum.

- Implementing targeted teaching approaches in year 4/5 to enhance data outcomes, especially in reading and numeracy

- Continuing to refine digital pedagogy & increasing staff member accreditation levels in the Smart Classroom framework

- Continuing to roll out pedagogical models based on data driven priorities & consolidating existing models within the context of C2C

- Reviewing goal setting processes for students

- Continuing to build the use of higher order thinking and graphic organisers to support differentiation

- Continuing class data action planning processes to document differentiation strategies and refine data usage

- Continuing the school improvement agenda priorities of reading comprehension, writing and feedback

- Exploring strategies to reduce the gap in outcomes for indigenous students including specific case management

- Continuing to invest in intervention programs including those designed to support students in the middle two bands to move to the top two bands in NAPLAN
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>865</td>
<td>421</td>
<td>444</td>
<td>95%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

- 8% of the student body identify as being of Aboriginal and/or Islander descent.
- 6% of Frenchville students speak English as a second language.
- There are generally four to five classes of each year level at Frenchville State School, although enrolment increases in the prep area have expanded numbers in recent times. The school has a growing enrolment pattern.
- A broad range of socio-economic backgrounds is represented in the Frenchville enrolment.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.9</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>29</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

Frenchville State School has an established vision statement *Together We Shape Tomorrow* and five principles of school-wide pedagogy. These principles of school wide pedagogy are incorporated into the curriculum to position Frenchville children to be life-long learners, with the skills and attributes we value now and in the future.

The school-wide pedagogical principles are:

- Valuing self and others
- Being active local and global citizens
- Being responsible risk takers
- Being effective communicators
- Engaging in challenging thinking

Teaching and learning at Frenchville State School incorporates:

- English, Mathematics and Science delivered as discrete learning areas, following the National Curriculum, using the ‘Curriculum into the Classroom’ (C2C) materials
- Integrated units of work driven by the key learning area of Studies of Society and the Environment, and incorporating The Arts and Technology
- Specialist lessons taught by specialist staff in Music, LOTE (Japanese) and Physical Education, as well as Science in years 4 and 5.

Frenchville State School’s curriculum plan was rated as ‘outstanding’ by the Teaching and Learning Audit Team in 2010 and 2011.

Extra curricula activities

Frenchville is very proud to offer a broad range of extra curricula activities across cultural and sporting domains including inter-school sports, participation in a range of competitions, choirs and instrumental music programs, and our annual Spotlight concert. Battle of the Brains, discos and our annual fete are exciting events for students. In 2011 ‘Frenchville’s Got Talent’ and ‘Frenchville’s Master Chef’ was added into the extra curricula program, proving very popular. Frenchville was highly successful in local competitions and events in 2011, including winning champion school at the Rockhampton District Sports and EQ Regional Shield Carnival. The Year Seven Canberra Camp was also a highlight for students. The ‘Frenchville Firestorm’ is the school’s annual student magazine and in 2011 it was published entirely by students, for students. This was an amazing achievement demonstrating the pride students take in their learning and their school.

How Information and Communication Technologies are used to assist learning

At Frenchville we embed the use of computers and other ICT devices into every unit of work to provide a high standard of digital pedagogy across the curriculum. We take responsible risks to promote innovative practice and were recognised for our high levels of innovation at the end of 2011 by being named as one of only twenty Australian Microsoft Partner Schools.

Features of our approach include:

- An early years and middle years computer lab equipped with computers, interactive whiteboards and laser printer.
- Computers in every classroom and laser printers in every block. These machines are used
in literacy block activities, classroom tasks and for staff access. Laptops are provided in all year five to seven classrooms.

- Interactive white-boards in all teaching spaces and wireless connectivity across the school, as well as hard wired points for higher end projects.
- Digital cameras and video cameras for staff and students to support classroom learning.
- Virtual classrooms in every year level. Increasing numbers of Ed Studios to support learning.
- One to one laptop program in year five to seven
- Use of portable devices to support curriculum delivery including Ipads and Ipods
- A teaching staff mentor who administers the network, mentors staff and provides training and professional development
- An innovative suite of innovations “Invisible ICTs, Visible Outcomes” which shapes our eLearning vision

Social climate

Frenchville is a school with strong traditions. Our school motto, “Pride, Honesty Persistence” underpins what we stand for in our daily interactions, what we do and how we present ourselves in the school community. Our school song supports our motto and is presented to the school community on our school assemblies and official occasions. School Opinion Survey data consistently reports high levels of satisfaction for students and parents.

Satisfaction levels of Frenchville students were identified as being well above the State and like schools’ means in the majority of performance areas. This included:

- Students are happy to go to this school (99.2%) and agree this is a good school (99.2%)
- Satisfaction with behaviour of students at this school (95.8%)
- That Frenchville is a good school (99.2%)
- Students are treated fairly at this school (97.5%)

Frenchville parents were generally satisfied with student discipline and behaviour at Frenchville school. In the Parent Opinion Survey 87.5% were satisfied their child was safe at Frenchville and 87.5% said their child was happy to attend Frenchville State School.

Our Bullying Response Strategy is articulated in our Anti-Bullying Policy. Students are explicitly taught anti-bullying messages through our Frenchville Values Program at the start of each year. Incidences of bullying are taken seriously and referred to the admin team for investigation. Referrals to our guidance officer and chaplain may be instigated, as well as friendship contracts, behaviour logs and mediation sessions as appropriate. All incidents are recorded in the ‘One School’ Database.

Frenchville State School draws on a mid socio-economic clientele base. Student mobility has generally been low, which means the school has a relatively stable student population. Frenchville has a high standing in the community and a long history of family connections and productive partnerships with Central Queensland University, ‘School’s Out’ and patrons.
Parent, student and teacher satisfaction with the school

Frenchville’s School Opinion Survey ratings in key performance areas are shown below. These outcomes demonstrate the performance of Frenchville is appreciated and valued by the school community. High levels of confidence demonstrated by students shows their self-efficacy as learners and their belief that the school's educational approach is effective and engaging. Similarly parents indicate high levels of confidence in the school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>99%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>60%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>80%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

We appreciate the support of parents in working with us as a united team to ensure each student achieves to his/her full potential. Open communication is the key to this partnership, with regular opportunities to meet with teachers and the administration team and to contribute to school activities including provision of transport and coaching for interschool sport, participating as classroom helpers and being involved in formal structures including the P&C Association and the SafeST Committee which oversees traffic safety. We value and acknowledge the work of parents at our annual Volunteers’ Morning Tea as well as giving parents regular opportunities to be informed about and to share in their child’s learning and the life of the school through newsletters, assemblies and learning celebrations. Our supportive P&C actively fundraises to build school facilities and enhance school resourcing.

Our annual Firestorm magazine captures our school achievements.

In 2011 the Firestorm was completely written by student reporters.
Reducing the school’s environmental footprint

Whilst Frenchville has a commitment to environmentally sustainable practices, we also have a strong commitment to the safety of our students and staff. In 2011 we managed to reduce both our electricity and water usage figures. Facilities improvements to the irrigation system may have resulted in a reduction in the water usage. Inefficient tap fittings are slowly being replaced. The school has a solar panel bank on G block and has replaced light bulbs with the more efficient T5 light bulbs. We are also an ‘Earth Smart’ school and have an active environmental management plan in place for our campus. This plan has resulted in:

- An increased amount of mulch being used on our campus to retain moisture in gardens and reduce watering
- A commitment to waterwise oval irrigation at levels which support safety but reduce water consumption
- A student ‘Green Thumbs’ Club which is actively engaged in gardening projects, worm composting and environmental awareness programs
- Active litter area campaigning by every class group to maintain healthy, clean spaces
- Increased numbers of gardens to retain eroded areas and reduce the need for watering

Priorities for 2012 include ensuring the solar panels are pumping energy back into the power grid and managing electricity usage by powering down Interactive whiteboards and computers when they aren’t in use and turning off lights and air conditioners when classrooms are empty, as well as raising awareness around the school about turning off lights in under covered spaces and toilets on bright days.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (Kwh)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>377,793</td>
<td>9,506</td>
</tr>
<tr>
<td>2010</td>
<td>403,514</td>
<td>323,784</td>
</tr>
<tr>
<td>% change 10-11</td>
<td>-6%</td>
<td>-97%</td>
</tr>
</tbody>
</table>
Performance of our students

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>62</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>54</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>52</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $41,482. This figure represents funding for staffing release, attendance at professional development including registration fees, accommodation and travel.

The major professional development initiatives undertaken in 2011 were as follows:
Performance of our students

- Using the interactive whiteboard, project rooms, virtual classrooms, Learning Place and Ed Studios to increase digital pedagogy
- First Aid
- Uninterrupted Literacy Block – the reading hour
- Preparation for the National Curriculum and the implementation of the ‘Curriculum into the Classroom’ (C2C) materials
- Reading Comprehension
- Persuasive Writing
- Code of Conduct and Child Protection Training
- Study Tour to Varsity College and Bounty Boulevard State Schools to enhance one to one digital pedagogy

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes
Performance of our students

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Frenchville parents are reminded regularly in our newsletter about the link between attendance and student outcomes. Attendance data trends are published in our newsletter to share any concerns with the community. Where teachers notice absence patterns emerging, contact is made with the parent to determine any particular reasons or concerns. If further support is needed, the absenteeism is referred to the admin and guidance officer. Support plans to assist with the needs of individuals are made with parents, school and external support staff to promote the return to regular attendance.

Absences, based on the classroom attendance rolls, are recorded in a school database and a query is completed at the end of the term to determine any long term patterns. In addition, weekly calls are made to parents in an attempt to reduce unexplained absences. Formal absence letters are sent to parents as the need arises and if proactive strategies have not been successful in reducing student absenteeism. Home visits are
Performance of our students

also undertaken in an effort to build good communication with parents and to develop effective strategies to reduce school reluctance.

Attendance rolls are marked manually, with rolls being printed from ‘One School’. Rolls are marked twice daily by teachers and attendance records are transferred into ‘One School’ weekly by the admin officers.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

Considerable work has been undertaken to promote Indigenous culture at Frenchville State School and to encourage strong links with Indigenous families. An active parent/school partnership has been nurtured through regular parent notes and community events and the school marched in the local NAIDOC march with Aunty Carol.

- When analysing the percentage of students at or above the National minimum standard of NAPLAN testing in 2011, indigenous students outperformed non-Indigenous students in the areas of writing and numeracy in all year levels.
- A significant gap is noted in the area of Year 3 spelling, and Year 5 & 7 grammar and punctuation performance.
- No Indigenous students performed in the upper 2 bands in numeracy in Years 3 or 7 in NAPLAN testing.
- The gap is most prominent in the upper 2 bands data with very few Indigenous students performing in this range.
- No Indigenous students in Years 5 or 7 performed in the upper 2 bands for reading in NAPLAN testing in 2011.
- Year 7 indigenous students outperformed non-Indigenous students in the upper 2 bands for writing in NAPLAN testing in 2011.
- Attendance records show that attendance data for non-Indigenous and Indigenous students is similar in prep, year seven and year five. In some year levels the attendance gap is as much as 7%. However, overall Frenchville has achieved the system target and is working towards at 0% attendance gap in 2013.