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 2012. 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 49315333 or by email dearl5@eq.edu.au

School progress towards its goals in 2012

Key goals in 2012 in response to school and systemic data included:

- Middle Years Improvement – literacy & numeracy
- Reading Comprehension – upper two bands improvement
- Persuasive Writing – maintaining the positive improvements in 2011 data
- Feedback at all Levels – developing models for critique and collegial modelling for staff members
- Differentiation for students – further developing an understanding of differentiation strategies which could be applied by staff members to enhance results

In addition we wished to maintain our school’s performance in the early years and continue to implement our school pedagogical framework models to enhance teaching and learning. We were thrilled to be shortlisted in the State Showcase Awards as State finalists in the ‘Academic Success’ category. This award, which included prize money of $6000, celebrated the work of the staff team who consistently worked together to build common pedagogy, discuss student improvement and achievement data and make plans for further improvement.

Specifically in relation to each of the key priorities above progress was as follows:

Feedback:

Feedback models continued to be reviewed in 2012, with some teachers trialing feedback from learners and others opting to participate in the collegial visits program which promoted peer to peer feedback. In addition, we also worked on our report card comment bank and added a
requirement for teachers to make suggestions to parents about what learners needed to do to achieve at a higher level. This was in response to our 2011 teaching and learning audit recommendations and feedback from parents.

Differentiation:
Differentiation models continued to be explored as the Head of Special Education participated in a new Education Adjustment Plan trial and line of sight data conversations were conducted with teachers. Moderation sessions also focused on the next steps for individual learners. The moderation of common assessment tasks associated with the new national curriculum provided teachers with an opportunity to review standards and expectations and to discuss common teaching focus areas. Class data action plans also support teachers to tailor pedagogy to the needs of individuals and groups of learners with common needs.

Literacy & Numeracy Improvement:
Reading results continued to improve. 99.1% of year three students were above the national minimum standard in year three, compared with 88.3% of year five students and 94.4% of year seven students. There is still work to be done in the year four/five juncture to lift results further. Pleasingly, 53% of year three readers were in the top two bands of NAPLAN reading achievement, a significant increase.

Persuasive Writing:
Persuasive writing results were again positive in year three, with 49.6% of students achieving in the top two bands in the persuasive writing NAPLAN results. Results were not as positive in year 5 and year 7 writing, resulting in a need to invest further time and energy in this area in 2013. Moderation of writing outcomes was conducted in all year levels to continue to promote the standards and expectations needed to enhance results.

Middle Years Improvement:
The middle years improvement focus continues to be an area for further development. Mental computation strategies were introduced across the school in 2012 and we worked with a maths consultant to reflect on practices to further enhance numeracy data and provide a common maths approach across the school. We also introduced an ‘On the Ball’ comprehension program to provide further feedback to learners about their reading improvement on a weekly basis in year four.
Future outlook

Key 2013 priorities based on school data sets and departmental priorities include:

- Implementing the ‘Curriculum into the Classroom’ (C2C) materials and introducing the new history curriculum.
- 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 roll out pedagogical models based on data driven priorities & consolidating existing models within the context of C2C.
- Reviewing goal setting processes for students and continuing the differentiation focus.
- Continuing class data action planning processes to document differentiation strategies and refine data usage.
- Continuing the school improvement priorities of reading comprehension, writing and feedback, adding maths and problem solving.
- 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 improve further.

Frenchville junior choir perform our new school song ‘Together We Shape Tomorrow’ in front of our TWiST Centre.

Frenchville staff members at the State Showcase Finals Awards Dinner, with the Education Minister.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>881</td>
<td>433</td>
<td>448</td>
<td>96%</td>
</tr>
<tr>
<td>2011</td>
<td>865</td>
<td>421</td>
<td>444</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>953</td>
<td>463</td>
<td>490</td>
<td>96%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

- 9.2% of the student body identify as being of Aboriginal and/or Islander descent.
- 4-5% 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. An enrolment management plan has been reintroduced. All classes in 2012 were within class size targets.
- A broad range of socio-economic backgrounds is represented in the Frenchville enrolment cohort.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td></td>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>17</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Frenchville year seven camp to Canberra, 2012.
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, science and history delivered as discrete learning areas, following the National Curriculum, using the 'Curriculum into the Classroom' (C2C) materials and school programs
- 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 year 4.

Frenchville State School’s curriculum plan and the delivery of a systematic curriculum across the school 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 fundraising events such as cent sale and spellathon are exciting events for students. Frenchville was highly successful in local competitions and events in 2012, including winning the annual interschool maths team challenge trophy, in a competition which is contested by private and public schools. Similarly, Frenchville achieved great outcomes on the sports field, making it to the quarter finals of the statewide Australian Rugby League Development Cup, before losing in the semi-finals to Innisfail. The Year Seven Canberra Camp was also a highlight for students. The ‘Frenchville Firestorm’ is the school’s annual student magazine and in 2012 it was again published entirely by students, for students. This was an amazing achievement demonstrating the pride students take in their learning and their school. In 2012 we also established a Green Thumbs Club, committed to promoting sustainable practices across the school, and rewrote our school song with guest composer Paul Jarman, as well as continuing the excellent work of our student council who instigated a road safety campaign for younger students and also purchased numerous gifts for the Kmart Christmas Tree project. We also had a well supported ‘Walk to School Day’ campaign which resulted in less traffic in our school zone, Ipad incentive prizes for walkers and parents and staff joining the fun by walking to school each Friday with students during the winter terms.

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 Partners in Learning’ schools. Throughout this project in 2012 Frenchville staff representatives worked with other leading educators to review how we use ICTs across the school and to undertake further planning to deliver future innovations.
Our school at a glance

Features of our Frenchville approach to delivering ICT rich learning includes:

- An early years and middle years computer lab equipped with computers and interactive whiteboard 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 Ipad and Ipods, with a large investment in this area in 2012
- 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. Frenchville has a school-wide values program which is implemented in every classroom in term one each year to induct new students into the Frenchville culture and remind returning students of our values, expectations, responsible thinking approach and anti-bullying messages. An active student council responds to student ideas and prepares events to promote active local and global citizenship. 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 the following levels of satisfaction which emerged from the survey:

- Students agree this is a good school (99.2%)
- Students are satisfied with how the behaviour of students is managed at this school (100%)
- Students are treated fairly at this school (98.3%)
- Students agree the school encourages them to participate in school activities (100%)

Frenchville parents were highly satisfied with student discipline and behaviour at Frenchville school. In the parent opinion survey 100% were satisfied their child was safe at Frenchville and 100% 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. Frenchville values tradition and commemorates special occasions with inclusive ceremonies which parents and community members are encouraged to attend. In 2012 positive behaviour, achievement and effort ratings were recognised through certificates, pennants, trophies and ribbons.
Our school at a glance

Parent, student and staff satisfaction with the school

As mentioned above, levels of satisfaction at Frenchville generally exceeded other State school, regional and like school data sets in 2012. Frenchville school opinion survey results showed consistently high levels of satisfaction across all stakeholder groups.

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>94.4%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>91.7%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>97.2%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>97.1%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

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<tr>
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<th>2012*</th>
</tr>
</thead>
<tbody>
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<td>98.3%</td>
</tr>
<tr>
<td>they like being at their school*</td>
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</tr>
<tr>
<td>they feel safe at their school*</td>
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</tr>
<tr>
<td>their teachers motivate them to learn*</td>
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</tr>
<tr>
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<td>100.0%</td>
</tr>
</tbody>
</table>
## Our school at a glance

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<td>99.2%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>99.2%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>97.5%</td>
</tr>
</tbody>
</table>

### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>95.7%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>98.9%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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An infographic showing a summary of student opinion survey data 2012.
Our school at a glance

Parent Opinion Survey Results
Frenchville State School 2012

100% of parents agree the school keeps them well informed.
100% of parents agree the school is well organised.
100% of parents agree the school has a strong sense of community.

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100% of parents agree 100% of parents agree 100% of parents agree

- 100% of parents agree the school keeps them well informed.
- 100% of parents agree the school is well organised.
- 100% of parents agree the school has a strong sense of community.

94.4% of parents agree teachers provide useful feedback to students.
94.4% of parents agree teachers provide useful feedback to students.
94.4% of parents agree teachers provide useful feedback to students.

95.7% of staff agree they have access to high quality PD.
97.2% of staff agree they are kept well-informed on things that are important to their work.

97% of parents agree the school encourages them to participate in school activities.

Infographics showing a summary of staff and parent opinion survey data 2012.

Staff Opinion Survey Results
Frenchville State School 2012

Frenchville compared to Region, State and Like Schools Data across the Nine Workplace Dimensions

- Staff are confident to do what's expected of them.
- Staff put a lot of energy into their work.
- Staff are satisfied with Frenchville facilities.

98.6% of staff agree the school provides opportunities for them to improve their skills.
98.6% of staff agree the school provides opportunities for them to improve their skills.
98.6% of staff agree the school provides opportunities for them to improve their skills.

94.6% of staff agree they receive helpful feedback on their work.
92.9% agree the Developing Performance process is active at Frenchville.
92.9% agree the Developing Performance process is active at Frenchville.

Willingness of staff to talk with parents about concerns.
Approachability of staff
Development of student English skills
School improvement agenda
Management of student behaviour
Celebration of school achievements
School maintenance

94.4% of staff agree they receive helpful feedback on their work.
92.9% agree the Developing Performance process is active at Frenchville.
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90% of staff are satisfied they have the online resources to do their job.
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98.6% agree ICT devices are well maintained.
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92% of staff are satisfied they have the online resources to do their job.
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92% of staff are satisfied they have the online resources to do their job.

97.2% of staff agree they are kept well-informed on things that are important to their work.
97.2% of staff agree they are kept well-informed on things that are important to their work.
97.2% of staff agree they are kept well-informed on things that are important to their work.

80% of parents agree the school keeps them well informed.
80% of parents agree the school keeps them well informed.
80% of parents agree the school keeps them well informed.

100% of staff agree they have access to high quality PD.
100% of staff agree they have access to high quality PD.
100% of staff agree they have access to high quality PD.

95.7% of staff agree they have access to high quality PD.
95.7% of staff agree they have access to high quality PD.
95.7% of staff agree they have access to high quality PD.

97.2% of staff agree they are kept well-informed on things that are important to their work.
97.2% of staff agree they are kept well-informed on things that are important to their work.
97.2% of staff agree they are kept well-informed on things that are important to their work.

98% of staff agree ICT devices are well maintained.
98% of staff agree ICT devices are well maintained.
98% of staff agree ICT devices are well maintained.

100% staff satisfaction in these other survey areas:
100% staff satisfaction in these other survey areas:
100% staff satisfaction in these other survey areas:

- Staff get on well with students.
- Staff are treated with respect.
- Staff and students respect each other.

- My skills enable me to make a worthwhile contribution to the school.
- Staff work efforts are worthwhile.
- Staff work efforts are worthwhile.

= 100% staff satisfaction in these other survey areas:
= 100% staff satisfaction in these other survey areas:
= 100% staff satisfaction in these other survey areas:

- Staff have good working relationships with other staff.
- Staff get on well with students.
- Staff are treated with respect.

- Staff and students respect each other.
- My skills enable me to make a worthwhile contribution to the school.
- Staff work efforts are worthwhile.

Infographics showing a summary of staff and parent opinion survey data 2012.
Involving parents in their child’s education

Parents, carers, families and the broader community play a vital role in supporting successful learning outcomes for students at Frenchville. At Frenchville we value community partnerships and deliberately and purposefully incorporate a number of strategies and activities which promote community engagement. Our school vision statement ‘Together we shape tomorrow’ inherently values community links and strong productive partnerships. Parents are viewed as partners and we promote these links through regular and open communication through our weekly newsletter ‘The Frenchville Focus’, our school website which contains news articles and a calendar of events as well as important school information, our Twitter feed and monthly parent and citizens' association meetings. Parents are also regularly invited to attend special events such as our ANZAC day ceremony, our awards assemblies, regular assemblies and our school fundraising events. We value community collaboration and encourage the presence of our Indigenous elders, as well as our school and house patrons and local, state and federal members. Parents are also invited to information sessions about curriculum and our improvement agenda and we regularly update our school newsletter with learning tips for parents. We value and acknowledge the work of parents and volunteers 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. A life membership board was established in 2012 to recognise the services of parents and citizens who have given high levels of voluntary service to the school over a long period of time.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

We are very proud of the work our students undertook in 2012 as part of the ‘Green Thumbs Club’. This club teaches about sustainable practices and students from year two to seven volunteer to make our campus more inviting, attractive, water wise and waste wise. Activities undertaken by the group in 2012 included establishing and mulching gardens, planting a herb garden, tidying up litter areas, transplanting cuttings, watering gardens and establishing worm farms. Our wonderful grounds staff worked with students during lunch hours to build this school wide commitment to sustainability. Students wear special Green Thumbs vests to make them visible in the school as they perform their duties. Priorities for 2013 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. Our P&C Association is also hoping to regenerate oval areas and improve the existing irrigation system.

<table>
<thead>
<tr>
<th></th>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Electricity kWh</td>
</tr>
<tr>
<td>2009-2010</td>
<td>403,514</td>
</tr>
<tr>
<td>2010-2011</td>
<td>377,793</td>
</tr>
<tr>
<td>2011-2012</td>
<td>413,805</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>68</td>
<td>28</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>59.5</td>
<td>19.7</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Doctorate</th>
<th>Masters</th>
<th>Bachelor degree</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of classroom teachers and school leaders at the school</td>
<td>0</td>
<td>3</td>
<td>58</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was $39846. The major professional development initiatives were as follows:

- First Aid and My HR Incident Reporting Training, Code of Conduct and Child Protection Training
- The numeracy block – planning maths instruction, problem solving and mental computation strategies
- National curriculum and the implementation of the ‘Curriculum into the Classroom’ (C2C) materials
- Reading comprehension
- Persuasive writing
- Collegial visits, peer coaching and feedback

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>for permanent and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>temporary staff</td>
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<td></td>
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<tr>
<td>and school leaders</td>
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<td></td>
</tr>
<tr>
<td>95.5%</td>
<td>95.3%</td>
<td>96%</td>
<td></td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.4% of staff was retained by the school for the entire 2012 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/](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.

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.
Performance of our students

Key student outcomes

Student attendance

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</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>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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. If further support is needed, the absenteeism is referred to admin staff 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 also undertaken in an effort to build good communication with parents and to develop effective strategies to reduce school reluctance.

In 2012 attendance rolls were marked manually, with rolls being printed from ‘One School’. Rolls were marked twice daily by teachers, within 15 minutes of the start of instruction at 8.40am and within 15 minutes of 12 noon, and attendance records were transferred into ‘One School’ weekly by the admin officers. In 2013 Frenchville migrated to electronic roll marking using ID Attend.
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/.

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.

Achievement – Closing the Gap

The attendance rate of Indigenous students who attended Frenchville in 2012 was 93% compared with 95% attendance of non-Indigenous students. The percentage of students who had between 90% and 99% attendance was 69% of Indigenous students compared with 70% of non-Indigenous students. Eighty-eight Indigenous students in total attended Frenchville in 2012.

There was a 23% apparent retention gap in the Central Queensland Region, which shows a 2% difference to the state retention gap of 21%.

In terms of performance, the gap between Indigenous and non-Indigenous students in reading in year 3 (mean NAPLAN scale score) was 25 points in 2012. This reduced from 100 points difference in 2011.

The gap in year five reading between Indigenous and non-Indigenous readers as assessed by the NAPLAN test in 2012 was 43 points and this was a two point reduction on 2011 results.

Our priority is to reduce the gap to enhance the performance of Indigenous students. We remain committed to achieving this goal. In 2012 we continued building relationships with Indigenous parents through the continuation of our Indigenous parent group, publication of our term newsletter for Indigenous families to recognise and celebrate the achievement of our Indigenous students and to hold whole school events which included meaningful roles for our Indigenous elders.