

FRENCHVILLE STATE SCHOOL

Inspiring minds. Creating opportunities. Shaping Queensland's future.



FRENCHVILLE KEY PRIORITIES FOR 2017 :



- Consistency in literacy and numeracy improvement at all junctures – with results at least comparable to nation in year three and five, and adequate yearly progress for all individuals.
- Inquiry based planning & teaching to deliver the HASS National Curriculum priorities and support STEM implementation
- Year 4-5 relative gain

DET PRIORITIES :

Every student succeeding - State Schools Strategy 2016-2020 is Queensland's plan to lift the performance of each state school student, teacher and principal. The elements of the strategy are:

- **Successful learners** - Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.
- **Teaching quality** - Teachers employing high quality, evidence-based teaching practices focused on success for every student.
- **Principal leadership and performance** - School leaders delivering extraordinary and sustained improvement and achievement.
- **School performance** - Schools achieving success through an intentional approach to improving the progress of every student.
- **Regional support** - Regions providing a renewed focus on supporting performance and outcomes across three sectors - early childhood education and care, state schools and training and employment.
- **Local decision making** - Schools ensuring community needs are central to decision making processes, autonomy and accountability.



Through collaborative empowerment, the Every Student Succeeding State Schools Strategy 2016-2020 will result in:

- Improved student academic achievement
- Improved Qld Certificate of Education attainment
- Closing the gap in attendance, retention and attainment for Aboriginal and Torres Strait Islander students

This Annual Implementation Plan was developed in consultation with the school community and states the key strategies that meet school needs and departmental requirements.

Principal	President P&C Association/School Council	Endorsement by Principal's supervisor
Name: Leisa Neaton	Name: Errol Meyer	Name: Trudy Graham
Signature:	Signature:	Signature
Date: 17/2/17	Date 17/02/2017	Date



Improvement Agenda	Key Directions	Strategies	Budget & Responsible Officer
Local Decision Making Embrace autonomy Create Partnerships	<ul style="list-style-type: none"> -Continue to implement strategies which increase parent and community engagement with educational outcomes, responsive to school opinion survey feedback. -Continue to share improvement focus areas with the community and celebrate success and improvement. 	<ul style="list-style-type: none"> -Transition to a new executive on the P&C Association and review all current policies. -Continue digital newsletter & Facebook page to support open communication. -Implement a Captain's Table initiative to build parent & student feedback -Continue commitment to extra-curricular program to celebrate the achievements of our students and involve community eg. Firestorm, Spotlight, sporting comps, instrumental music, academic comps, award programs, student council, EarlyAct, Optiminds, Book Week, Reading Knights celebrations, FSS values program -Continue prep enrolment processes including interviews, parent evening and open day to engage parents early. Plan comprehensive transition programs for complex cases -Provide parent teacher interview opportunities which use work samples and exemplars, and share improvement goals for students to guide future learning. -Implement the Reconciliation Action Plan -Implement the enrolment management plan as directed, reducing prep enrolment -Continue to implement ID Attend processes to manage absences including text alerts -Implement the Frenchville Learning and Wellbeing Plan & Parent & Community Engagement Framework -Publish a curriculum overview for parents each term -Continue Sporty Schools partnerships -Conduct refurbishment of admin block with community partnerships as a central focus -Transition Outside School Hours Care arrangements to meet dept regulations -Continue Community Education Councilor employment and develop a basic Indigenous language program. Continue to embed Indigenous perspectives. 	Principal Entire Staff Team DP Donna Earle-Morrison All teaching staff DP Susan Wilkinson Principal Bron Hull Admin Team HOC Lisa Driscoll DP Susan Wilkinson Admin Team Infrastructure Services Principal & BSM RAP Team
Teaching Quality Develop professional knowledge Develop professional practice Develop professional engagement	<ul style="list-style-type: none"> -Continue to provide quality resources, professional development collegial support and moderation time to support high quality delivery of the Australian curriculum at Frenchville. -A group of highly committed educators 'learning their way to improvement' is evident in the Frenchville staff culture. A culture of reciprocal accountability is evident amongst every member of the team. -A 'great team with a high standards culture' is maintained. 	<ul style="list-style-type: none"> -Use National Curriculum and STEM to inform curriculum & assessment delivery. Move towards HASS implementation. Maintain English, maths, science as discrete subjects and build inquiry based pedagogy. Develop a curriculum implementation plan to shape implementation of national curriculum to 2020. -Continue moderation processes, growing exemplar banks, and consolidating the rigor and reliability of A-E data. Participate in regional moderation opportunities. -Review opportunities for higher achieving students including the use of the STEM actionable playbook & inclusion of thinking strategies in HASS units of work -Maintain the commitment to collegial visits and vary the models to suit the needs of teaching staff -Host at least four visiting school teams at FSS throughout the year. -Collaborate with Allenstown State School using the digital literacy school grant process -Implement the Blue Book pedagogical models consistently across the school. Revise and reinforce expectations as necessary and induct new staff into the models. -Support teachers working towards highly accomplished teacher and lead teacher status. Create opportunities for collaboration with other schools for aspirants. -Enhance the induction program & support for beginning and returning teachers -Continue the focus on feedback to learners through two stars and a wish protocol, collaborative learning journals & goals, and student peer reflections -Use the Australian Professional Standards for Teachers to support the development of annual performance plans -Focus Master Teacher efforts in prep, placing emphasis on vocabulary and John Munro strategies, as well as phonics and phonemic awareness. -Continue professional learning teams with a writing focus. -Expand the Makerspace, enhancing opportunities for digital pedagogy, coding and mentoring. Provide supervised access at break times. -Use the improvement agenda to sharpen practice and shape PD opportunities. 	Admin Team, HOC and Teaching Team Paul Norton, Judy Hinton & Bill Smith All staff 201100 curriculum \$20 000 (*14S) 201110 prep \$2 000 204800 resource centre \$16 000 205700 teacher requirements \$5000 204310 requisites TA room \$1500 204300 copying \$30 000 206300 art \$4 000 202100 HPE \$4 000 206211 music \$2 000 206210 instrumental music \$2 500 206212 instrumental music student resource scheme \$4434 207000 I4S \$3394 140 + \$129 641 c/f) 201114 NAIDOC \$344 202113 Sporty Schools \$2 321
SCHOOL PERFORMANCE Know your data Know your strategies	All staff articulate a clearly defined school improvement agenda.	<ul style="list-style-type: none"> -Ensure class data action plans show evidence of data triangulation & differentiated support. Use the plans to track relative gain for students. -Continue collaborative learning partnerships, embracing the notion that 'every good school needs a good school up the road.' Grow partnerships with Allenstown SS, Mt Archer and Lakes Creek SS. Continue learning partnership with Berserker SS. -Seek out and learn from statistical neighbours with similar ICSEA rating to FSS -Provide release time through I4S to enhance regular data cycles and targeted learner and professional support. Provide additional NCT to support priorities. -Transition to NAPLAN online and investigate ways of supporting this transition. 	Principal Admin Tem Admin Team
School Based Priorities:	<ul style="list-style-type: none"> -Facilities improvements responsive to community requests, workplace, health and safety needs and teaching and learning programs are evident. 	<ul style="list-style-type: none"> -Continue to implement Frenchville's strategic infrastructure plan. Review. -Relocate admin to D block whilst J block extension and refurbishment is underway. -Reapply for funding through the Triple S subsidy program for E block shaded area. -Apply for a gaming fund grant for the Frenchville Hydration project. -Continue to lobby for prep area drainage improvements before further redevelopment. -Continue 'green thumbs' club, establishing more sustainability measures. -Replace the seamless flooring in the tuckshop. -Improve security to D block and E block lower rooms. -Upgrade the wireless infrastructure, working within the DET Digital Strategy. -Replace teacher chairs to promote safety and wellbeing amongst the team and address related health and safety issues. -Fund staff flu shots to reduce loss of time to illness. -Fund additional AAEP time to support office operations. -Resurface school basketball court & enhance backboards and line marking -Replace school ride on mower 	201911 Grounds \$13 000 Admin Team P&C and Principal P&C BSM P&C BSM Bill Smith, Paul Norton & Steve Robinson BSM 203511 flu shots \$1 300 203511 AAEP \$11 000

Improvement Agenda	Key Directions	Strategies	Budget & Responsible Officer	
<p>Successful Learners</p> <p>Know your learners</p> <p>Meet your learners' needs</p>	<p>-High quality teaching practice focused on the achievement of every student, is evident in every classroom. Every teacher analyses student performance data to inform improvement, guide teaching and early intervention.</p> <p>-A large investment in targeted teacher aide support is delivered in every classroom with clear alignment to evidence-based improvement models and learner needs based on data.</p>	<p>-Implement high yield strategies including existing pedagogical models to address year 4 & 5 relative gain pattern</p> <p>-Continue use of XO ICT devices in all year four classes. Continue BYOX model in year 5&6.</p> <p>-Share planning formats and documents to support operationalisation of blue book models</p> <p>-Continue whole school focus on Munro's high reliability strategies and SCORE.</p> <p>-Continue to implement the teaching of writing models in The Writing Book & the PLT structures.</p> <p>-Fully implement Jolly Phonics in prep and year one.</p> <p>-Continue to tailor PD to explicit improvement agenda priorities and performance plans.</p> <p>-Continue class data action planning processes to document differentiation strategies.</p> <p>-Use the Early Start resources to benchmark students on arrival in prep.</p> <p>-Implement tailored strategies to reduce the gap in outcomes for Indigenous learners.</p> <p>-Continue to top up teacher aide time using I4S funds to keep support close to classrooms.</p> <p>-Invest major proportion of learning support in youngest learners to close any gaps early, including the allocation of a learning support teacher solely to year 1 and 2 (1.6FTE)</p> <p>-Continue to upskill teacher aides, providing targeted PD.</p> <p>-Continue to invest in additional speech therapy time (0.2) using I4S grant.</p> <p>-Continue PLT meetings to build consistency and cohort ownership of year level results, standards and programs.</p> <p>-Continue the operation of the student services referral and meeting structure to support complex case management and transparent allocation of support resources</p> <p>-Continue the Life Ed Program.</p> <p>-Continue the office-based student services support role to oversee medication, attendance and student welfare.</p> <p>-Continue the ongoing support program for our Indigenous learners who transition to North Rocky High, including regular visits in first semester by FSS staff to high school & liaison with high school staff.</p> <p>-Implement revised homework policy. Share with community.</p> <p>-Ensure QSIL principles are embedded in school practice and reflected in data action plans.</p> <p>-Focus STLaNs on targeted intervention for D level students, measurable results, and adjustment of year level curriculum materials/ resources to support learner needs & enhance access to curriculum.</p> <p>-Use Fast Pass time (after school tutoring) for reading support</p> <p>-Reintroduce a school swimming program commencing gin 2017 with prep</p>	<p>Admin Team & Year 4 & 5 Team</p> <p>Year 4,5,6 Teams</p> <p>HOC, Master Teacher, Literacy Mentors Teacher Team Whole staff team Teaching Team Prep Team</p> <p>Student Services Team.</p> <p>205412 learning support \$1 200 203200 Literacy & Numeracy Targeted Intervention \$59 397 205900 Enrichment Centre \$4 000 202500 Indigenous Ed \$21 000 + \$13 109 c/f 2016</p> <p>204400 PD \$25 000 (*I4S) CCT/NCT 205610 \$0 (no cash conversion) 205611 TRS Sick\$141 215 205411 GO \$3061 (includes \$400 regional GO levy) 202700 ICT \$106 251 202714 ICT admin \$5 600 202713 tech/ICT support \$16 000 202712 ICT maintenance \$10 000 2027110 ICT BYOX \$12 127 201115 Master Teacher Grant \$50 247 205613 Master Teacher Wages \$152 565 (includes Mentor Teacher Support) 200900 Chaplaincy \$22 500 300012 Swim Provisions</p>	
<p>PRINCIPAL LEADERSHIP AND PERFORMANCE</p> <p>Lead teaching and learning</p> <p>Develop self and others</p> <p>Lead improvement innovation & change</p>	<p>-Instructional leadership with an unrelenting focus on improvement is explicitly visible within the school.</p>	<p>-Implement the recommendations from the school review and the strategic plan.</p> <p>-Continue the 'learning our way to improvement' PD focus, building further opportunities for evidence based staff learning in key curriculum areas & driving action research and coaching models as well as the development of professional learning communities.</p> <p>-Promote the use of the iPad Blue Book iBook for induction. Synch to staff iPads.</p> <p>- Expect high standards of performance from all staff members. Address any variations in staff performance.</p> <p>-Expect all staff to work with a mentor/reflective peer partner from the staff team, particularly with the development of their annual performance plan.</p> <p>-Continue to research and implement evidenced based practices to further improve outcomes.</p> <p>-Develop and document regular cycles of improvement to share progress towards targets and maintain urgency & keep supervisor informed of gains.</p> <p>-Participate in the performance development planning process with the ARD.</p> <p>-Lead the implementation of Invest for Success, developing the agreement, inviting community feedback and overseeing the delivery of the expected outcomes.</p> <p>-Support staff with leadership aspirations (promotion or accreditation)</p> <p>-Represent schools on the Mt Archer Activation Community Engagement Project</p> <p>-Collaborate with fellow principals and ARDs to deliver PD support for schools needing assistance</p> <p>-Use the National School Improvement Tool to inform actions and track improvement agendas</p> <p>-Attend State Principals' Conference</p> <p>-Examine staff welfare issues and provide PD and advice about work-life balance through employer advisor service, QTU partnerships, Regional Health and Well Being Office Pilot and LCC committee ideas</p> <p>-Implement the Advancing Education and Coding Counts priorities.</p>	<p>Principal and Deputies</p> <p>Entire Staff Team</p> <p>Principal and Deputies</p> <p>Admin Team</p> <p>Admin Team</p> <p>Principal & Deputy Team</p>	
<p>REGIONAL SUPPORT</p>		<p>-Attend regional webconferences as directed and participate on the Leadership Key Action Group.</p> <p>-Work with ARD to support future improvement agenda and feed back to the admin team.</p> <p>-Share practice when requested by the ARD or RD with other schools.</p> <p>-Provide feedback to Regional Office and Central Office in the interests of red tape reduction, DET renewal and supporting transparent service delivery</p> <p>-Support the region to build a culture of collaborative empowerment within and across schools.</p> <p>-Share regional communication with broader leadership team.</p>	<p>Principal</p>	
SCHOOL OVERHEADS				
Area	Main Activities		Cost Centre	Amount
Administrative Supplies/Management	-Consumables		203500	\$10 000
Workplace Health and Safety	-Monitor, repair and fund WH&S issues, release time, training & first aid equipment		206100	\$ 4 000
Utilities – Power & Water	-Pay electricity & water components of utilities, sanitary services		206000	\$234 350
Utilities - Telecommunications	-Pay charges associated with phones, communications		205800	\$8 101
Cleaning	-Purchase chemicals & supplies, annual carpet cleaning & pest control		201910	\$15 000
Equipment Enhancement & Repairs Minor Works	-Replacement of major equipment items not economical to repair -Classroom furniture needs & admin furniture (including staff chairs in classrooms) -Additional shade near modular 3 and 4		200110 201912	\$7 000 \$53 155
School Community Capital Imp Grant Provisions 2018	-Admin upgrade -Non-current provisions -Grounds replacement provisions -Learn to Swim pool provisions		201913 300000 300011 300012	\$26 872 \$80 602 \$2 500 \$12 336

Improvement Agenda	2017 Performance Indicators & Desired Outcomes
Local Decision Making	<ul style="list-style-type: none"> -The school community is satisfied with the communication strategies and public reputation of the school and high confidence levels as reflected in the school opinion survey are maintained. -Parents indicate they feel welcome at the school and can approach school staff for support and assistance -High levels of participation in school events such as Book Week, Dance Parties, Spotlight Concert & Reading Knights program are maintained. -Parent levels of satisfaction about that they are asked for input is rated at 90% or higher in school opinion survey 2017.
Teaching Quality	<ul style="list-style-type: none"> -Numbers of students in the top two bands of NAPLAN in reading equals at least 40% in year five by 2018. -The 2017 Summary of NAPLAN Performance Measures shows all areas at least comparable with national results with the majority of areas above national results. -Numbers of students with an "A", "B", "C" in English, Maths and Science on end of semester report cards in year one has increased when compared to 2014 results. -Published whole school curriculum plan is in teacher folders and increased use of achievement standards is evident. -100% of class data action plans have been submitted and are used in discussions with teachers. ICPs are being implemented as necessary. -Two stars and a wish feedback is embedded across the school and is evident in all workbooks. -Evidence of learning goals and reflections on learning are visible in all classrooms. -The ARD expresses satisfaction with the evidence of the pedagogical models in classrooms on her visits. -Students and staff can be heard using the language associated with the Blue Book.
Principal Leadership and Performance	<ul style="list-style-type: none"> -High levels of parent satisfaction with Frenchville's teaching and learning approach remain evident in school opinion surveys. -Evidence of feedback to staff members is readily available for the supervisor. -The school improvement agenda is known by all staff and has been clearly articulated in a number of forms. -The Principal Performance Development Plan is current and being actioned actively by the principal. -Staff members agree the principal and deputies, master teacher and head of curriculum are seen as active instructional leaders in the school. -The 'I4S' has been signed off and fully implemented. -Genuine collaboration is occurring and the LCC is active in decision making processes.
Successful Learners & School Performance	<ul style="list-style-type: none"> -Indigenous students operating below national minimum standard are case managed to move towards enhanced performance and to reduce the gap with attendance, school achievement and improvement. -Targeted short and long term improvement strategies for NAPLAN are consistent with FSS improvement agenda and DET expectations. -Minimum regional progression targets are met or exceeded. -Attendance data is maintained at 95% or greater and less than a 2% gap exists between Indigenous and non-Indigenous student attendance.

NAPLAN School Improvement Targets 2017 – Frenchville State School

Strand	Year Level	Measure	History of Previous performance				School targets	
			2013	2014	2015	2016	2016 Target	2017 Target
Reading	Year 3	NMS	97.5%	98.5%	100%	99.3%	100%	100%
		U2B	42.9%	48.9%	67.8%	64.2%	68%	65%
	Year 5	NMS	99.1%	96.2%	100%	97.4%	100%	99%
		U2B	45.3%	37.1%	49%	34.5%	49%	36%
Writing	Year 3	NMS	94.9%	98.5%	100%	99.3%	100%	100%
		U2B	53.4%	47.8%	71.4%	64%	72%	65%
	Year 5	NMS	93.3%	94.2%	99%	98.3%	100%	99%
		U2B	26.7%	17.3%	34.6%	18.1%	36%	25%
Spelling	Year 3	NMS	89.9%	97%	100%	99.3%	100%	100%
		U2B	47.1%	48.5%	52.5%	57.2%	53%	58%
	Year 5	NMS	95.3%	92.5%	99%	98.3%	100%	99%
		U2B	47.2%	40.6%	39.4%	23.3%	40%	25%
Grammar & Punctuation	Year 3	NMS	99.2%	99.3%	100%	100%	100%	100%
		U2B	53.8%	61.2%	81.7%	66.7%	82%	67%
	Year 5	NMS	96.2%	97.2%	99%	98.3%	100%	99%
		U2B	55.7%	52.8%	53.8%	44.8%	54%	46%
Numeracy	Year 3	NMS	95.3%	98.5%	100%	100%	100%	100%
		U2B	32.5%	47%	49.6%	49.6%	50%	51%
	Year 5	NMS	98.1%	91.6%	100%	99.1%	100%	100%
		U2B	42.9%	27.1%	38.5%	25%	39%	30%