



Frenchville State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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## School overview

Frenchville State School is one of the most highly regarded schools in the Rockhampton area. We proudly provide an educational service from Prep to Year 6. Our enduring and strong reputation for excellence is well recognised in the local and broader community. Our students, staff and parents are proud to contribute to the success of our progressive, dynamic school. We place a strong, united emphasis on nurturing traditional values alongside 21st century pedagogy.

Our school has an established vision statement "Together We Shape Tomorrow" and five principles of school-wide pedagogy, which are incorporated into the curriculum and values program 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 an active local and global citizen
- Being a responsible risk taker
- Being an effective communicator
- Engaging in challenging thinking.

Our vision "Together We Shape Tomorrow" articulates the partnerships needed to maintain the high standard expected at Frenchville, whilst developing progressive initiatives to enhance the learning opportunities for our young people and working conscientiously with our school community. Our school curriculum program is rich and deep and Frenchville students enjoy a broad range of curriculum experiences in the academic, social, cultural and sporting arenas. In 2017, we continued to grow our innovative work in the technology and coding space, consolidating our BYOX (Bring your own device) program, embracing technology through personalised learning devices. Frenchville staff members are passionate about the role information and communication technologies play in engaging today's learners.

With an established MakerSpace our school continues to support students to develop 21<sup>st</sup> century skills of team work, innovation, creativity and communicating effectively.

Enrolments continue to stay at a high level due to our success and reputation. We pride ourselves on maintaining a family atmosphere within our large school. Our students are friendly, encouraging and proud of the school they attend.

## School progress towards its goals in 2018

<p><b>STEM</b></p> <p>To build on existing maths models, reinvigorate Primary Connection Science and extend learner and teacher confidence with STEM</p>	<p>All teachers embedded number talks into their daily routines allowing students to unpack their thinking and show their understanding. All teaching staff worked with a maths consultant to challenge and extend their teaching of mathematics to cater for and extend all students in their classrooms. The assessment work for the proficiency strands of the mathematics curriculum is a body of work that will continue into 2019.</p> <p>All classrooms are using Primary Connections and embedding the inquiry approach during science lessons.</p>
<p><b>Gifted and Talented Education</b></p> <p>So that our most capable students are challenged in the middle years of schooling and the use of thinking strategies continues in all classrooms.</p>	<p>Frenchville staff team developed the BLOOM program where students in Years 4, 5 and 6 would extend their thinking and learning in literacy and numeracy. The BLOOM project has a high engagement with learners and parents. Results are still being tracked across the Years 3 to 5 relative gain of NAPLAN performance. The trail will be extensively reviewed in 2019 to ensure all earners in all classrooms are being extend in their classrooms.</p>

<p>A Growth Mindset</p> <p>So that all students feel able to attempt their school work without fear of failure, and that responsible risk taking is a feature in every classroom.</p>	<p>All staff have work collaboratively to change their language in classrooms and have developed resources to support students. This work will continue into 2019.</p>
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## Future outlook

- School wide consistency in numeracy curriculum delivery and assessment with results comparable to the nation, with a renewed focus on the mathematical proficiencies of the Australian curriculum and our most capable learners.
- Growth Mindset – focus on students being given the opportunity to reason and explain their thinking in all areas of the curriculum.
- Assessment literate students – clear success criteria on display in rooms with students able to articulate their next steps in learning.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1026	1023	996
Girls	500	503	493
Boys	526	520	503
Indigenous	99	101	91
Enrolment continuity (Feb. – Nov.)	97%	96%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

- 9% of the student body identify as being of Aboriginal and/or Torres Strait Islander descent.
- Approximately 5% of Frenchville students speak English as a second language.

- There are generally four to six classes of each year level at Frenchville State School. The school currently has a stable enrolment pattern. An enrolment management plan is in place to prevent further growth. The largest cohorts are in the top end of the school.
- A broad range of socio-economic backgrounds is represented in the Frenchville enrolment

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

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.

Teaching and learning at Frenchville State School in 2018 incorporated:

- English, Mathematics, Science, Humanities and Social Science delivered as discrete learning areas, following the national curriculum and school programs
- Related tasks incorporating The Arts and Technology
- Specialist lessons taught by specialist staff in Music, Japanese and Physical Education.

There is a strong commitment to regular cohort moderation to compare student work samples across classes, promoting assessment consistency. Work continues on revising the school curriculum plan and delivery to match national curriculum requirements to meet the timeline of full implementation by 2020.

### Co-curricular 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, Book Week and our annual Spotlight concert. Battle of the Brains, dance parties and our regular fundraising events such as our colour fun run are exciting events for students. Frenchville participated in a range of local competitions and events in 2017 including Maths Team Challenge, Combined Schools' Concert, CQ Regional Shield and Capra's Cup. The 'Frenchville Firestorm' is the school's annual student magazine and in 2018 it was again published by students, for students documenting our participation in many local events. Our student council also continued to promote positive school-wide events for our student body.

### 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.

Features of our approach include:

- Two 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 and six classrooms.
- Interactive white-boards in all teaching spaces and wireless connectivity across the school, as well as hard wired points for higher end projects.
- One to one laptop program, bring your own device, in year five and six as an optional program

- 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
- Use of XO devices in year four classes. Every child has access to these electronic learning devices and these are used to introduce students to coding
- Our school MakerSpace includes 3D printing capabilities, robotics, greenscreen technology and coding opportunities.

## Social climate

### Overview

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. 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. Every classroom is part of our ‘bucket filling’ culture, in which positives are celebrated and actively promoted. 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 above the State and like schools’ means in the majority of performance areas.

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 follow up. 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, outside of hours school care providers and patrons. Frenchville values tradition and commemorates special occasions with inclusive ceremonies which parents and community members are encouraged to attend.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	95%	99%
• this is a good school (S2035)	98%	93%	99%
• their child likes being at this school* (S2001)	98%	100%	97%
• their child feels safe at this school* (S2002)	100%	100%	99%
• their child's learning needs are being met at this school* (S2003)	96%	95%	97%
• their child is making good progress at this school* (S2004)	97%	95%	97%
• teachers at this school expect their child to do his or her best* (S2005)	99%	97%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	95%	96%
• teachers at this school motivate their child to learn* (S2007)	96%	95%	97%
• teachers at this school treat students fairly* (S2008)	95%	93%	97%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	97%
• this school works with them to support their child's learning* (S2010)	97%	93%	96%
• this school takes parents' opinions seriously* (S2011)	94%	95%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	98%	95%	98%
• this school looks for ways to improve* (S2013)	98%	95%	96%
• this school is well maintained* (S2014)	99%	98%	97%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	100%	99%
• they like being at their school* (S2036)	98%	100%	99%
• they feel safe at their school* (S2037)	98%	100%	99%
• their teachers motivate them to learn* (S2038)	98%	98%	100%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	99%
• teachers treat students fairly at their school* (S2041)	96%	98%	98%
• they can talk to their teachers about their concerns* (S2042)	90%	95%	94%
• their school takes students' opinions seriously* (S2043)	92%	98%	98%
• student behaviour is well managed at their school* (S2044)	89%	96%	98%
• their school looks for ways to improve* (S2045)	99%	99%	99%
• their school is well maintained* (S2046)	98%	99%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	99%	98%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	95%
• they feel that their school is a safe place in which to work (S2070)	99%	99%	100%
• they receive useful feedback about their work at their school (S2071)	96%	91%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	100%	96%
• students are encouraged to do their best at their school (S2072)	100%	99%	100%
• students are treated fairly at their school (S2073)	99%	93%	97%
• student behaviour is well managed at their school (S2074)	99%	96%	100%
• staff are well supported at their school (S2075)	100%	90%	83%
• their school takes staff opinions seriously (S2076)	97%	89%	86%
• their school looks for ways to improve (S2077)	100%	97%	99%
• their school is well maintained (S2078)	96%	92%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	96%	94%	92%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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 weekly newsletters 'The Frenchville Focus', our school website which contains news articles and a calendar of events as well as important school information, our Facebook page and monthly Parent and Citizens' Association meetings. Parents are also regularly invited to attend special events such as our ANZAC day ceremony and town march, our awards assemblies, regular assemblies and our school fundraising events. We value community collaboration and encourage the presence of our Indigenous elders and adopted Aunts and Uncles at our school events, 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 honour board recognises the services of individuals who have given high levels of voluntary service to the school over a long period of time.

Parent teacher interviews are scheduled for the end of term one and a parent/teacher orientation meeting at the start of each school year is also offered to parents. Many Frenchville parents actively involve themselves in school life through classroom participation, P&C support with fundraising and attendance at school functions and events such as our annual Spotlight Concert. We actively welcome and value parent partnerships and these partnerships are documented in our 'Parent and Community Engagement Framework'.

We strive to maintain positive partnerships with the parents of students with disabilities and regularly seek input into education adjustment planning, effective individualised management strategies and parent engagement. Our enrichment centre staff work productively together to support all students who have additional needs.

We have also been working consistently with parents of Indigenous students to incorporate Indigenous perspectives and seek feedback. In 2014, we developed our first Reconciliation Action Plan and this plan guides our work. In 2017 we introduced an Indigenous language program into our prep classrooms as part of this work. We have also employed a Community Education Councillor to support networks with Indigenous parents and students. An annual highlight is our Kup Murri, a year four culminating activity that supports learning about Indigenous culture.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We use our weekly school assemblies to remind students about priority focus areas including addressing cyberbullying, anti-bullying messages and non-violent ways of solving problems. Our Responsible Behaviour Plan clearly articulates the rules and responsibilities students have to maintain a safe, respectful school environment. Where incidents between students occur we work closely to apply consequences, counselling and to develop supportive ways of maintaining harmony into the future.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	9	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

With an ageing campus, it is difficult for us to reduce our environmental footprint. Our administration block was modernised and expanded in 2017 removing aged air conditioning units and we also upgraded several air conditioning units across the school. P&C upgraded refrigerated drink taps, as part of 'Frenchville Operation Hydration', a project which was initially requested by our students, and we installed further shade structures. It is necessary to keep our grounds well watered due to the volume of foot traffic on our campus and the associated impact on erosion and grass coverage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	360,763	397,565	364,741
Water (kL)	10,968	24,920	24,883

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	68	36	<5
Full-time equivalents	60	26	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	4
Bachelor degree	58
Diploma	5
Certificate	0

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$37 832.17

The major professional development initiatives are as follows:

- Release of teachers to work on maths unit and assessment tasks and to work with a maths consultant.
- Employment of a Maths Consultant
- Coaching, mentoring and collegial feedback

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	95%
Attendance rate for Indigenous** students at this school	93%	92%	94%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	94%	96%
Year 1	95%	94%	96%
Year 2	95%	94%	96%
Year 3	95%	95%	95%
Year 4	95%	95%	96%
Year 5	95%	94%	95%
Year 6	94%	95%	94%

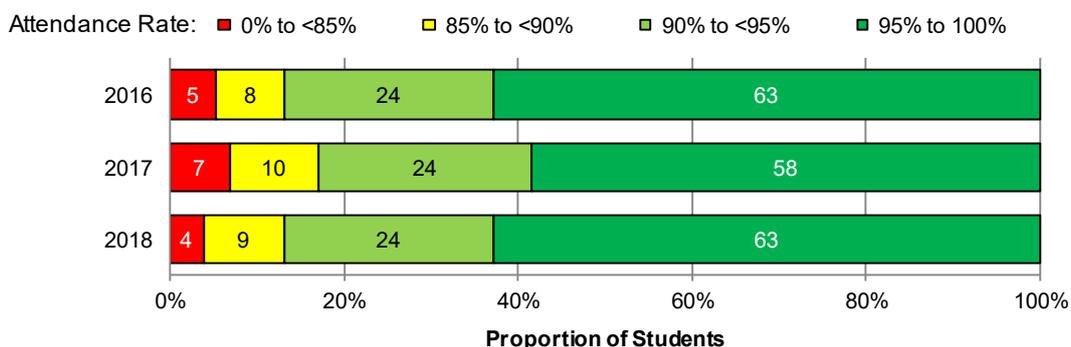
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [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 leadership team 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.

We use electronic roll marking through ID Attend. Rolls are marked twice daily by teachers. Absence text messages are sent to the parents of students absent each morning, seeking an explanation for the absence.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.