Flagstone State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Please find information pertaining to Flagstone State School for the calendar year 2015. This report contains academic, geographical and social information. It identifies school highlights and strengths and gives a snapshot of how our school looked in 2015. For any further information please do not hesitate to contact the school.

Our school vision is **To empower students to become active and productive plearners within a challenging and ever changing global society. Staff have a shared commitment to foster a love of learning in a richly diverse, safe and caring environment.**

The Flagstone State School Pedagogical Framework continued to engage and motivate students' learning through clear and high yield explicit principles of practice. Staff provided students from Prep – 6 with rich learning experiences that delivered connections to real life experiences. The school pedagogical framework clearly outlines what students are expected to learn and be able to do; high expectations for every student's learning, explicit teaching of skills and content; the requirement for individualized attention; and timely feedback to guide student actions.

Flagstone State School remains true to the dictum: A place of learning for all – together we build the future.

School progress towards its goals in 2015

The Flagstone State School Annual Implementation Plan identified priority learning areas as Numeracy, Writing, Reading and Workforce Performance Development. Ongoing 5 week cycles of data collection, followed by close monitoring of assessment results to develop action plans, became embedded in teacher practice. This enhanced the progress of individual students. This process was in consultation with the Head of Curriculum, Master Teacher, Special Education Teachers and the Support Teacher Literacy and Numeracy. Teachers actively worked with data to incorporate information regarding positive behavior and learning, academic achievement, and National Assessment Literacy and Numeracy (NAPLAN) within individual learning plans.

Resources were targeted to support the key priority areas with professional learning for teachers to build teaching capacity , material resources to support teaching practices and curriculum focus teams to assess data and inform change agendas.

Investing For Success (I4S) federal funding (formerly Greater Results Guarantee funding) enabled coaching and mentoring opportunities to be more widespread. The appointment of a Master Teacher also had a significant impact on the development of coaching and mentoring opportunities.

All staff met with the principal for their annual performance review and to discuss their goals for improvement of teaching and learning practices within their individual Developing Performance Plans.

Student achievement was montitored, and individual distance travelled was observed while trends-class trends and school trends-were identified through the continuous use of data walls and data conversations.

Future outlook

The 2016 Annual Implementation Plan continues to prioritise Writing and Reading, and Numeracy, as key areas for development in learning. It also continues to include Workforce Performance Development. Targets and timelines are clear and concise and aim for 100% of students to demonstrate improvement in A to E data. 100% of staff will again develop their Developing Performance Plans with the principal through Annual Performance Review meetings, and according to the Developing Performance Framework.

Teachers will continue to plan and work in collaborative teams and our practice and improvement agendas will continue to be informed by research.

Research informs the decisions made in relation to pedagogical practice at Flagstone State School. The pedagogical framework is based on practices that have been proven by research to work to ensure effective teaching and learning in the school setting. The following researchers have contributed to shape our pedagogical practices.
Richard DuFour – PLC's Professional Learning Communities – also PLT's Professional Learning Teams. We use these to:-
•   Focus on the critical questions that must be addressed in schools that profess a mission to ensure learning for all
•   Collaborate with one another to improve their professional practice
•   Take collective responsibility for student learning
•   Use evidence of student learning to inform and improve professional practice
•   Develop systems of intervention and enrichment to meet the needs of all students

Andy Hargreaves and Michael Fullan – Professional Capital – We believe that if we want to improve teaching we must invest in developing teachers' capabilities……we must develop capital.

Hattie - Visible Learning Inside: Maximising Student Achievement – says what we believe is most important. That is that when teaching is visible to the student, and that learning is visible to the teacher and the more the student becomes the teacher and the teacher becomes the learner then the more successful the outcomes.
Hargreaves and Fullan – Data – We agree it is not just the evidence, but what you do with it, how you evaluate it, and how you connect it to other evidence, including the evidence of your own collective experience that matters.
Collaboration – Rosenholz's pioneering research has been supported by many studies - collaborative schools do better than individualistic ones. Schools characterized by collaborative cultures are also places of hard work and dedication, collective responsibility, and pride in the school. Collaborative cultures build social capital and therefore also professional capital in a school's community.
DuFour, DuFour, Eaker & Karhanek write that building a school's capacity to learn is a collective rather than an individual task.
Teaching with the Brain in Mind – Eric Jensen – We know although every school decision does not need to be made by consulting recent studies from neuroscience, we should be paying more attention to what the research says- brain-based learning works. Hence we will continue to focus on our extensive extracurricula program that invludes sports, dance, academic opportunities, music and more. Our Gifted and Talented Program will continue to grow as our 2 ALPHA groups attract more members. Days of Excellence will also be held- at our school and other schools in the cluster during the year.

As numbers continue to rise at Flagstone State School we continue to add classes and it is anticipated we will begin the year with 28 classes for the first time, continuing the pattern of adding a class a year.

Individual curriculum plans will continue to explicitly address students learning needs and give parents a clearer understanding of their child's progress within a set academic year, as opposed to age/cogort level. Teachers will continue to follow a set procedure: students are identified, scheduled conversations will take place with parents, this will be endorsed and reported on OneSchool, and then tracked throughout the year.

The full time Master Teacher position will continue, and support the school's AIP prioritized areas for improvement - reading and writing, and numeracy.

Teachers will continue to negotiate learning goals with students, taken from classwork and also the Australian Curriculum Content Descriptors. Students will take ownership of individual learning goals and will nominate a strategy to achieve their goals and continue to work towards assigned academic goals: literacy and numeracy. Parents will be notified of the student's goals and when goals are accomplished. Students will also input individual goals into OneSchool to facilitate full access to goals both at home and at school.

The school will embark on an Australian Research Council (ARC) funded linkegae project with Queensland University of Technology (QUT) identifying the social and emotional well being of students and linking these to Australian Curriculum learning outcomes. The project is called "Developing the Multimodal Language of Emotions of Primary School Students". We will be working with Professor Len Unswsorth, Australian Catholic University, and Associate Professor Kathy Mills, Queensland University of Technology on this project.

The school will continue to implement the Positive Behaviour and Learning Program across the school to empower students to identify with the school rules. Focus lessons will continue to target thoses areas identified through analysis of student behaviour.

Community

Flagstone State School will continue to be an active member of the community by hosting and inviting all local schools and high schools to participate in key learning area moderation sessions. Students will continue to be encouraged to keep their learning active over the holidays by accessing a Virtual Classroom Holiday Program.

Community collaboration of pre-prep centres to plan for successful transition to prep via access to the school library, facilities and invitations to attend celebrations throughout the year will continue and include local early learning centres. Collaboration with Flagstone State Community College to facilitate successful transition of year 6 students to high school for year 7 will be ongoing.

Parents and stakeholders will be informed of students' positive choices and academic attainment via various communication methods. These include the school website, school newsletter, stickers, celebration of achievement of goals, and congratulatory post cards being sent home. Links with parents will be enhanced via Parent Representative Meetings with a representative from each class communicating with other parents, and meeting at a parent representative meeting each month with administration.

The Parent and Citizens Association will continue to meet each month and support the school with fundraising and running of the tuckshop and uniform shop, as well as the organization of events for students outside of school hours- such as the school fete and discos. The Outside School Hours Care facility will be outsourced to the YMCA giving the P & C more time to focus on other initiatives, events, and activities.

Our school at a glance

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	681	314	367	46	94%
2014	684	323	361	47	95%
2015	653	325	328	39	91%

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

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Flagstone State School is in a semi-rural setting near the township of Jimboomba. The Flagstone Estate is comprised of acerage lots and smaller house blocks. The majority of students travel to school by bus and private car. Many parents travel to work in and around Brisbane. The area has a small row of shops and limited public transport with the only public bus service to Brisbane operating from Jimboomba. The school supports the local community by making it's facilities available to local churches and sporting clubs, as well as periodic leasing for local events. The school values diversity and practices inclusivity. 6% of our students are Indigenous and 6% are students with a disability. Our Index of socio-Economic Advantage (ICSEA) is 963 sitting just below average. This is based on parent education and income.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	25
Year 4 – Year 6 Primary	26	24	28
Year 7 Secondary – Year 10	N/A	N/A	N/A
Year 11 – Year 12	N/A	N/A	N/A

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	71	78	109
Long Suspensions - 6 to 20 days	0	3	1

Exclusions	1	1	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

* Enrichment classes in some year levels

* Japanese for years p -6

* ALPHA (Academic Learning Program Holistic Achievement) program for high achieving students

* Australian Curriculum

* STEM – robotics/scratch/technology day

* Days of Excellence in collaboration with schools in local 'cluster'

* "Upper 2 Bands" program (NAPLAN)

* International and local competitions – ICAS, Readers Cup, Mathletics, Quokka etc

* Instrumental Music – award winning at Beenleigh Eisteddfod

Extra curricula activities

Flagstone State School recognizes "Teaching with the Brain in Mind" and offers a number of extra curriculum programs to students.

These include

- Dance – eisteddfod competitions
- Choir- eisteddfod competitions and performance throughout the year at school and local events including the Jimboomba Rememberance Day
- Band – award winning band at Fanfare and Eisteddfods
- Optiminds – years 5-6
- Interschool sports – Netball, Australian Rules, Rugby League, Football
- Instrumental Music Program
- Robotics
- Science Club

How Information and Communication Technologies are used to improve learning

ICT is a key learning area with all students from prep to year 6 attending specialist ICT lessons. All students have school email addresses that are used for school purposes.

All classrooms are equipped with Interactive Whiteboards and computers to facilitate the use of ICT. New computers were purchased again in 2015 and the school will again purchase more in 2016 and beyond.

Social Climate

In 2015 the school opinion survey showed that 95% of parents agreed that this is a good school; 97% stated that their child likes being at this school; 100% stated that they can talk to their child's teacher at this school; and 97% stated that teachers at this school motivate their child to learn.

The social climate of the school is underpinned by the proactive and supportive nature of the Pastoral Care Plan. The proactive structures mesh together to provide a positive environment where children are respected, supported, encouraged and congratulated in developing positive behavior. Positive behaviours are established through modifying the student's environment and explicitly teaching the school rules and new skills while responding effectively to problematic behaviours.

To achieve positive behaviours, all staff members actively teach social competencies and skills in structured focus lessons. The content of these lessons was informed by analysis of collected data. Active teaching of specific behaviours sustained by the modelling of desirable competiencies is the underlying structure. All staff in all settings promoted the development of positive behaviours.

Our clearly defined behaviors (School Rules) are designed to teach and promote high levels of learning and responsible behaviour.

I am respectful

I am responsible

I am being safe

I am an active learner

The proactive behavior program (points based program for earning ribbons) continued to encourage students to do the right thing. Exemplary students also earned the ultimate gold badge in term 4.

A think tank reflection room under the guidance of the Deputy rincipal operated at both breaks to give time for students to reflect on behaviour choices. A proactive Sparkler Room was established to support students through constructive games, creative activities and play plans.

A School Chaplain and Guidance Officer supported students through the Pastoral Care Plan.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	98%	95%
this is a good school (S2035)	97%	98%	95%
their child likes being at this school (S2001)	92%	98%	97%
their child feels safe at this school (S2002)	92%	96%	87%
their child's learning needs are being met at this school (S2003)	95%	96%	92%
their child is making good progress at this school (S2004)	86%	94%	95%
teachers at this school expect their child to do his or her best (S2005)	97%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	86%	92%
teachers at this school motivate their child to learn (S2007)	97%	94%	97%
teachers at this school treat students fairly (S2008)	89%	90%	87%
they can talk to their child's teachers about their concerns (S2009)	97%	98%	100%
this school works with them to support their child's learning (S2010)	94%	100%	97%
this school takes parents' opinions seriously (S2011)	94%	88%	89%
student behaviour is well managed at this school (S2012)	81%	76%	74%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	94%	94%	97%
this school is well maintained (S2014)	97%	94%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	94%	96%
they like being at their school (S2036)	88%	87%	97%
they feel safe at their school (S2037)	87%	87%	95%
their teachers motivate them to learn (S2038)	96%	95%	96%
their teachers expect them to do their best (S2039)	97%	96%	97%
their teachers provide them with useful feedback about their school work (S2040)	85%	86%	95%
teachers treat students fairly at their school (S2041)	87%	87%	92%
they can talk to their teachers about their concerns (S2042)	86%	85%	91%
their school takes students' opinions seriously (S2043)	83%	84%	92%
student behaviour is well managed at their school (S2044)	77%	85%	88%
their school looks for ways to improve (S2045)	94%	93%	98%
their school is well maintained (S2046)	90%	93%	95%
their school gives them opportunities to do interesting things (S2047)	84%	86%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	95%
they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
they receive useful feedback about their work at their school (S2071)	95%	96%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	94%	100%
student behaviour is well managed at their school (S2074)	95%	90%	98%
staff are well supported at their school (S2075)	95%	92%	86%
their school takes staff opinions seriously (S2076)	94%	92%	88%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	96%	98%	98%
their school gives them opportunities to do interesting things (S2079)	94%	98%	91%

# '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

The school opinion survey achieved a 98% measure that they can talk to their child's teachers about their concerns (S2009).

100% responded that this school works with them to support their child's learning (S2010). Parents are encouraged to be involved in all aspects of student learning. A comprehensive volunteers ' induction was held in term 1 of 2015. Parents are encouraged at all times to share their skills and expertise. In 2015, parents had roles in classrooms, the library, the canteen, the uniform shop, on school excursions, at camps, helping with the gardening, at sports days,and assisting with instrumental music and dance.

Parents were encouraged to become members of the Parents and Citizens Association and to be active in the many events throughout the year. They started the process for the Out of Hours School Care facility to be outsourced and in 2016 it will no longer be run by the P & C relieving them of a huge workload. They continued to raise funds through events such as the uniform shop, tuckshop, discos, Mothers Day, Fathers Day and Christmas Day stalls and made a commitment to raise funds for airconditioning through out the school.

Parents attend assembly's each fortnight and also attend specific celebratory assembly's including Grandparents Day, NAIDOC, Graduation, Sports Day, Under 8"s Day and Youth Adolescence Festival. At the end of each term, parents attend the Proactive Behaviour Celebration Day Assembly to see their children receive presentations of certificates and ribbns for positive behaviour throughout the term.

Reducing the school's environmental footprint

The school has continued to focus on reducing paper waste. Recycling bins are in each classroom. Staff members are encouraged to reduce photocopying to save paper and school records are continuing to move from being stored on paper to being stored digitally. Electricity costs are taken onto consideration by having environmentally friendly fluorescent lighting across the school. One buiding has solar panels. Water tanks are connected to one toilet block and also to the irrigation system that is on the oval. Another tank is used by cleaners for cleaning purposes. Air conditioning systems are maintained at 24 degrees. The Outside School Hours Care and Special Education Support Centre all have gardens and compost bins.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	123,742	1,746
2013-2014	118,731	1,653
2014-2015	122,569	1,795

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

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	29	<5
Full-time equivalents	38	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	8
Masters	3
Doctorate	0
Total	**42**
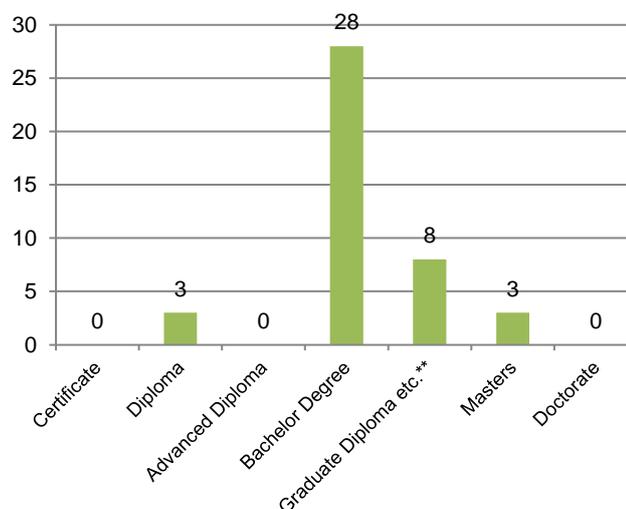
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $50.981.66. There was additional funding not specifically identified at PD used for teacher release for collegial planning and coaching etc.

The major professional development initiatives are as follows:Writing and Reading and Numberacy. Mentoring and coaching opportunities within the school that are cost neutral were applied extensively in staff meetings, on students free days, in watching others work situations, and in other after school sessions.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2015 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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	85%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

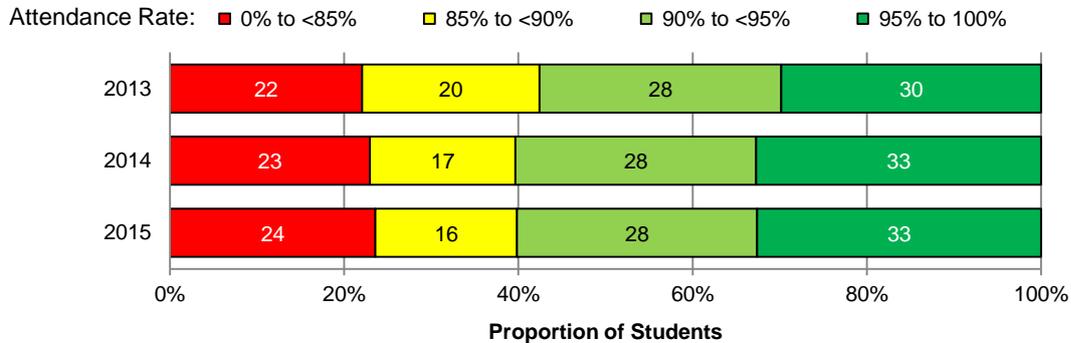The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	90%	89%	90%	92%	89%	90%	88%					
2014	91%	90%	91%	89%	89%	90%	90%	90%					
2015	90%	87%	91%	88%	89%	89%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% □ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	22	20	28	30
2014	23	17	28	33
2015	24	16	28	33

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Class teachers mark rolls electronically at 9:30 and 2:30pm each school day and reasons for absences are recorded. After 3 days of consecutive unexplained absences, the class teacher contacts the parent/guardian and enters information into OneSchool under Record of Contact. After 5 consecutive unexplained absences parents/guardians are contacted. If there is no reasonable reason for nonattendance the Director-General's Guidelines for Managing Student Absences and Enforcing Enrolment and Attendance at State Schools is followed.

Flagstone State School continues to celebrate attendance. The principal regularly communicates the importance of punctual attendance for improved outcomes for all students to parents through the newsletter, at P & C meetings, on the school noticeboard and at school assemblies. Each fortnight at the school assembly, attendance data is shown and the class attaining the highest attendance rate above 94% is congratulated, and the individual students in that class receive a prize. At the end of the year, students with the highest attendance rates for the year are awarded a prize of congratulations.

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, and 5, 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

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School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

following **'Find a school' text box.**

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.