

Flagstone State School

Queensland State School Reporting

2013 School Annual Report



**FLAGSTONE
STATE
SCHOOL**



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Principal's foreword

Introduction

In 2013, the staff and school community dynamically worked together to further embed our school vision: **To empower students to become active and productive learners 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 continues to engage and motivate student's learning through clear and high explicit principles of practice. Staff provide students from Prep – 7, with rich learning experiences that deliver connections to real life experiences in the strands of knowledge and skills. The school pedagogical framework clearly outlines what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, the requirement for individualised attention, and timely feedback to guide student actions.

A major event in 2013 was the verification of numerous excellent teaching and learning practices nested within the school's pedagogical framework, through the Teaching and Learning Audit, by Education Queensland. The audit findings identified significant progress in all eight domains. In the two areas of: *An expert teaching team and Effective teaching practices*, the school was ascertained to be working in the parameters of the Outstanding rating. While in the remaining domains: *An explicit improvement agenda, Analysis and discussion of data, A culture that promotes learning, Targeted use of school resources, Systematic curriculum delivery, and Differentiated classroom learning* were identified as additional strengths of the school via the awarding a High rating. Continual review of all eight domains will be further refined and implemented, underpinning targets and goals for 2014 set within the School's Strategic Plan.

In addition the school also took part in the Discipline Audit. The school addressed the 5 domains in a comprehensive manner with the domains: *Principal Leadership, Clear Consistent Expectation for Behaviour and Explicit Teaching of Appropriate Behaviour to all Students* receiving an Outstanding rating. Whilst, *Parent and Community Engagement, Data Informed Decision Making* domains were ascertained as working in the High rating. These results confirm the direction Flagstone State School continues to implement a positive school wide approach to managing student behaviour that is grounded in research and evidence based. They demonstrate a strong conviction that student engagement is the key to improved student learning.

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

School progress towards its goals in 2013

Annual Implementation Plan (AIP) priorities included a focus on whole school improvement in numeracy, writing, reading, science, workforce performance development and continuous monitoring of student achievement, with a high priority placed on the areas of development in Pedagogy, Partnerships and Developing Performance Frameworks

Key data outlined in NAPLAN indicated that a key priority area would be numeracy. In response to this data, Flagstone State School implemented two numeracy coaches, to work directly with staff across the whole school. Substantial time was devoted to the development of teaching capacity through the coaching and professional development models. Resources were heavily directed into the lower school to support this initiative and there was significant improvement in the school as validated by the NAPLAN data.

Students across the school accessed 21st century learning skills via a web conference addressing such concepts as project 600

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numeracy, Unify - critical thinking, and the internally designed problem solving conference – MiMaths.

The implementation of the Australian Curriculum remains a strong learning foci for 2013, incorporating advanced deep understanding and further consolidation of the key learning areas in English, math and science. The curriculum plans for the afore mentioned learning areas have been developed and reviewed on a regular basis. Implementation of the history curriculum began at the end of 2012 in preparation for a smooth transition of learning in 2013.

Flagstone State School were entrants in the Showcase awards with the admission “*Our Family, My Place*”, detailing the importance of enhancing student achievement; both academically and socially. Students are provided with the opportunity to engage with; different teaching styles, both male and female perspectives, flexibility and fluidity of student grouping and a safe, supportive, inclusive and disciplined educational environment. The approach has resulted in a holistic differentiated learning environment in which *Our Family* accesses the curriculum that meets their specific needs and allows them to feel connected, valued and part of the ‘family’, they also realise *My Place* within this family and therefore society. This methodology strongly connects to and embodies the school vision.

The gifted and talented program continues to flourish, with 3 enrichment classes and the introduction of the ALPHA'S (Academic Learning Program – Holistic Achievement Studies) in years 4 - 7. Sporting and cultural clubs, programs and sporting opportunities continued to expand in line with our focus for students to be give the opportunity to be active and productive learners. Many students are offered a expansive selection of clubs including choir, dance, science club, to name a few.

Attendance of all students continued to be prioritised as important focus of the school. Competitions and recognition of student participation are noted and celebrated with the community on parade and within the school newsletter.

In response to data from the SWPBS program and emphasis on high expectations – students modeling exemplary behaviour, the introduction of the Proactive Behaviour Levels program was introduced in 2013. Students are recognised for their ongoing positive behaviour choices and presented with a coloured ribbon or gold pin denoting the level gained.

Future outlook

Key Priorities for 2014 include: numeracy, writing, reading, workforce performance development, continuous monitoring of student achievement, science, year 7 to high school transition, history, closing the gap and the Australian curriculum.

2014 will see a continuation of the implementation of the Australian Curriculum. History and geography will be taught, assessed, moderated and reported on, while other key learning areas will be maintained to reflect current accounts by updating to the latest available version of C2C (Curriculum into the Classroom) version 3.0. Resources will be focused on writing, as a key priority area indicated by NAPLAN results for improvement in curriculum with professional learning for teachers to build capacity.

Capacity of staff will include opportunities for teacher aides in the various modes of professional development including on line and face to face components.

School plans from the key learning areas of English, mathematics, science and history will be revised to ensure that the document is current and uphold the vision and values pertaining to Flagstone State School. Improvement agendas will be refined to reflect current practices.

The Pedagogical Framework will be supplemented by an abridged resource which will be limited to a one page placemat; in order to reveal a clear direction of teaching practices. Essential core teaching skills will be made transparent indicating the fundamentals of instruction within each key learning area nested in each phase of schooling.

A Pedagogical Coach will be employed to work across the school in the key learning areas of literacy and numeracy, with a major emphasis given to the lower years. The HOC role will be expanded to include a HOC - Junior School to assist in the implementation of extensive individualised learning needs across the school.

A major emphasis incorporating individual learning plans (ILP) for all students not working at the expected threshold according to the Australian Curriculum and year level descriptions will be instigated. A school template will be created that will align individual support plans, education support plans and individual learning plans in one document. Clear targets and student goals will be generated according to student need and communicated via a letter and accompanied interview as required, with all stakeholders and school community in a timely manner. School action plans will support additional requirements identified via the ILP with adequate resources allocated including human, media and facilities.

The gifted and talented program will be further enhanced with the ongoing formation of enrichment classrooms, ALPHA program to encompass students across whole school and involvement it the gifted and talented cluster, by hosting enrichment days.

Sporting and cultural pursuits are encouraged with extensive programs supported and administrated by staff and students alike, encompassing various intelligences across the whole student body.

The school will enter its 5th year of SWPBS and has begun the transition into tier 2, identifying and addressing needs of targeted students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	687	321	366	95%
2012	684	313	371	93%
2013	681	314	367	94%

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

Characteristics of the student body:

Flagstone State School is set in a semi-rural setting on the outskirts of Jimboomba. The local Flagstone estate is comprised of houses on acreage and smaller house blocks. Many children travel from surrounding areas to our school with a significant number using bus transport.

The Flagstone State School staff and students value learning and education and are actively involved with the community. The school supports the local community and makes facilities available for community use. Student learning is based on the Australian Curriculum and endeavours to parallel this with learning relating to real life experiences that build on children's diverse backgrounds, cultures and prior knowledge. The school has an indigenous population of 6%, with students represented across all year levels. The setting is semi-rural and due to the lack of public transport other than school buses, families must rely on transport to commute. Many children utilise the school bus service. Attendance retention has remained over the past 5 years between 92% and 95%. The focus to improve this data continues to be a high priority.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	21	23
Year 4 – Year 7 Primary	27	24	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	52	99	71
Long Suspensions - 6 to 20 days	0	4	0

Our school at a glance

Exclusions	0	1	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Flagstone State School offers Japanese as our LOTE subject for year 6 and 7 students. We have hosted Japanese students on a regular basis. This has the benefit of enabling students to engage with Japanese speaking students and experience valuable insight into their culture.

Enrichment classes are offered in some year levels. These can be academic or cultural and depend on students' numbers and cultural participation at the time. In 2013 we had a 5/6/7 cultural class; and two academic classes a 2/3 and 4/5. In 2014 a 3/4 and 6/7 class will be formed.

Flagstone State School participates in and hosts days of excellence with surrounding cluster schools to provide opportunities for those students with a particular interest, or aptitude in a specific area, to interact with other students of a similar talent.

In 2014 we intend to host a day of excellence involving the newly implemented key learning area – history and celebrate the many talents of students within the school involving The Arts.

Extra curricula activities

An extensive, vast and varied extra-curricular timetable continues to be executed by passionate and talented staff for students across all year levels during break times. Activities include science club, dance – junior and senior, glee – junior and senior, choir, student council, ushers and playground leaders. With intent to further extend to include homework club and computer club in 2014.

The instrumental program continues to go from strength to strength with a large number of students continuing their membership fulfilling the criteria of both the junior and senior band placements. The bands were presented with a gold award (senior band) and a silver award (junior band) at the Beenleigh Eisteddfod.

Two dance groups and two glee clubs also continue to cement their place in the Flagstone school community. The teams participated in an Eisteddfod resulting in a highly commended. It is anticipated that in 2014 that an all boy group will be formed.

The Ukulele Club continues to draw students from the early years and acts as a segway for students displaying both talent and an interest in music. Prep Expo and school parade provide opportunities where students can represent the school and perform for a real audience.

Sport also remains a highly valued component of the curriculum at Flagstone State School. Many students enjoy the opportunity to successfully compete at school based, district and regional levels in a large range of sports. Swimming instruction was offered for year's 1, 2 and 3.

How Information and Communication Technologies are used to assist learning

Information Communication Technology (ICT) continues to be an important focus in the classroom. All students from Prep – 7 accessed ICT, as a resource addressing the multi-modal component as dictated within the Australian Curriculum. Students learning continued in a 24/7 format, as students are enrolled in learning websites such as Mathletics and Reading Eggs. Classes, particularly in the upper years of schooling, will access Edstudios created and managed by classroom teachers. Students can access homework and content related to their classroom while also accessing teacher feedback and peer tutoring within a controlled setting. The creation of a secondary computer lab in 2014 will enhance student's ability to manipulate office suite software within a purpose.

Students in Prep – 3 are given direct ICT instruction weekly to further refine student's knowledge and skills, enabling them to transfer these across the curriculum. Devices include both ipad and desktop, addressing various modes of learning and devices used.

Social climate

The positive behaviour model has been successfully implemented into the school climate, with extensive support from many stakeholders across the school community. The model nests within the SWPBS program, now in its 4th year by celebrating students who actively demonstrate positive behaviour choices in a presentation of ribbons and or gold pins as deemed. Those students who do not achieve the required criteria are given additional support, via review of the school rules and identifying strategies and mentors,

Our school at a glance

who can assist students to achieve the goals outlined by students in their individual action plan.

A think tank room, operated under the guidance of the Deputy Principal during lunch breaks, provides students with additional thinking time to reflect on behaviour choices. Data from incidents continue to be collated to guide focus lessons taught weekly across the school.

Pastoral care was provided by a chaplain working 2 days a week, offering social activities for identified students.

A Guidance Officer also works 2 days a week to support students with social and emotional needs to further support pastoral care.

Parent, student and staff satisfaction with the school

In 2013 the school opinion survey aptly demonstrates the overall sentiment and outlook of the school's ability to support the social needs of students, 92% of parents indicated that they were satisfied that their child feels safe at this school; 97% were satisfied that teachers encourage their child to learn; 97% satisfied that they can talk to staff about their child's concerns; and 97% that support the statement – this is a good school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	79%	95%
this is a good school (S2035)	88%	97%
their child likes being at this school* (S2001)	94%	92%
their child feels safe at this school* (S2002)	94%	92%
their child's learning needs are being met at this school* (S2003)	79%	95%
their child is making good progress at this school* (S2004)	79%	86%
teachers at this school expect their child to do his or her best* (S2005)	91%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	95%
teachers at this school motivate their child to learn* (S2007)	94%	97%
teachers at this school treat students fairly* (S2008)	94%	89%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%
this school works with them to support their child's learning* (S2010)	82%	94%
this school takes parents' opinions seriously* (S2011)	87%	94%
student behaviour is well managed at this school* (S2012)	81%	81%
this school looks for ways to improve* (S2013)	90%	94%
this school is well maintained* (S2014)	100%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	90%	91%
they like being at their school* (S2036)	83%	88%
they feel safe at their school* (S2037)	85%	87%

Our school at a glance

their teachers motivate them to learn* (S2038)	96%	96%
their teachers expect them to do their best* (S2039)	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	85%
teachers treat students fairly at their school* (S2041)	86%	87%
they can talk to their teachers about their concerns* (S2042)	85%	86%
their school takes students' opinions seriously* (S2043)	80%	83%
student behaviour is well managed at their school* (S2044)	71%	77%
their school looks for ways to improve* (S2045)	93%	94%
their school is well maintained* (S2046)	87%	90%
their school gives them opportunities to do interesting things* (S2047)	91%	84%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	95%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	95%
staff are well supported at their school (S2075)	95%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	94%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The Parents and Citizens Association (P & C) continued to work tirelessly in fundraising and supporting the school. The P & C provided on going support for ICT multi-modal learning via the contribution of funds to the annual Mathletics subscription, with a view to assist payment of the Reading Eggs subscription in 2014. The renewal of the playground for students in year 3,4 and 5 remains a major focus for the P & C in 2013, formulating a playground committee to co-ordinate the students requirements and equipment needed. The P & C co-ordinate the outside school hours program, uniform shop and tuckshop. Members are active in the school via their participation in craft activities – mother's and father's day stalls, disco's, volunteer time in book fair, library time, and general assistance in the classroom in varying programs. The P & C will also present the possibility of a school fair for 2014.

Parents are given various opportunities to be upskilled in practices adopted by school with information sessions on the

Our school at a glance

implementation of the Australian Curriculum, Ready Reader Program and introductions to the use of ICT's in the school.

Communication is also presented in a multi-modal format including tiqbiz (texting alert using smart phones), newsletter and school website, bulletin boards and school sign board. Teachers also keep parents informed of student requirements through the Learning Place Edstudio, where students can access and upload information concerning homework and studies; and Class Dojo which indicates to both students and parents alike current behaviour choices.

The dissemination of information regarding student progress is facilitated with scheduled Meet the Teacher Evenings, Teacher Interviews and in 2014 the introduction of the Twilight Festival – showcasing the enacted curriculum at Flagstone State School.

Celebrations are held at the school and parents are invited to attend such as events as Easter Bonnet Parade, Christmas Concert, Grandparents Day, Under 8's day and Youth Adolescent Festival (YAF).

The School council including parents, staff and students provided a forum for strategic decision making.

Reducing the school's environmental footprint

The school has focused on reducing paper waste, this has been achieved by the installation of paper recycling bins in every classroom, and these bins are then emptied in the large skip bin. The school offers scheduled times where staff can remove excess rubbish and place in the additional skips provided. The staff members have been encouraged to reduce photocopying to save paper and are currently printing to concentrated sites which are more efficient, also limiting ink cartridge waste. Photocopiers with scanning functions have been introduced, with staff receiving training to utilise this practice.

Electricity costs are also identified; staff members are encouraged to turn off all appliances including interactive whiteboards, lights and fans, when not in use. The security lighting has also been restricted to 2 ½ hours before and after school, while not lighting is used on weekends. Environmentally friendly fluorescent lighting is installed across the school, while replacement lighting is also energy efficient. Solar panels are installed in one building.

Water tanks are connected to the junior toilet block.

Outside School Hours Care and the Special Education Support Building have gardens and compost bins.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	120,848	2,487
2011-2012	26,290	4,151
2012-2013	123,742	1,746

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

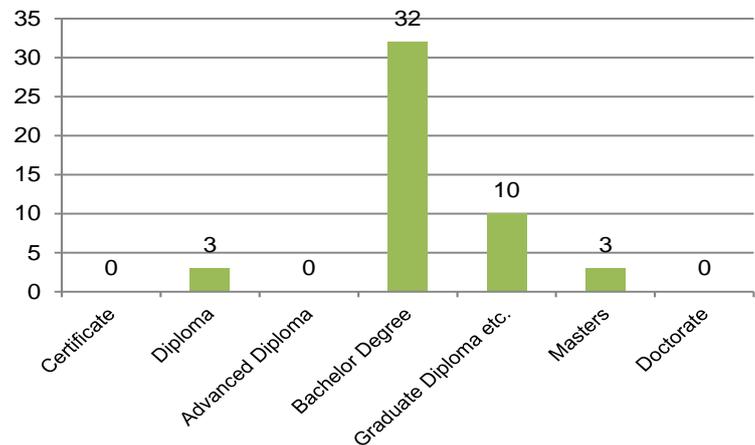
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	48	29	0
Full-time equivalents	40	18	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.	10
Masters	3
Doctorate	0
Total	48



* 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 2013 were \$27595.05.

The major professional development initiatives are as follows:

Professional development priorities included Australian Curriculum (C2C) - history, Numeracy, Literacy and NAPLAN, School Wide Positive Behaviour (SWPBS), One School training in timetabling and planning, Workplace Health and Safety (WHS), ICT conferences including successful integration of iPads, Library training to support the update of Oliver and leadership conferences.

Mentoring and coaching opportunities within the school that are cost neutral were applied extensively in staff meetings, pupil free days and twilight sessions.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

2011	2012	2013

Our staff profile

Staff attendance for permanent and temporary staff and school leaders.

96%

96%

95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

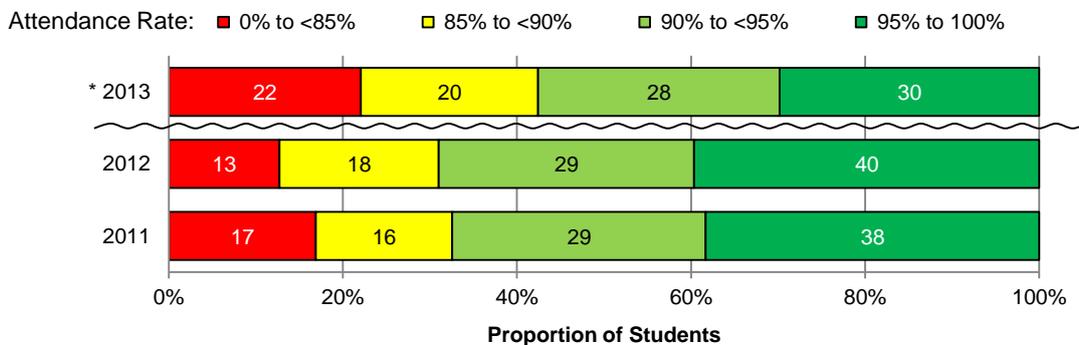
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	93%	92%	89%	91%	93%	91%					
2012	93%	92%	93%	92%	93%	90%	92%					
2013	90%	89%	90%	92%	89%	90%	88%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Rolls are electronically marked twice daily and physical roll are sent to the office for weekly processing. Roll marking indicates a reason for absence (or no reason). Continuous absence with no reason or frequent absence with no reason, are flagged for follow up by the Deputy Principal or Principal. Students with persistent non-attendance are managed in accordance with DET policies (see above).

Flagstone State School continues to celebrate student attendance. The Principal regularly communicates the importance of punctual attendance for improved student outcomes for all students to parents via newsletters, P & C meetings school noticeboard, school assemblies, etc.

Performance of our students

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

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

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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

Indigenous and Non Indigenous students were comparable in attendance rates. The academic achievement data indicated some underperformance in writing and numeracy, year 5. This shortfall was also indicated across the year 5 student body, with a concentrated focus on writing and numeracy to be implemented in 2014. Students were supported with individual and small group intervention programs by a teacher aide funded with Closing the Gap funds. Students were given access to iPads in the classroom, to further facilitate their engagement and motivation to learn.