FLAGSTONE STATE SCHOOL

TOGETHER, WE BUILD THE FUTURE

Flagstone State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021

Department of Education

Queensland Government

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School Overview

Flagstone State School is situated on the outskirts of Jimboomba in the rapidly growing Flagstone Estate. Once a semi-rural area, development is resulting in the estate becoming more urban. Popular with young families this growth has seen the school increase steadily in size over the past 3 years to currently having 720 students. At Flagstone State School we believe in providing the very best education for every student and therefore deliver a rich, inclusive curriculum; as well as a diverse offering of extra-curricular activities. These include award winning- dance groups, instrumental music programs, a choir, and many sports. We also have coding clubs, a before school early learning hub, and an afterschool homework club.

It is our belief that all students should learn to their full potential, and are entitled to a high quality rigorous education in a safe and supportive environment. We value diversity and cater to individual needs including students with disabilities, students from non-English speaking backgrounds, Indigenous and Torres Strait Islander students, international students, students requiring learning support, and gifted and talented students.

Flagstone State School values our local community, and recognises the contribution and importance of strong community links to move our school forward, as an innovative school that embraces change and new initiatives, ensuring the very best outcomes for each student.

This report is for the calendar year 2017. For further information please contact the principal, Roz Clay – details above.

Principal's Foreword

Introduction

Please find information pertaining to Flagstone State School for the calendar year 2017. This report contains academic, geographical and social information. It identifies school highlights and strengths and gives a snapshot of how our school looked in 2017. For any further information please do not hesitate to contact the school.

Our school vision is: 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 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 2017

The Flagstone State School Annual Implementation Plan identified priority learning areas as Writing/Reading, Numeracy, and Workforce Performance Development. Ongoing 5 week cycles of data collection, followed by close monitoring of assessment results to develop action plans, were 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 behaviour 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, and professional learning teams to assess data and inform change agendas.
Investing for Success (I4S) federal funding enabled coaching and mentoring opportunities, as well as professional development to be widespread. The Master Teacher role continued to have a significant impact on the development of coaching and mentoring opportunities. The Head of Curriculum held data meetings twice each term with teachers and Deputy Principals, the Head of Special Education Services and the Support teacher Literacy and Numeracy were also in attendance.
All staff met with the principal for their annual performance reviews and to discuss their individual goals for improvement of teaching and learning practices within their individual Developing Performance Plans.
Student achievement was monitored, and individual distance travelled was observed while individual, class, and whole school trends were identified through the continuous use of data walls and data conversations.

Future Outlook

The 2017 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.

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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.

Hattie – Visible Learning for Literacy is informing teacher practice backed by world-wide research.

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 extracurricular program that includes 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 30 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/cohort level. Teachers will continue to follow a set procedure: students are identified, scheduled conversations will take place with parents, and this will be endorsed and reported on One School, 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 One School to facilitate full access to goals both at home and at school.

The school will continue an Australian Research Council (ARC) funded linkage project with Queensland University of Technology (QUT) identifying the social and emotional wellbeing 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 Unsworth, Australian Catholic University, and Associate Professor Kathy Mills, Queensland University of Technology on this project.

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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 those 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.

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.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	653	325	328	39	91%
2016	672	340	332	46	91%
2017	696	364	332	48	93%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Flagstone State School is in a semi-rural setting near the township of Jimboomba. The Flagstone Estate is comprised of acreage lots and smaller house blocks. The estate has new development currently happening and an increased enrolment is predicted to continue as a result of this in the coming year. 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 its facilities available to local churches and sporting clubs, as well as periodic leasing for local events. The school values diversity and practices inclusivity. 7% of our students are Indigenous and 15% are students with a disability as identified by the NCCD data 2017. Our Index of socio-Economic Advantage (ICSEA) is 968. This is based on parent education and income.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2015**	**2016**	**2017**
Prep – Year 3	25	24	24
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

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Curriculum Delivery

Our Approach to Curriculum Delivery

* Japanese for year's p -6
* 3 'Boys Only' and 3 "Girls Only" classes
* ALPHA (Academic Learning Program Holistic Achievement) program for high achieving students
* Australian Curriculum
* STEM – robotics/scratch/technology day/coding clubs
* Days of Excellence in collaboration with schools in local 'cluster'
* "G & T enrichment
* International and local competitions – ICAS, Readers Cup, Mathletics, Quokka etc.
* Instrumental Music – award winning at Beenleigh Eisteddfod
* Early Learning Hub
* Homework Hub

Co-curricular Activities

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

- Dance – award winning at eisteddfod performances
- Choir - award winning at eisteddfod performances
- Band – award winning at eisteddfod performances, Fanfare and interschool
- Optiminds – years 4-6
- Interschool Sports – Netball, Australian Rules, Rugby league, Football
- Instrumental music program
- Coding Clubs
- Robotics
- Drumline

How Information and Communication Technologies are used to Assist 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 have computers and i-pads. We have 2 computer 'cows' and a computer lab. We have 2 coding clubs.

All classrooms are equipped with interactive boards and computers to facilitate the use of ICT. New computers and i-pads were purchased again in 2017 and the school will again purchase more in 2018 and beyond.

Social Climate

Overview

In 2017 the school opinion survey showed that 93% of parents agreed that this is a good school; 91% stated that their child is getting a good education at this school; 95% stated that this school works with them to support their child's learning; and 93% stated that this school looks for ways to improve.
.
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 competencies is the underlying structure. All staff in all settings promoted the development of positive behaviours.

Our school continued with the PBL (Positive Behaviour and Learning Program) at tier 2 level. This aligns behaviour management practices from prep to 6 and provides data which then informs best practice across the school.

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.

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A think tank reflection room under the guidance of the Deputy Principal operated at both breaks to give time for students to reflect on behaviour choices. A proactive Sparkler Room continued 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	93%	91%
this is a good school (S2035)	95%	90%	93%
their child likes being at this school* (S2001)	97%	90%	95%
their child feels safe at this school* (S2002)	87%	88%	93%
their child's learning needs are being met at this school* (S2003)	92%	93%	91%
their child is making good progress at this school* (S2004)	95%	88%	86%
teachers at this school expect their child to do his or her best* (S2005)	95%	93%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	93%
teachers at this school motivate their child to learn* (S2007)	97%	93%	86%
teachers at this school treat students fairly* (S2008)	87%	86%	81%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	88%
this school works with them to support their child's learning* (S2010)	97%	88%	95%
this school takes parents' opinions seriously* (S2011)	89%	83%	85%
student behaviour is well managed at this school* (S2012)	74%	79%	77%
this school looks for ways to improve* (S2013)	97%	90%	93%
this school is well maintained* (S2014)	97%	95%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	95%	94%
they like being at their school* (S2036)	97%	86%	90%
they feel safe at their school* (S2037)	95%	86%	87%
their teachers motivate them to learn* (S2038)	96%	96%	97%
their teachers expect them to do their best* (S2039)	97%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	94%
teachers treat students fairly at their school* (S2041)	92%	83%	94%
they can talk to their teachers about their concerns* (S2042)	91%	87%	90%
their school takes students' opinions seriously* (S2043)	92%	80%	89%
student behaviour is well managed at their school* (S2044)	88%	77%	79%
their school looks for ways to improve* (S2045)	98%	97%	96%
their school is well maintained* (S2046)	95%	87%	91%

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Performance measure			
Percentage of students who agree[#] that:	**2015**	**2016**	**2017**
their school gives them opportunities to do interesting things* (S2047)	94%	93%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree[#] that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	95%	92%	92%
they feel that their school is a safe place in which to work (S2070)	98%	98%	97%
they receive useful feedback about their work at their school (S2071)	93%	84%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	88%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	92%	94%
student behaviour is well managed at their school (S2074)	98%	86%	73%
staff are well supported at their school (S2075)	86%	82%	83%
their school takes staff opinions seriously (S2076)	88%	76%	81%
their school looks for ways to improve (S2077)	98%	98%	95%
their school is well maintained (S2078)	98%	100%	98%
their school gives them opportunities to do interesting things (S2079)	91%	90%	81%

* 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 are encouraged to be involved in all aspects of student learning. A comprehensive volunteers 'induction was held in term 1 of 2017. Parents are encouraged at all times to share their skills and expertise. In 2017, parents had roles in classrooms, the library, the canteen, the uniform shop, on school excursions, at camps, 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. The P & C continued to raise funds through events such as the uniform shop, tuck shop, discos, Mother's Day, Father's Day and Christmas Day stalls and made a commitment to raise funds for air-conditioning throughout 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 ribbons for positive behaviour.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

This includes the PBL program (previously mentioned). Positive social skills are aligned and taught each week throughout the school from prep to year 6 based on school data. The PBL committee comprises of parent representatives, teacher aides, and teachers representing each year level (who report back), deputy principals, Head of Special Education Services, Guidance Officer, and principal. The committee meets each fortnight. An external coach (from another school) collects data annually and gives feedback to the committee as well. Data is continuously collected, monitored and used to better the social climate of the school.

The school also continued to be involved with the ACER Linkage program addressing emotions and wellbeing with Professor Len Unsworth and Associate Professor Kathy Mills (see above).

Seasons of Growth was run to assist students experiencing grief and/or depression. This was run by either a trained deputy principal, the guidance officer or the Behaviour Advisory teacher.

A guidance Officer worked in the school 4 days a week, and behaviour advisory teacher for 4 days a week to assist students experiencing difficulties with relationships and/or other behaviours identified as needing intervention.

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Each class in the school has a parent representative who meets once a month with a deputy principal to discuss issues and/or concerns, ideas, or other things identified by other parents. Information is then fed back to other parents.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	109	75	41
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

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 building 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 23 degrees. The Outside School Hours Care and Special Education Support Centre all have gardens and compost bins.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	122,569	1,795
2015-2016	127,496	1,775
2016-2017	145,377	1,539

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.

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 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.**

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Suburb, town or postcode [ ]

Sector:

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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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	34	0
Full-time Equivalents	44	22	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	35
Diploma	2
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $55,445.22

The major professional development initiatives are as follows: Writing; reading; Development of Staff Capacity

The proportion of the teaching staff involved in professional development activities during 2017 was $100

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	89%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**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**
2015	90%	87%	91%	88%	89%	89%	91%						
2016	89%	90%	90%	92%	91%	89%	89%						
2017	91%	91%	91%	92%	93%	92%	92%						

*Attendance rates effectively count 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.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
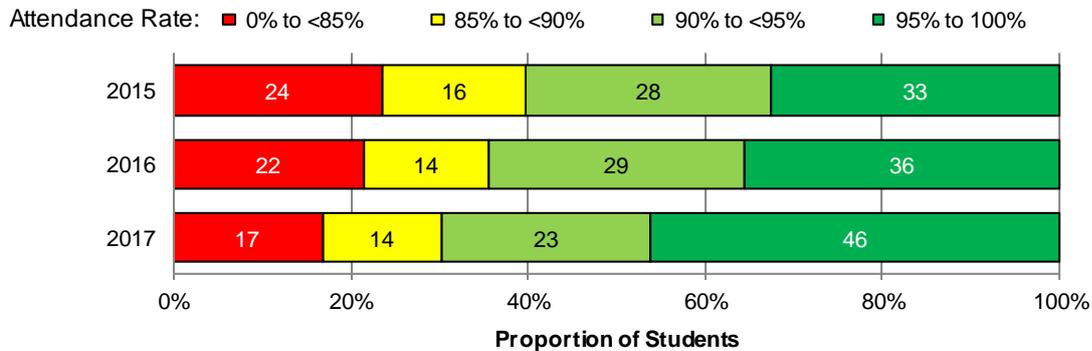
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class teachers mark rolls electronically at 9:30 and 2:30pm each school day and reasons for absences are recorded. Parents are contacted on a daily basis for unexplained absences. If there is no contact made because the parent/carer is uncontactable 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 each term students with the highest attendance rates for the year are awarded a prize of congratulations. This recognition of attendance is celebrated by giving a book EACH TERM to EVERY student who had no absence during that term.

Attendance rates continued to increase during 2017.

NAPLAN
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.**

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Suburb, town or postcode

Sector:

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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.

Conclusion

At Flagstone State School we know our core business is curriculum. We constantly strive to improve learning outcomes for every student and provide the very best education possible. We also know that all students have the right to come to school to learn in a safe and supportive school environment. We must prepare our students to be critical thinkers in preparation for the future. Hence our school vision:-

'Our vision is to empower students to become aspiring, active and productive learners within a challenging, ever changing global society.

Staff have a shared commitment to foster a love of learning in a richly diverse, safe and caring environment."

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