



FLAGSTONE  
STATE  
SCHOOL



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## Principal's foreword

### Introduction

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 as well as houses on smaller blocks. There are currently new developments taking place and the area is one of the major growth areas in South East Queensland. Many children travel from surrounding areas to our school with a significant number using bus transport.

The school caters for students from prep to year 7. Teaching and learning foci for 2011 included collaborative planning, moderation and assessment, professional development to support the enhanced teaching of literacy, numeracy, science and studies of society and environment; alignment of curriculum and teaching; catering to individual students through personalised learning; integration of Aboriginal and Torres Strait Islander perspectives into the curriculum; and the building of professional capacity for teaching staff and non-teaching staff – especially in readiness for the implementation of the Australian Curriculum in English, mathematics and science for 2012.

The previous year's commitment to pedagogy reform in reading and reading comprehension continued and was paralleled with the foundation blocks of the development of the whole school Pedagogical Framework and associated English and mathematics plans.

The school entered its second year of implementation of the School Wide Positive Behavior Support (SWPBS) program reaping benefits throughout the school.

The newly completed BER funded buildings (sports hall and resource centre) were celebrated with an official opening.

This report contains information and data designed to give an insight into Flagstone State School for your information.

### School progress towards its goals in 2011

Improved performance across the school- from prep to year 7 inclusive- in all areas of literacy and numeracy were major goals targeted during this period.

There was a major focus on the teaching of reading and reading comprehension and this was supported by comprehensive professional development for teaching staff as well as the purchase of new resources to support this initiative.

Numeracy was targeted as well with a key focus on the monitoring and teaching of basic math's concepts such as place value, problem solving and number facts. Again the purchase of more resources and the offer of professional development to build teacher capacity in the area were strategies put into place.

## Queensland State School Reporting – 2011



The analysis of data – both school based and systemic – for all students was an expectation with targeted planning from this being implemented in relation to whole class and individual student needs.

A full time Head of Curriculum was appointed to support teachers and students with their teaching and learning, and to support the principal and deputy principal with developing and rolling out key strategies for improvement, within a comprehensive change agenda.

Attendance was targeted as being an area where improvement would benefit student outcomes and procedures put into place to encourage better attendance throughout the year. Increased school numbers throughout the year resulted in the appointment of 2 additional teachers and these were utilised to reduce class sizes in the year 3 / 4 area as well as to support the schools initiative to provide enrichment opportunities for identified students.

Significant professional development was given to staff to support the smooth and informed transition to a new national curriculum in 2012 in mathematics, science and English.

### Future outlook

2012 will see the implementation of the Australian Curriculum. It will also see increased time allocated to teaching a Language Other Than English (LOTE). In our case this is Japanese.

Our school will embrace Curriculum into the Classroom to leverage consistency and renewal for classroom practice and expectations. At the same time a comprehensive, transparent and focussed NAPLAN strategy to improve specific student outcomes will be implemented.

Administrators and teachers will either begin or further develop their Developing Performance Plans.

One School will be consolidated as the operational environment for school data and financial operations.

The school's Gifted and Talented Program will continue to be expanded with school based and cluster events. Enrichment classes will be considered where logistically appropriate.

Continued emphasis on improvement in reading and reading comprehension as well as expanding the writing innovation program will be in place.

There will be a continued focus on numeracy and bettering outcomes.

School plans in English, spelling, mathematics and science will be completed as will the Flagstone State School's Pedagogical Framework.

The school will enter its third year using the School Wide Positive Behaviour Support Program to target positive behaviours across the school and minimise any negative behaviour.

This will result in improved results in school based and systemic testing with focussed, engaged students achieving success.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
687	310	377	92%

Characteristics of the student body:

Flagstone State School is a school where learning is valued and the student body is representative of an involved community who value education. The school supports the local community and makes its facilities available for community use. Student learning is based on real life experiences that build on children's diverse backgrounds, cultures and prior knowledge. The school has an Indigenous population of 4%. The setting is semi-rural and because there is no public transport families must rely on private transport to commute. School buses operate and many children utilise this service. Attendance retention has remained steady over the past 3 years at close to 92%. A strong focus is continuing to endeavour to improve this figure.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	24
Year 4 – Year 7	25
All Classes	24.5

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	52
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum offerings

Flagstone State School offers Japanese as our LOTE subject. We have hosted Japanese students on a regular basis. This has the benefits of enabling students to engage with native Japanese speaking students and experience some insight into their culture.

Pathways to Peace is a values based educational program that underpins behaviour management by concentrating on positive behaviours and supporting students in achieving these. It complements the school's whole school behaviour program SWPBS.

School Wide Positive Behaviour Support (SWPBS) provides staff with a common language and an explicit teaching framework for teaching behaviour and addressing behaviour concerns in a positive manner. It is based on our own data and school focus. Weekly lessons to address current needs are taught weekly across the school. In this way behavioural expectations are clearly communicated and aligned throughout the school.

Enrichment classes were started in 2011 in years 3-6. These classes came about as a result of growing numbers entitling us to 2 extra staff members. This initiative is planned to continue in 2012 as part of our continued commitment to our more capable students.

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### Extra Curricula activities

The instrumental program had approximately 90 students involved in learning a range of instruments. The choir catered to younger students with a musical talent.

Sport is valued highly at Flagstone State School with a range of opportunities for students to participate at school based, district and regional levels in a large range of sports. Swimming instruction was offered for year 3's, 4's and 5's in 2011.

A dance program was introduced for students from years 4 to 7. There was in school and after school tuition and the opportunity to participate in local competition for successful students.

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### How Information and Communication Technologies are used to assist learning

All classrooms are equipped with computers to facilitate the use of computers as learning tools. They are also equipped with interactive whiteboards for teaching purposes. The newly computer lab was utilized for the first time in 2011 across the school.

## Social climate

SWPBS entered its second year in 2011 catering to Flagstone State School students and their identified needs.

Pastoral care was provided by a school chaplain who was employed 2 days a week.

Pathways to Peace is a values based program which promotes resilience and peaceful solutions within a peaceful community setting.

The school had an allocated Guidance Officer working 3 days a week to support students with social and emotional problems and provide pastoral care.

A 'time out' room called the Think Tank operated at lunch breaks to support students who, due to behavioural issues, needed time to reflect on their behaviour under the guidance of the deputy principal.

The 2011 school opinion survey results indicated all parents were either neutral, satisfied or very satisfied that their child was safe at school. There were no dissatisfied parents. Similarly 100% were neutral, satisfied or very satisfied that the school makes them feel welcome and 93% that their child is treated fairly at school.

## Parent, student and teacher satisfaction with the school

The 2011 School Opinion Survey was conducted 3 terms after a leadership change. In all 3 surveys (student, parent and staff) there were a significant number of NEUTRAL responses which may be due to changes in the school. The number of dissatisfied or very dissatisfied responses was extremely low across all sectors.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	50%
Percentage of students satisfied that they are getting a good education at school	80%
Percentage of parents/caregivers satisfied with their child's school	57%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	62%
Percentage of staff members satisfied with morale in the school	84%

## Involving parents in their child's education

The Parents and Citizens Association was active in fundraising and support for the school. It contributed \$5000 towards the online Mathematics program that can be accessed by all students both at school and at home. The P & C was also active in running an outside school hours program, the school tuckshop, a craft group and school discos. Parents also participated in classroom programs and as volunteer aides. Newsletters, information nights and 'meet the teacher' evenings kept parents informed about classroom matters, while the Easter Bonnet Parade, Christmas Concert and other classroom events drew parents to celebrate classroom activity and student success.

The school Council including parents, staff, and students, provided a forum for strategic decision meeting.

## Reducing the school's environmental footprint

Water tanks are connected to the junior toilet block. Solar panels are installed on one building. Environmentally friendly fluorescent lighting is installed across the school. Outside School Hours Care and the Special Education Unit have gardens and compost pits.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Environmental footprint indicators, 2010-2011

	Electricity Kw H	Water KL
2011	\$28,943	6531
2010	\$18,010	972
% change 10 - 11	+60%	+217%

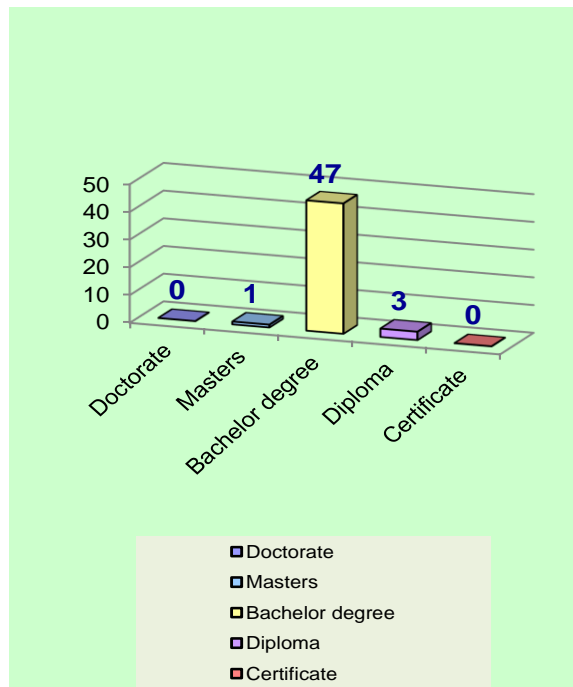
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	51	16	1
Full-time equivalents	40.9	14.9	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	47
Diploma	3
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$38,854. The major professional development initiatives were as follows: Reading and reading comprehension- teaching of reading; National Curriculum; English; Mathematics.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 93% in 2011.

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

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 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



## Key student outcomes

### Student attendance - 2011

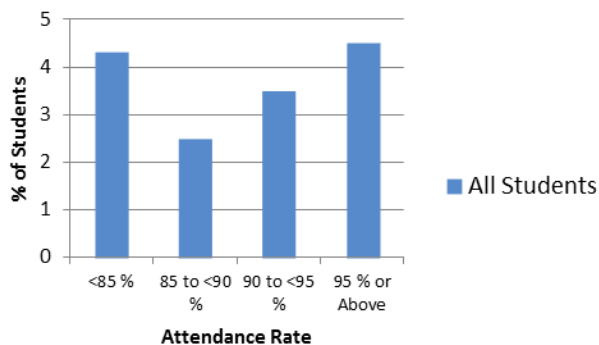
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91.6%.

The overall attendance rate for all Queensland state schools over the same period was 90.9%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91.3	92.9	91.9	89	90.5	93.1	91.3	N/A	N/A	N/A	N/A	N/A

### Student Attendance Distribution



### 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 marked twice daily and are sent to the office for processing weekly. 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 placed on an individual plan enrolling the cooperation of parents.

### 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/>.

## Performance of our students

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.

**Find a school**

Search by school name

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Sector  Government  
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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 Indigenous enrolment was 4.3% in 2011. In regards to academic achievement data was unpredictable due to the small number of students. Some students were under performing and others were performing at a high standard. Students were supported with individual and small group intervention by a teacher aide funded with Closing the Gap initiative funding. They also attended a culture club each week where Indigenous culture, history, activities and games were taught. The professional development in cultural awareness "Crossing Cultures: It's Everybody's Business" was delivered to staff on a pupil free day in January, 2011.