

# Flagstone State School (0471)

## Queensland State School Reporting

### 2012 School Annual Report



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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 and smaller house 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 2012 included the continuation of the introduction of key learning areas of the Australian Curriculum specifically Science, to accompany English and mathematics. Readiness began for the introduction of history for 2013. A focus on personalised learning through a differentiated curriculum for every child continued.

The Flagstone State School Pedagogical Framework was completed as were school plans in English, spelling, and mathematics. The whole school Science Plan was in draft form due to be completed in 2013. The whole school history plan was timetabled to be started in early 2013.

The school entered its third year of implementation of the highly successful School Wide Positive Behaviour Support (SWPBS) program.

This report contains information and data designed to give you further insight into Flagstone State School.

### School progress towards its goals in 2012

Flagstone State School staff collaboratively created a new vision in 2012. ***Our 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.***

Annual Implementation Plan (AIP) priorities included a focus on whole school improvement in reading and reading comprehension. Resources were heavily directed into the lower school to support this initiative and there was significant improvement in the lower school validated by NAPLAN data.

Writing continued to be a focus and the professional development that middle school teachers undertook in 2011 reaped results in year 5 NAPLAN data and was extended to other staff. NAPLAN data indicated that the key priority for our curriculum improvement agenda for 2013 would be numeracy.

The focus on Gifted and Talented and/enrichments programs continued with 3 enrichment classes in 2012. Sporting and Cultural clubs, programs and sporting opportunities continued to expand in line with our focus on allowing students to aspire to reach their

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potential in academic, sporting and musical arenas.

As was identified in 2011 attendance was targeted in 2012 with attendance competitions across the school, as well as Higher expectations and communication to families and community about the importance of every day, every hour being important for student outcomes.

### Future outlook

Key priorities for 2013 include: In relation to student learning outcomes Numeracy, Writing, Reading, Science, Workforce Performance Development and Continuous Monitoring of Student Outcomes. In relation to operational development they are Pedagogy; Partnerships and the Teaching Staffs Developing Performance Plans.

A teaching and learning audit will be conducted in term 2 and the resulting recommendations included in school plans.

2013 will see a continuation of the implementation of the Australian Curriculum with the introduction of history and planning for geography in 2014. Resources will be focused on numeracy as a key priority area for improvement in curriculum but improvement agendas will be completed for all curriculum areas. These will be managed by curriculum focus groups and overseen by the Curriculum Committee.

Developing Performance Plans for administrators and teaching staff will be completed and signed off on.

Personalized learning goals for all students will be evident through differentiation processes to ensure all students have the opportunity to work to their highest level.

The school's Gifted and Talented Program will continue to be expanded and enrichment classes will continue to be created. Cultural and sporting clubs and programs will be encouraged.

Numeracy will be the key curriculum priority area. To further facilitate the numeracy improvement agenda a Numeracy Coach position, working two days a week will be implemented in 2013.

School plans that are completed will continue to be working documents updated as relevant. Flagstone State School History Plan 2013-2016 will be completed and FSS Geography Plan begun in draft form. The content of the Flagstone Pedagogical Framework will be highlighted through professional development for staff and mentoring and coaching opportunities.

The school will enter its 4<sup>th</sup> year of SWPBS and aims to start the transition into tier 2, which is the second phase of the program.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	667	299	368	92%
2011	687	321	366	95%
2012	684	313	371	93%

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

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 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 4%. The setting is semi-rural and because there is no public transport other than school buses, families must rely on private transport to commute. Many children utilise the school bus service. Attendance retention has remained relatively steady over the past 4 years at 92%. The focus to improve this figure continues to be a high priority.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	22	21
Year 4 – Year 10	25	27	24

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	110	52	99
Long Suspensions - 6 to 20 days	1	0	4
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

Flagstone State School offers Japanese as our LOTE subject. 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 2012 we had a year 5/6/7 cultural class, and a year 4/5 academic class. In 2013 a 2/3 academic class was formed.

We also formed a year 1 class for extra intervention for semester 2 to support students not reaching academic benchmarks.

Flagstone State School participates in days of excellence with surrounding schools to provide opportunities for those students with a particular interest, or aptitude on a specific area, to participate in a day of interactive learning with other students with similar interests. In 2012 we hosted a science day of excellence at our school and had students attend days at other schools for various other subject areas.

The instrumental program had approximately 90 students involved in learning a range of instruments. The choir catered to students with a musical talent as did the ukulele club. Two dance groups and a glee club were formed in 2012. The school bands and dance groups entered 2 eisteddfods with the bands winning awards. The bands also won gold and silver awards in the school fanfare competition.

Sport is highly valued 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 2's, 3's and 4's.

How Information and Communication Technologies are used to assist learning

All classrooms are equipped with computers to facilitate the use of technology. They are also equipped with interactive whiteboards for teaching purposes. New computers were purchased for years 4 to 7 in 2012 and a focus on the purchase of new computers will be continued in 2013 and beyond. I-pads were purchased to aid learning for the first time in 2012.

## Social climate

Flagstone State School has a positive approach to behaviour management. 2012 saw the school in its third year of SWPBS catering in a proactive way to the needs of students.

Pastoral care was provided by a chaplain working 2 days a week.

A new ribbon and reward system was extensively planned for implementation in 2013 and will replace the previous Pathways to peace program in a positive way as it was specifically planned in response to our schools particular culture. It will sit alongside SWPBS and compliment it.

The school has an allocated Guidance Officer working 3 days a week to support students with social and emotional needs and to 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 2012 school opinion survey indicated 94% of parents were satisfied that their child feels safe at this school; 97% satisfied that staff at this school is responsive to their enquiries; 97% satisfied that they can talk to their child's teacher about concerns and 94% satisfied that staff are approachable.

## Parent, student and staff satisfaction with the school

The 2012 School opinion Survey was highly positive overall in all areas – parents, staff and students- and there was a significant improvement from the previous year where the school was in the first year after a leadership change. The positive response and big increase in satisfaction levels indicate the stability of Flagstone State School in 2012 and the success of many change agendas.

### Performance measure

Percentage of parents/caregivers who agree that:

2012<sup>#</sup>

## Our school at a glance

their child is getting a good education at school	78.8%
this is a good school	87.5%
their child likes being at this school*	93.9%
their child feels safe at this school*	93.8%
their child's learning needs are being met at this school*	78.8%
their child is making good progress at this school*	78.8%
teachers at this school expect their child to do his or her best*	90.9%
teachers at this school provide their child with useful feedback about his or her school work*	90.9%
teachers at this school motivate their child to learn*	93.9%
teachers at this school treat students fairly*	93.9%
they can talk to their child's teachers about their concerns*	97.0%
this school works with them to support their child's learning*	81.8%
this school takes parents' opinions seriously*	87.1%
student behaviour is well managed at this school*	81.3%
this school looks for ways to improve*	90.3%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	90.3%
they like being at their school*	83.5%
they feel safe at their school*	85.2%
their teachers motivate them to learn*	95.7%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	92.2%
teachers treat students fairly at their school*	86.4%
they can talk to their teachers about their concerns*	85.1%
their school takes students' opinions seriously*	79.8%
student behaviour is well managed at their school*	70.8%
their school looks for ways to improve*	92.9%

## Our school at a glance

their school is well maintained*	86.6%
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their school gives them opportunities to do interesting things*	91.2%
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### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
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that they have good access to quality professional development	71.0%
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with the individual staff morale items	93.1%
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\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

The Parents and Citizens Association was active in 2012 in fundraising and supporting the school. It contributed funds towards the student year 7 graduation expenses, the annual mathematics contribution, and also started a fund towards the purchase of a new playground for the year 3/4/5 students. The P & C was active in running an outside school hour's 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 and school 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 making.

## Reducing the school's environmental footprint

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

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 Support Building have gardens and compost pits.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	132,422	972
2010-2011	120,848	2,487
2011-2012	26,290	4,151

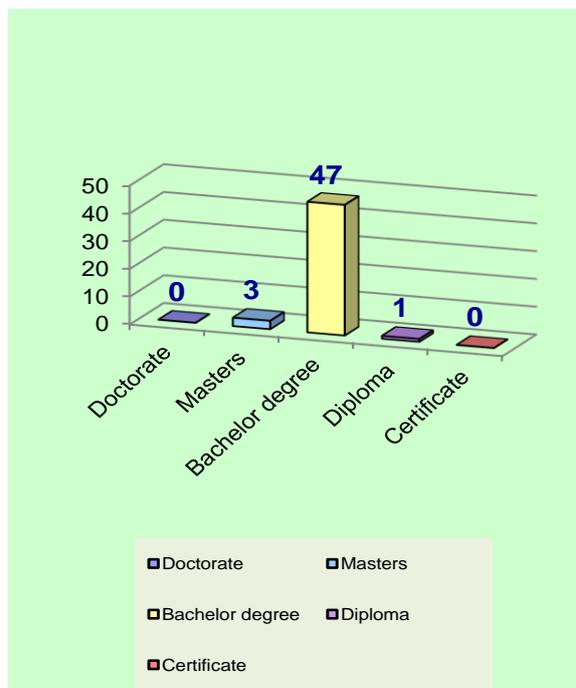
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	51	26	0
Full-time equivalents	42.2	16.5	0

## Qualifications of all teachers

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



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$18265.46. The major professional development initiatives are as follows:

Professional development priorities included Australian Curriculum Implementation (C2C); Information Communication Technology; Literacy and Numeracy and NAPLAN.

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

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

# Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.3%	95.7%	95.6%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 84.1% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

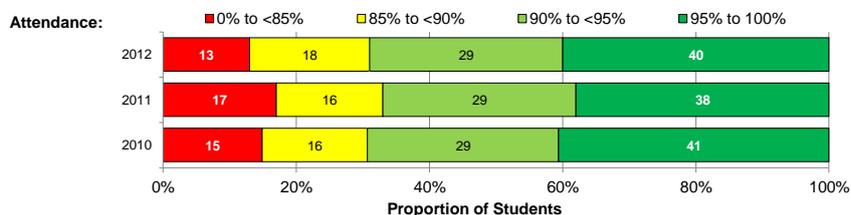
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	91%	90%	91%	92%	93%	91%	N/A	N/A	N/A	N/A	N/A
2011	91%	93%	92%	89%	91%	93%	91%	N/A	N/A	N/A	N/A	N/A
2012	93%	92%	93%	92%	93%	90%	92%	N/A	N/A	N/A	N/A	N/A

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 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 rolls 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 introduced a school wide attendance competition in 2012 to encourage student attendance. The principal regularly communicates to parents via newsletters, P & C meetings, school noticeboard, school assemblies etc. the importance of punctual attendance for improved student outcomes for all 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/>.

# Performance of our students

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Search by school name

Search by suburb, town or postcode

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 academic achievement data was comparable overall but with small or no numbers in some year levels unpredictable. Some students were underperforming and others were performing at a high standard. The school dux for 2012 was an Indigenous female. Students were supported with individual and small group intervention by a teacher aide funded with Closing the Gap funds.