

Flagstone State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	10



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Flagstone State School** from **27 to 29 July 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Ashley Lawless	Peer reviewer
John Enright	External reviewer



1.2 School context

Location:	Poinciana Drive, Jimboomba	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	730	
Indigenous enrolment percentage:	8.9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	18.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963	
Year principal appointed:	2010	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Department–Curriculum (HOD-C), Head of Department–Differentiation (HOD-D), Head of Special Education Services (HOSES), Business Manager (BM), Speech Language Pathologist (SLP), two administration officers, three cleaners, schools officer, 22 teachers, six teacher aides, 61 students and 38 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice-president and secretary, tuckshop convenor and Queensland Police Services (QPS) constable.

Government and departmental representatives:

- State Member for Jordan and ARD.



1.4 Supporting documentary evidence

2021 Annual Implementation Plan	SNAC Process 2020-2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2021	Staff Induction Program 2021
Curriculum Targets 2021	Classroom displays
Moderation 2021	Pedagogical Framework 2021
English Plan 2021	Mathematics Curriculum Plan 2020-2023
Science Curriculum Plan 2021	ICP and IP 2021 process
Assessment Schedule 2021	School Facebook and website
Staff Information Pack 2021	Student Code of Conduct
Collegial Engagement Policy 2021	Flagstone State School English Plan 2021
Co-teaching Plan 2020-2021	Flagstone State School PBL Action Plan
Whole School Plan Flagstone Fundamentals	Flagstone State School Planning and Teaching Expectations
Pedagogical Framework – IMPACT lesson structure	Health and Wellbeing Plan & Supporting Documents
Student with disability student action Plan 2021	Flagstone State School Pedagogical Guide



2. Executive summary

2.1 Key findings

Teachers are appreciated for their commitment, enthusiasm, and relentless focus on supporting students to succeed.

Students articulate that they value their teachers above all other aspects of the school. They indicate that teachers listen to their point of view and challenge them to find the good in every situation. Some students explain that teachers provide them with detailed feedback in relation to their work, so that they know what they are doing well and what they need to improve. Parents express appreciation for the communication from teachers that keeps them informed regarding their child's progress.

Planning and delivery of the curriculum are consistent across all classrooms and well supported by the school.

The school provides teachers with the documentation, support and resources to effectively plan and implement the curriculum with aligned evidence-based teaching practices designed to build students' ownership of their learning. The Flagstone State School Planning and Teaching Expectations flowchart provides teachers with a clear line of sight from the Australian Curriculum (AC) to delivery in the classroom. The school implements a range of Quality Assurance (QA) processes to ensure that the curriculum is delivered with fidelity in all classrooms. Teachers express appreciation for the guidance of the Head of Department–Curriculum (HOD-C) and the provision of a full day at the end of each term to collaboratively plan curriculum with year level colleagues.

The school leadership team has established and is promoting an extensive improvement agenda that is focused on work within classrooms.

Leaders acknowledge that engagement, attendance, building capability and tracking are a priority. They additionally identify that literacy and mathematics are a focus. Staff members share an understanding that reading, writing and capacity building are the improvement priorities. Teachers articulate that reading is a priority in 2021, with writing gaining greater focus in Semester 2. Teachers suggest that school priorities are expressed in broad terms and they are yet to develop a clear understanding of the main focus for improvement. Some express a desire to be provided with the time and capability development to become proficient in one area before moving the focus to another area. Staff members are yet to express clarity regarding the planned improvement strategies, the anticipated outcomes and the part they play in achieving whole-school success.

Leaders express a desire regarding developing locally relevant curriculum units that are highly engaging, challenging and accessible for all students.

School leaders acknowledge that by embedding the New Pedagogies for Deep Learning (NPDL) approach into the curriculum planning, lessons will reflect authentic and meaningful learning. Some teachers articulate the great value in utilising this pedagogical approach to meet year level curriculum expectations in more engaging ways. Teachers identify that the



school is in the early stages of implementing NPDL. Some teachers acknowledge that they are yet to feel confident in developing new curriculum units and lesson sequences based on the deep learning philosophy whilst systematically providing students with multiple opportunities to demonstrate their understanding of the year level achievement standards.

Leaders actively encourage the use of research-based teaching practices in classrooms to ensure that every student is engaged and learning successfully.

The school has developed a Pedagogical Framework that references a wide range of research including Visible Learning, NPDL, Explicit Instruction (EI), and YuMi Deadly Maths (YDM). Teachers acknowledge that there is a wide range of pedagogical practice promoted within the school. Many teachers indicate they would appreciate a more streamlined approach to pedagogy highlighting fewer approaches. Teachers express a belief that a narrow and sharp focus in this area would enable all teachers to be fully trained in their implementation, resulting in more consistent application of the core pedagogies throughout the school.

The school's Positive Behaviour for Learning (PBL) approach is detailed in the Student Code of Conduct 2020-2023.

The positive expectations of *'I am being Safe, Responsible, Respectful and an Active learner'* are displayed in classrooms and are widely known by students. Positive student behaviour is acknowledged in each classroom using a ladder system to collect points that provide them with access to an end-of-term rewards activity. Some students proudly wear a gold behaviour badge awarded for a year of exemplary behaviour. Students not meeting behaviour expectations move down the ladder and engage in consequences including timeout within their room or in the Peace Room. Some staff members suggest that there is an opportunity to review strategies for their effectiveness to improve student engagement in learning.

Leaders express a desire to assist individual staff members to manage their wellbeing through professional support.

The wellbeing Professional Learning Team (PLT) addresses staff wellbeing through appreciation activities, including staff 'shout outs', 'You've been mugged' and 'coffee and bikkies' events before school. Staff members acknowledge that there is high staff turnover. Some teachers articulate a feeling of being overwhelmed by school and system expectations, and express a belief that this may impact staff morale. Many staff members express a desire to collaboratively determine ways that staff wellbeing is supported to sustain high levels of staff morale.

The cohesive teaching teams commit to shared responsibility for their year level.

Teachers express the value of trusting and caring relationships and collegiality. Leaders strategically locate classes of the same year level together to build opportunities for formal and informal collaboration. Teachers and teacher aides express appreciation for the trust and close working relationship between members of their year level team. They articulate that they feel supported, professionally and emotionally, by team colleagues.



A clear commitment in the school to ‘do whatever it takes’ to support the learning of every student is apparent.

The school strives to build a culture that values and promotes continuous learning. Leaders and teaching teams are committed to implementing processes and practices that support every student to experience success in their learning. They share a belief that every student can be taught to take ownership of their learning and be responsible members of the school community. Staff members express a desire to continue to build on the inclusive practices that make all students and their families feel welcome.



2.2 Key improvement strategies

Enhance the clarity and precision of actions and desired outcomes aligned to a narrowly focused improvement agenda.

Embed NPDL within curriculum planning, supporting teachers to construct locally relevant lessons that are accessible, engaging and challenging.

Revisit the school's teaching practices to collaboratively identify the agreed core suite of pedagogical approaches.

Consult with all stakeholders to review the school's approach to behaviour support, to inform next steps in building consistency of practice, including Tier 2 and Tier 3 processes.

Collaboratively review the whole-school approach to staff wellbeing to build and sustain staff morale.