



Flagstone Creek State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Flagstone Creek State School is a small school catering for students in Prep to Year 6. The school is situated in a very picturesque setting in the foothills of the Great Dividing Range, 30 km from Toowoomba. Our successful curriculum has a central focus on high levels of literacy and numeracy. Flagstone Creek State School offers caring, experienced staff, strong family values and high standards. The school has two multi-age classes which cater to individual student needs. Specialist Music, Physical Education, Languages Other Than English and Learning Support Teachers visit regularly. Many students participate in the Instrumental Music Program. The school has a high computer to student ratio and each classroom has an electronic whiteboard. Results from the annual School Opinion Survey show that parents, students and staff are 'Very Satisfied' with the school. Flagstone Creek State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences. A Responsible Behaviour Plan, developed in conjunction with the Parents and Citizens Association (P&C), has been put in place to facilitate high standards of behaviour, so that learning and teaching can be effective and students can participate positively within our school community. Students have access to a large variety of sporting and extracurricular activities. School facilities include a main block which houses one teaching space, a computer room, school office and staffroom. The other buildings, a single teaching space, a double teaching space and library, are housed in separate buildings. All of these areas are air-conditioned. The school grounds include an oval, cricket pitch, multipurpose court, adventure playground and a large covered outdoor learning area. Ample shade is provided by many trees and covered play areas. A school bus provides transport for students. The school enjoys the support of a very active P&C. Parent involvement is encouraged. A number of parents provide assistance in classrooms each week.

School progress towards its goals in 2018

- Narrow and sharpen the school's explicit improvement agenda including targets for improvements and timelines for actions.
- Communicate the school's explicit improvement agenda to the school community.
- Develop and communicate the roles and responsibilities of the Principal and all staff members in leading and actioning the explicit improvement agenda.
- Continue data collection and analysis across all areas of the explicit improvement agenda to develop a process to evaluate the effectiveness of identified strategies and actions .
- Implement a formal cycle of data discussions with timelines to analyse and utilise data to inform the learning process .
- Provide professional learning opportunities for all staff members to engage with the school curriculum plan and the Australian Curriculum.
- Continue the formal moderation process within the Cluster to build consistency and confidence in teacher judgement.

Future outlook

- Communicate the school's explicit improvement agenda to the school community.
- Continue data collection and analysis across all areas of the explicit improvement agenda to develop a process to evaluate the effectiveness of identified strategies and actions.
- Implement a formal cycle of data discussions with timelines to analyse and utilise data to inform the learning process.
- Provide professional learning opportunities for all staff members to engage with the school curriculum plan and the Australian Curriculum.
- Continue the formal moderation process within the Cluster to build consistency and confidence in teacher judgement.
- Formalise a whole-school differentiation document that addresses levels of student achievement.
- Implement a consistent school-wide process for the development of student learning goals that are regularly monitored and reviewed.
- Collaboratively review the pedagogical framework to set the expected teaching practices to achieve the explicit improvement agenda.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	46	44	33
Girls	21	22	19
Boys	25	22	14
Indigenous			1
Enrolment continuity (Feb. – Nov.)	96%	100%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The school was organized around two multi-age classes during 2018. The student population was made up of 58% girls and 42% boys. It is anticipated that enrolments will increase slightly in 2019.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	26	26	19	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	20	18	17	

Curriculum delivery

Our approach to curriculum delivery

The school was organised to provide quality curriculum programs across the eight Key Learning Areas. Students had excellent access to Information Communication Technology with a computer to student ratio better than 1:2. German was available to all students in Years 5 and 6.

Co-curricular activities

- Instrumental Music Lessons
- Tallebudgera Camp (Years 5 and 6)
- Athletics Coaching (Sporting Schools)
- Hip Hop Dance

How information and communication technologies are used to assist learning

Information and Communications Technologies (ICTs) were integrated across the Key Learning Areas. Equipment included 24 classroom computers, 4 laptops, 15 iPads, 2 digital cameras, 1 printer and 2 smartboards. Students used the Internet regularly. Programs were available in English, Maths and Technology to practise skills.

Social climate

Overview

Students at Flagstone Creek State School were encouraged to be responsible and caring. They were proud of their school and their own achievements. Results of the 2018 School Opinion Survey show that parents and students were very satisfied with the social climate of the school, rating the school 'Above' the state average. Children felt safe, were happy to go to school and felt that they were treated fairly. Parents and students were also very satisfied with the behaviour of students at this school.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	92%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	94%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	92%	100%
• their child is making good progress at this school* (S2004)	94%	92%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	100%
• teachers at this school motivate their child to learn* (S2007)	94%	92%	100%
• teachers at this school treat students fairly* (S2008)	100%	92%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	92%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	94%	92%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	95%	88%	100%
• they can talk to their teachers about their concerns* (S2042)	89%	100%	100%
• their school takes students' opinions seriously* (S2043)	95%	100%	100%
• student behaviour is well managed at their school* (S2044)	79%	100%	100%
• their school looks for ways to improve* (S2045)	95%	100%	100%
• their school is well maintained* (S2046)	89%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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 were encouraged to be involved in regular weekly classroom support and the P&C Association. The celebration of special events included a Welcome BBQ, Caffey Sports, Caffey Swimming Carnival, ANZAC Day Service and the Ma Ma Creek Exhibition, 'Flagstone's Got Talent' Night and the Break-Up Concert.

The P&C played a very active role in decision making processes. Parents were able to speak with teachers about their child's progress at any mutually convenient time. Parents also provided transport for sport and other activities.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Topics covered included personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The 24 solar panels on the roof of Block B and energy efficient lighting throughout the school continued to reduce energy consumption and greenhouse gas emissions. Waste paper and cardboard were collected and recycled.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	-	15,193	20,871

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	5	0
Full-time equivalents	3	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	1
Bachelor degree	4
Diploma	0
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 8899.

The major professional development initiatives are as follows:

- Band 5 Principals' PD
- Principals' Business Meetings
- Regional Development Days
- Age Appropriate Pedagogies
- Reading Across the Curriculum
- Teaching Reading
- Big Six Reading Framework - all classroom staff
- The Big Six - Deslea Konza
- Growing Digital Futures Project
- Lockyer Cluster STEAM PD – all classroom staff
- Creating an Autism Friendly Classroom
- Mandatory Training/Cleaner's Training
- Planning and Accountability

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	93%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	97%	95%
Attendance rate for Indigenous** students at this school			DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

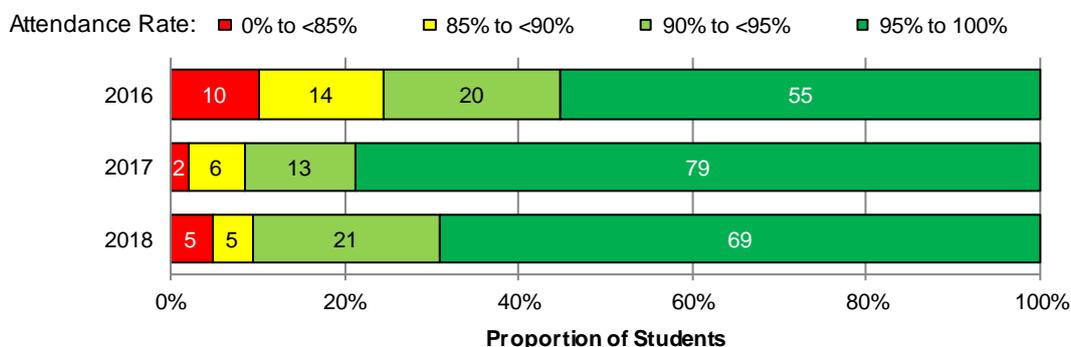
Year level	2016	2017	2018
Prep	94%	98%	95%
Year 1	95%	97%	99%
Year 2	94%	97%	98%
Year 3	92%	99%	95%
Year 4	93%	94%	97%
Year 5	94%	96%	91%
Year 6	95%	95%	93%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 rolls are marked twice daily. Unexplained absences are followed up by the Principal.

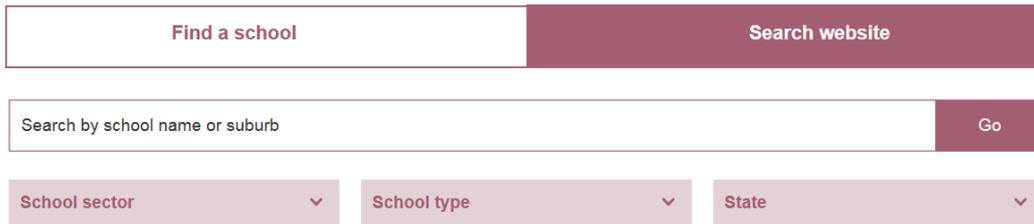
NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

- Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.