



Flagstone Creek State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	56 Flagstone School Road Flagstone Creek via Helidon 4344
Phone:	(07) 4697 5193
Fax:	(07) 4697 5326
Email:	principal@flagcreess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	The Principal, Flagstone Creek State School

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.

Principal's Foreword

Introduction

I am very pleased to present the 2016 Flagstone Creek State School Annual Report. Flagstone Creek State School continues to provide a wonderful learning environment for its students who are supported by dedicated staff and a very supportive school community.

School Progress towards its goals in 2016

All of the goals set in early 2016 were achieved:

- Implement I4S Strategies as outlined in the Agreement Plan
- Review the school's approach to the teaching of spelling and associated resources
- Promote the use of ICTs in the teaching of numeracy
- Investigate the implementation of PAT Science
- Engage with parents of pre-school children through playgroup offered at school
- The school will use the Cluster coach to improve implementation of the 16 elements of explicit teaching in the classroom
- Investigate implementation of PAT Science
- Engage with parents of pre-school aged students through playgroup offered at school
- Develop a culture in which teachers invite the principal and colleagues to observe their teaching, discuss their work and provide feedback

Future Outlook

Key strategies for 2016:

- Implement I4S Strategies as outlined in the Agreement Plan
- Build teacher knowledge and capacity
- Review school's approach to the teaching of Numeracy and associated resources
- Engage with parents of pre-school aged students through a Pre-Prep Group offered at school
- Lift top performers

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	58	33	25	N/A	97%
2015*	38	18	20	N/A	90%
2016	46	21	25	N/A	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The school was organized around two multi-age classes during 2016. The student population was made up of 46% girls and 54% boys. It is anticipated that enrolments will decrease slightly in 2017.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	20	26
Year 4 – Year 7	24	18	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 – 6.

Co-curricular Activities

- Instrumental Music Lessons
- Tallebudgera Beach Camp School
- Athletics Coaching
- 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 digital video camera, 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 2016 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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	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)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	94%
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%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	92%	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)	100%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	95%
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)	96%	94%	95%
they can talk to their teachers about their concerns* (S2042)	100%	100%	89%
their school takes students' opinions seriously* (S2043)	96%	100%	95%
student behaviour is well managed at their school* (S2044)	100%	100%	79%
their school looks for ways to improve* (S2045)	100%	100%	95%
their school is well maintained* (S2046)	100%	100%	89%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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, Caffey Sports, Caffey Swimming Carnival, ANZAC Day Service and the Ma Ma Creek Exhibition. 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 programs

The school has developed and implemented a program or programs that focus 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

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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.

Years	Electricity kWh
2013-2014	18,613
2014-2015	9,444
2015-2016	19,368

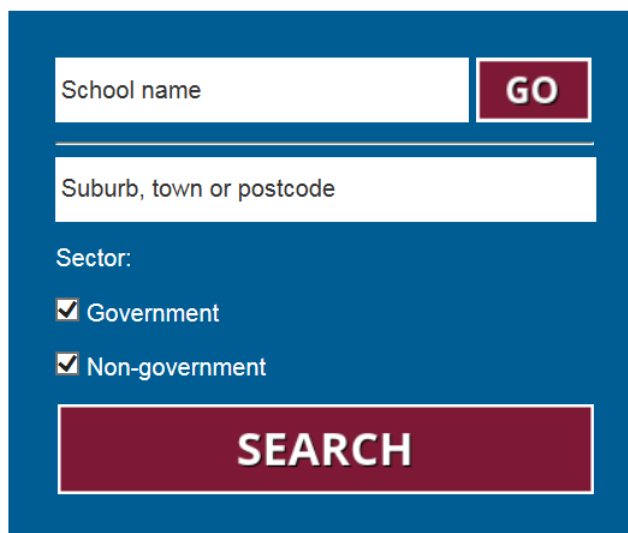
School Funding

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.

Find a school



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time Equivalent	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	4
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$7478.

The major professional development initiatives are as follows:

- Good to Great Conference – Anita Archer
- Creating Successful Writers
- Band 5 Principals' Days
- CPR Refresher
- Regional Business Meetings
- Leading Where You Are
- IT Expo
- Data Literacy Roadshow
- DDSW STEM Futures
- Excel Training
- Mandatory Training (Cluster)
- Cleaning Inservice Day

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	92%	87%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	N/A	N/A

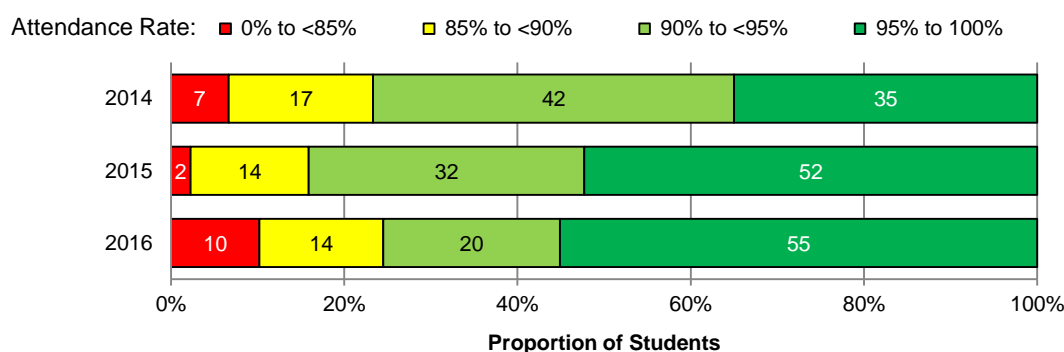
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	94%	91%	92%	94%	91%	91%	94%	94%
2015	94%	94%	93%	94%	92%	97%	93%	
2016	94%	95%	94%	92%	93%	94%	95%	

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 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.

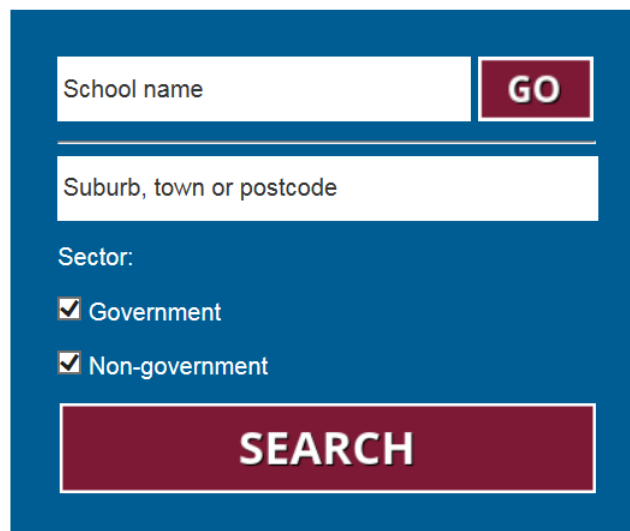
Class rolls are marked twice daily. Unexplained absences are followed up by the Principal.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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.