Principal's foreword

Introduction

Flagstone State Community College is a great place to learn!! Our school motto is “Inspirational Teaching...Inspired Learning” which highlights the emphasis we place on engaging our students in high quality or smart learning. Technology plays an important part in smart learning and we use computers and interactive whiteboards in all curriculum areas.

Great teachers inspire great learning – at Flagstone, our teachers are highly skilled in developing literacy, numeracy and higher order thinking skills and getting the best from all students. We expect excellent achievement and we work hard with our students to get it – our results speak for themselves! Our students in all year levels are achieving commendable results. Academically, our students are well prepared for university – we currently have graduates attending each of the major universities in south-east Queensland as well as a number of Year 12 students studying first year university subjects as part of their Year 12 curriculum.

We excel in Vocation Education and Training. We offer an array of Vocational Education Certificates so our students are equipped with nationally-recognised qualifications which will take them into trades anywhere in Australia or to further training. In addition, we place many of our students into School-based Apprenticeships and Traineeships – these allow our young people to engage in vital workplace learning and equip them with high-level qualifications which, in these times of skills shortages, ensure our graduates are very employable.

Performing Arts and Sports are two areas in which our students shine. Performing Arts students regularly present high quality dance, drama and music performances in the Performing Arts Centre with its first-rate theatre, dance and multimedia facilities. Our students have opportunities to play interschool sport and most sports at representative level. The Sports Centre is used for many team sports – basketball, netball, futsal and badminton to name a few and our students compete in most team sports from AFL to volleyball.

The School Annual Report 2010 outlines the College’s progress and achievements through 2010. Characteristics of the school are highlighted, as well as a description of the curriculum offered by the school. Progress towards systemic goals and results of systemic surveys are also included.

School progress towards its goals in 2010

First term 2010 saw a review of the Responsible Behaviour Plan for Students and clear alignment between the plan and the principles of the School-wide Positive Behaviour Support Programme. The more public acknowledgement of positive behaviours emphasised in the revamped Awards System, along with the affirmation of positive behaviours at a rate of 4 positives to 1 correction, has seen significant improvements in the school’s tone and climate.

The explicit teaching of expected behaviours during form class and the review of Exit Room has resulted in
improvements in student behaviour evidenced by a reduction in School-based Disciplinary Absences and referrals to Exit Room throughout the year. We had a clear focus through the second half of the year on maximising learning and treating our classrooms as sacred – places where the focus on learning must not be compromised. This focus will be maintained through 2011 and is one of several strategies identified in the Teaching and Learning audit, that took place in term 2, that is already yielding improved student outcomes.

Literacy was also a focus for teacher professional development and by the end of 2010, 25 middle phase teachers received the Regional inservice. As a result of this professional development programmes were reviewed with consequent changes to teaching.

Year 9 NAPLAN results for 2010 showed improvements in the mean in all strands. Our clear focus on literacy and numeracy across the curriculum, explicit teaching and the use of the online Mathletics and Intrepica programmes have helped to bring about this success.

Our involvement with the Region’s Reading Project is a further example of how we are moving forward the Literacy Agenda. Six English, Science and SoSE teachers engaged with this project and learned explicit strategies for teaching reading which they then implemented in their Year 8 classes. This strategy will be rolled out across all curriculum areas.

Future outlook

Throughout 2010 the school engaged in the Triennial School Review which has led to the development of the four year Strategic Plan. The Improvement Agenda, “Success!! Every student...Every day!” emphasises three platforms as the foundation for improvement over the next quadrennium:

- Reading
- Higher Order Thinking
- Explicit Teaching.
School Profile

Coeducational or single sex: Coeducational
Year levels offered: 8.9.10.11.12
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>797</td>
<td>383</td>
<td>414</td>
<td>85%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Since the last Census, the College’s catchment area has shown a population growth of 40% and further growth is anticipated with the declaration of Greater Flagstone as an urban development area. Our students generally come from the areas of Flagstone, Jimboomba, Greenbank, North Maclean, South Maclean, Logan Village and Chambers Flat areas. These areas offer residents a rural residential lifestyle within comfortable commuting distance of Brisbane. Many of our students live on acreage blocks, although the planning for Flagstone indicates much small block development in future.

2006 Census data for the College’s catchment area indicates:

- Year 12 completion rate of community members who have left school is significantly lower than state average (36% vs 43% state average)
- Year 10 completion rate of community members who have left school is significantly higher than state average (34% vs 27% state average)
- significantly lower rate (9%) of completion of higher level qualification (degree / diploma) than state (16%)
- higher rate (9%) of completion of vocational qualification (Certificate - 17%) than state (14%)

predominant occupation groups are as follows:
- manager / professional (21 % compared with state average of 30%)
- technician / tradesman (20 % compared with state average of 15%)
- administration / sales (34 % compared with state average of 34%)
- machinery / labourers (24 % compared with state average of 19%)
- 20% of families (compared with a state average of 21%) have a gross weekly income< $1K
- 57% of families (compared with a state average of 50%) have a gross weekly income of $1-2K
- 24% of families (compared with a state average of 29%) have a gross weekly income <$2K
- 17% of families are single parent families
- 43% of families have broadband connection compared with 47% state average
- 3% of families have dial up connection compared with 24% state average
- 24% of families have no internet connection compared with 29% state average

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>20</td>
<td>97%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16</td>
<td>91%</td>
</tr>
<tr>
<td>All Classes</td>
<td>19</td>
<td>95%</td>
</tr>
</tbody>
</table>
## Our distinctive curriculum offerings

**Curriculum**

The College is organized into two sub-schools:

- Middle School (Years 8 and 9); and
- Senior School (Years 10, 11 and 12).

**Curriculum Structure**

**Middle School:** In Year 8 it is mandatory all students study subjects across all the Key Learning Areas:

- English (4)
- Mathematics (4)
- Science (4)
- Study of Society and Environment (2)
- Health and Physical Education (2)
- Languages other than English (4)
- The Arts (4)
- Technology (2)

During Years 9 students study a core program of:

- English (4)
- Mathematics (4)
- Science (4)
- Studies of Society & the Environment (2)
- Health and Physical Education (2).

Year 9s are also required to select two electives from LOTE, The Arts, Technology and HPE KLAs – they complete 4 lessons per week in each elective.

In addition to this, students undertake Seminar lessons and or School Sport once a week for 50 minutes to address personal health and development issues.

**Senior School:** Year 10 provides a transition point for students by “bridging” Middle School and introducing students to the more difficult subjects of Year 11 and Year 12. The Year 10 programmes are based around the Year 10 Guidelines. The programmes offered at Year 10 are Foundation or Introductory Subjects (for senior study).

Year 11 and 12 Programmes include:


**QSA Authority-Registered Subjects:** English Communications, Early Childhood Studies, Pre-Vocational Mathematics, Visual Arts

**VET Subjects:** Cert 11 Business, Cert 1 Hospitality, Cert 1 and 2 Recreational Practices, Cert 1 Construction, Cert 1 Engineering, Cert 1 and 2 Information and Communication Technology, Cert 1 Media, Cert 2 Multimedia.

Many of our students also undertake Certificate 2 and 3 courses through School-based Apprenticeship and Traineeships (SATs). These are available in Year 11 and 12 although some Year 10s may commence a SAT as part of their programme of study.

Year 10, 11 and 12 curriculum also includes Seminar lessons and or School Sport once a week for 50 minutes to address personal health and development issues.
How Information and Communication Technologies are used to assist learning

Computers are used in all subject areas and at all year levels in the College. Computer skills are embedded in the curriculum from Year 8. The computer to student ratio is 1:2. A range of “computing” subjects is also offered – these include:

Year 9 - CyberStudies and Business Technology
Year 10, 11 and 12 - Certificates 1 and 2 in Information Technology, Certificates 1 and 2 in Creative Industries (Media), Information Processing and Technology, Business Communication & Technology. Interactive Smartboards are used in some classrooms as an aide to teaching.

Social climate

Through the services of an increased Student Services Staff, assistance is provided to individuals and small groups of students. The Student Services Staff include Guidance Officer, School-based Youth Health Nurse, School Chaplain, Community Education Counsellor, Youth Support Co-ordinator and Behaviour Advisory Teacher. Year Level Co-ordinators are responsible for the welfare of all students in their Year Level. Year Level Co-ordinators organized and implemented pastoral care programmes, including the following topics:

- Bullying
- Communication and Conflict Resolution
- Alcohol and Drug-taking
- Sexuality
- Career Planning
- QCS Practice.

Extra curricula activities

Students involve themselves in a range of activities, including:

- Student Representative Council and Committees;
- Chess;
- Debating;
- Public Speaking;
- Art Club;
- Japanese Club;
- Flagstone Idol;
- Battle of the Bands Competition;
- Concert Band;
- Instrumental Music Programme;
- Drama Performance Troupe;
- Drama Productions;
- Sports, including:
  - Swimming;
  - AFL;
  - Rugby League;
  - Basketball;
  - Netball;
  - Soccer;
  - Tennis;
  - Touch Football;
  - Volleyball;
  - Cross Country; and
  - Athletics.
In the 2010 School Opinion Survey, all stakeholder groups reported satisfaction with all areas of school performance. In comparison with like schools, parent satisfaction has climbed since 2007 to similar levels in Student Achievement, Learning Framework and Learning Environment; however a slight decline in 2010 was reflected in all areas. It must be noted that the numbers of parents returning surveys has steadily declined, with 2010 recording the lowest number of returns, at slightly over half the surveys sent out being returned. Students have generally indicated satisfaction in all performance areas of the School Opinion Survey. The greatest improvements have been noted in Learning Climate and School Climate. Student satisfaction is generally similar to like schools. Student satisfaction has been improving steadily with an11% improvement from 2009-2010. Staff also report satisfaction, with gradual improvements in staff morale being noted.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>54%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>64%</td>
</tr>
</tbody>
</table>

Governance
Parents are involved in College governance through the Parents and Citizens Association which meets monthly, at 7.00 p.m. on the first Tuesday of every month. The small but active Parents and Citizens Association contributed to the following school projects during 2010:

- wireless network
- Chaplaincy service
- Young Endeavour Community Scholarship
- sponsorship of Student Executive Leadership camp
- sponsorship of community dinner
- Academic, Sporting and Cultural Scholarships
- emailed newsletter production.

Parents are represented on the Finance Committee and Instrumental Music Support Group as well as the School-Wide Positive Behaviour Support Programme Committee.

Reporting
Reports were issued to parents at the end of each semester (twice per year) with face to face interviews at the end of Term 1 and at the end of Semester 1. Parents were invited throughout 2010 to contribute to their children’s education via: subject selection evenings, SETP interviews, interviews to assist in student performance and a range of presentation and award events.

Volunteers
Throughout 2010, volunteers assisted in the Canteen and Uniform Shop. The number of volunteers working in the school is declining. There are also opportunities for parents to assist in the Library and at Homework Centre.
Reducing the school's environmental footprint

The installation of Solar Panels on POD 1 in early 2010 and the replacement of fluoro light tubes with energy efficient lighting in March 2010 have considerably reduced the school's environmental footprint. In addition, all taps and toilets throughout school were inspected and reductions to water flow completed to Logan City Council specifications.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity kWh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$132,154</td>
<td>$69,235</td>
<td>$28,343</td>
<td>$9,779</td>
<td>$24,797</td>
<td>$0</td>
<td>$0</td>
<td>325,047</td>
<td>3,519</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$138,904</td>
<td>$81,540</td>
<td>$0</td>
<td>$0</td>
<td>$25,404</td>
<td>$0</td>
<td>$31,960</td>
<td>529,785</td>
<td>3,599</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009-2010</td>
<td>-5%</td>
<td>-15%</td>
<td>N/A</td>
<td>N/A</td>
<td>-2%</td>
<td>N/A</td>
<td>-100%</td>
<td>-39%</td>
<td>-2%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>66</td>
<td>31</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>60</td>
<td>25</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>59</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $35000. The major professional development initiatives were as follows:

- Student support programmes
- WH&S
- Developing Performance Framework
- Behaviour Management
- Reading Strategies
- Literacy
- SWPBS
Our staff profile

- Subject related
  The involvement of the teaching staff in professional development activities during 2010 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of staff retained from the previous school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.</td>
</tr>
</tbody>
</table>
Key student outcomes

Attendance

The average attendance rate for the whole school as a percentage in 2010 was 90%.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>89%</td>
<td>87%</td>
<td>89%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 every morning at Form Class and then class rolls are marked at every lesson – these are reconciled against the Daily Absence List and any anomalies noted and dealt with by Year Level Co-ordinators. Parents of students who are absent from school are notified by text message at approximately 10.00 a.m. daily and they are required to text back the reason for their student’s absence.

The College employs an Attendance Officer who monitors students absences – where concerns exist about a student’s low rate of attendance, the school sends letters in line with the DET policy, SMS-PR-029: Managing Student Absences, advising parents of the concern and an intervention meeting is held to address the rate of attendance. In the case of post-compulsory students, an attendance rate of less than 80% triggers a notice of cancellation – non-compliance, which could result in cancellation of the student’s enrolment.
Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9 are available via the MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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

In 2010, 29 students were identified as indigenous. There was a 20% difference in retention from Year 10 to Year 12 for indigenous students. However, the attendance rate of indigenous students (90%) was .04% better than that for non-indigenous students. Generally, indigenous students’ achievement is commensurate with non-indigenous students.

Attainment and Achievement – Year 12

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort of 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT)</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Position Bands (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in each Band for OP 1 to 25.</td>
</tr>
<tr>
<td>OP 1-5</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Educational Training qualification (VET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded certificates under the Australian Qualification Framework (AQF).</td>
</tr>
<tr>
<td>Certificate I</td>
</tr>
<tr>
<td>84</td>
</tr>
</tbody>
</table>

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

Very few students leave before the end of Year 10 or Year 12. Students who do leave before Year 10, having attained the compulsory age of 16, generally leave because they have secured full-time apprenticeships. Students in the compulsory participation phase may choose to leave school for secure employment, apprenticeships or to study at TAFE. Students who are at risk of disengaging from education are supported by the Youth Support Co-ordinator.