



Flagstone State Community College

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



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School Overview

Flagstone State Community College is a state high school situated on fifteen hectares in Flagstone, five kilometres from Jimboomba township, in the city of Logan. Opened in January 2002, the College now numbers approximately 900 students from Year 8 to 12. Students study both academic and vocational curriculum and participate in a wide range of sports and cultural activities. Although a young school, our College has already amassed many fine achievements and has established a tradition of excellent teaching and learning epitomized in our motto 'Inspirational Teaching...Inspired Learning'.

Principal's Forward

Introduction

Flagstone State Community College is a great place to learn!! Our school motto is "Inspirational Teaching...Inspired Learning" which, along with our purpose statement, "Success...EVERY Student...EVERY Day!!" highlights the importance of teachers building, for every student, a positive and motivating learning environment fostering success, to inspire a love of learning for each student. For our students, success comes in academic pursuits, on the sporting fields, in cultural endeavours and in vocational opportunities and is different for each of our students. Our job as teachers is to help every student move closer towards their own success goals in every class, every day.

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 and some students study first year university subjects as part of their Year 12 curriculum.

We excel in Vocational 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 2016 outlines the College's progress and achievements through 2016. 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 2016



Explicit Improvement Agenda 2016

2016 was the first year of implementation for our new Strategic Plan. Priority Areas of Development Best Practice Pedagogy, Personalised Learning and Positive Learning Environment continued to be priority areas for development and Marzano's The Art & Science of Teaching, with particular emphasis on Design Questions 1 and 6, was introduced on the January Student-Free days as our new Pedagogical Framework. Growth Mindset, based on Carol Dweck's work, was also introduced as an overarching teaching philosophy designed to build students' resilience, grit and stamina for learning and lessons were developed and delivered to students to embed a Growth Mindset approach.

Our sharp and narrow focus highlighted Reading, Writing and Numeracy strategies as well as Attendance as areas where we are seeking improvement. Investing for Success funding enabled us to employ two .5FTE Reading Coaches and 2 .5 FTE Numeracy Coaches who identified and supported students at risk of being below NMS in reading and numeracy developing and implementing intervention plans for all of these students. In addition, we pursued training for key teachers in the Reading to Learn Program, in readiness for training for all teachers in 2017.

Future Outlook

The priority areas of Reading, Writing, Numeracy and Attendance will continue to be our focus for some years. We will continue to roll out training in the Reading to Learn program with all curriculum areas receiving training during 2017. This program provides an evidence-based approach to teaching explicit strategies to improve both reading and writing.

Improving attendance will receive particular attention in 2017 with new strategies introduced to work with families of students who have attendance under 85% as well as incentives encouraging all students to reach a target of 92% and set a goal for 100% attendance.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	804	390	414	34	92%
2015*	850	409	441	50	90%
2016	861	419	442	59	89%

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

Students attending Flagstone State Community College travel from the south-west suburbs of Logan City - Jimboomba, Flagstone, Greenbank, Maclean, Logan Village. 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. The major feeder primary schools to the College include: Flagstone State School, Jimboomba State School and Greenbank State School.

Our Community

In 2010, the Greater Flagstone UDA was announced as one of three new communities identified by the *South East Queensland Regional Plan 2009-2031* as a Regional Development Area to provide a focus for regionally significant residential and employment growth over the medium to long term. Our local area is earmarked for huge growth over the next twenty years.

Flagstone (also known as Flagstone East or Flagstone Estate) is the existing residential development between Teviot Road and the Brisbane-Sydney railway (see Figure 4)6. The area has developed over 17 years, beginning with rural residential lots, however in the last six years smaller urban lots have been developed. Flagstone is serviced by a primary and secondary school, local shopping centre and childcare facilities. Relative to the District and to the Flagstone Local Area, the current Flagstone has: Considerably younger population, with considerably fewer elderly, and considerably more children under 12

- Higher proportions of families with children, and fewer single parent families and lone households
- Very low representation of non-English speaking households
- Households that are larger than the Flagstone Local Area and District Area average at 3.5 persons per dwelling (compared with 3.0 and 2.9 respectively)
- Fewer properties owned outright, and more are rented (17%)

- A much higher rate of unemployment than for the Flagstone Local Area (4.9% compared with 2.5%), but lower than the District Area rate
- A median weekly household income of \$1,250 with 13% earning over \$2,000 a week and 6.0% less than \$500. Relative to the Flagstone Local Area, this median income is marginally higher, but fewer households have high incomes, and a comparable proportion have low incomes
- Only just over a quarter of the population at the same address in 2001 and 2006
- Car ownership in Flagstone is the lowest in the Flagstone Local Area at an estimated 1.9 private vehicles per dwelling
- Flagstone's SEIFA index for relative disadvantage is slightly lower at 1037 compared with indexes up to 1087 in other areas (nearby new release areas). The indices indicate Flagstone is marginally more disadvantaged than the adjacent communities, comparable with Jimboomba. When comparing with the local area (1041), Flagstone is also marginally more disadvantaged.

Data on early childhood development is available for Jimboomba, which includes Flagstone. The Australian Early Development Index (AEDI) explores the development of children in their first year of school, in five key domain areas, including physical, social, emotional, language, and communication development and skills. The results are reported at a community level to enable planning and change in communities to optimise early childhood development. The AEDI results for Jimboomba indicate that although more school aged children in Jimboomba have attended pre-school (66.1%) than most other parts of the Local Area, Jimboomba kindergarten students showed some of the higher levels of developmental vulnerability in terms of their physical and social preparedness for school, and most importantly, a high proportion (almost one in four) children were vulnerable in two or more domains of early childhood development, compared with a national average of just 11.8%.

Source: *Flagstone Strategic Social Plan, GHD and Heather Nesbitt Planning, May 2011*

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			
Year 4 – Year 7			
Year 8 – Year 10	23	21	21
Year 11 – Year 12	18	18	18

*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 College is organized into two sub-schools:

- Junior School (Years 7, 8 and 9); and
- Senior School (Years 10, 11 and 12).

In Years 7 and 8, students study subjects across the eight Key Learning Areas. In Year 9, students study a core program of English, Mathematics, Science, Study of Society and the Environment and Health and Physical Education and choose two elective subjects from a range of other Key Learning Areas.

This pattern of study is repeated in Year 10. In Years 11 and 12, students study an English subject and Mathematics subject and then choose four other subjects according to their interests and career / tertiary direction. The College offers a range of Authority subjects, Authority-registered Subjects and Vocational Certificates. In addition, the College promotes the undertaking of school-based traineeships and apprenticeships while at school.

Year 11 and 12 Subjects include:

QSA Authority Subjects: Accounting, Ancient History, Art, Business Communication and Technologies, Chemistry, Dance, Drama, English, Geography, Graphics, Legal Studies, Information Processing and Technology, Japanese, Mathematics A, B and C, Modern History, Music and Music Extension, Physics, Physical Education, Science 21

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, Cert 2 Sustainable Energy.

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 Future Pathway Planning lessons once a week and or School Sport / Seminar once a week.

Co-curricular Activities

Students involve themselves in a range of activities, including:

- Junior and Senior Student Representative Council and Committees;
- Musical
- Debating;
- Art Club;
- Japanese Club;
- Flagstone Idol;
- Concert Band;
- Instrumental Music Programme;
- Drama Performance Troupe;
- Drama Productions;
- Starlight Vocal Ensemble
- Sports, including:
 - Swimming;
 - AFL;
 - Rugby League;
 - Basketball,
 - Netball;
 - Soccer;
 - Tennis;
 - Touch Football;
 - Volleyball;
 - Cross Country; and
 - Athletics.

How Information and Communication Technologies are used to Assist Learning

ICT skills are embedded into the curriculum from Year 7. Various ICT devices are used by all year levels and in all subjects across the College. In Year 7, students participate in Digital Technologies where they learn basic coding, using Scratch.

The school has a number of portable laptop laboratories which teachers book out for class use. In addition, the school has 3 computer classrooms.

A range of “computing” subjects are offered – these include:

- Years 9 & 10 - CyberStudies and Business Technology
- Years 11 & 12 - Certificate I & II in Information, Digital Media & Technology
- Certificate I in Creative Industries, Certificate II in Creative Industries (Media) & Certificate III in Media
- Certificate I & II in Business

- Information Processing and Technology
- Business Communication & Technology

Data projectors and speakers are utilised in most classrooms as an aid to teaching. The Learning Place is used by some subjects to deliver digital tools and resources to support student learning. Digital Books (eBooks) are now available to students and staff through the ENABLE OverDrive Library. ClickView is utilised to deliver online videos to enhance student learning. IT Technical Support for staff and students is available from 6.00am – 3.30pm.

Social Climate

Overview

We use the Positive Behaviour for Learning program as our school-wide approach to maintaining a supportive and disciplined learning environment. Our expectations are reflected in the 4 “rules” - *@ Flagstone, we...*

- Learn
- Do our best
- Respect self and others
- Respect our school.

We utilise full school assemblies and Year Level Assemblies to reinforce these expectations and develop in our students a positive attitude towards their studies, their behaviour, their personal presentation and respect for their school. These key messages are reinforced through Flagstone Focus “lessons” which have been developed to engage our young people in reflecting upon what appropriate and expected behaviours are and look like.

Each Year Level is assigned a Year Co-ordinator who is responsible for the welfare of all students in their Year Level. Year Level Co-ordinators organize and implement pastoral care programmes, including the following topics:

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

The Student Services Staff, including Guidance Officer, School-based Youth Health Nurse, School Chaplain, School-based Police Officer, Community Education Counsellor, Youth Support Co-ordinator support identified students as well as students who self-refer. In 2016, we added a Success Coach to our staff, with the specific role of working with identified young people at risk of disengaging with learning.

The school has a strong anti-bullying focus and annually our students participate in anti-bullying day and attend special presentations which address bullying issues. Our Positive Relationships Policy outlines the approaches we take in combatting bullying.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	90%	91%
this is a good school (S2035)	93%	84%	94%
their child likes being at this school* (S2001)	95%	92%	96%
their child feels safe at this school* (S2002)	96%	87%	89%
their child's learning needs are being met at this school* (S2003)	89%	86%	90%
their child is making good progress at this school* (S2004)	93%	87%	87%
teachers at this school expect their child to do his or her best* (S2005)	94%	96%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%	91%
teachers at this school motivate their child to learn* (S2007)	87%	81%	88%
teachers at this school treat students fairly* (S2008)	88%	79%	90%
they can talk to their child's teachers about their concerns* (S2009)	88%	93%	93%
this school works with them to support their child's learning* (S2010)	87%	86%	90%
this school takes parents' opinions seriously* (S2011)	86%	84%	85%
student behaviour is well managed at this school* (S2012)	83%	74%	78%
this school looks for ways to improve* (S2013)	87%	88%	91%
this school is well maintained* (S2014)	89%	98%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	91%	97%
they like being at their school* (S2036)	95%	87%	93%
they feel safe at their school* (S2037)	92%	95%	91%
their teachers motivate them to learn* (S2038)	92%	89%	90%
their teachers expect them to do their best* (S2039)	98%	95%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	84%	89%
teachers treat students fairly at their school* (S2041)	91%	80%	73%
they can talk to their teachers about their concerns* (S2042)	82%	73%	79%
their school takes students' opinions seriously* (S2043)	83%	76%	79%
student behaviour is well managed at their school* (S2044)	78%	65%	74%
their school looks for ways to improve* (S2045)	91%	88%	95%
their school is well maintained* (S2046)	87%	87%	93%
their school gives them opportunities to do interesting things* (S2047)	91%	85%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	98%	94%
they feel that their school is a safe place in which to work (S2070)	99%	96%	92%
they receive useful feedback about their work at their school (S2071)	88%	87%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	87%	92%
students are encouraged to do their best at their school (S2072)	96%	96%	95%
students are treated fairly at their school (S2073)	94%	93%	93%
student behaviour is well managed at their school (S2074)	87%	87%	79%
staff are well supported at their school (S2075)	88%	83%	79%
their school takes staff opinions seriously (S2076)	91%	85%	85%
their school looks for ways to improve (S2077)	97%	94%	90%
their school is well maintained (S2078)	99%	94%	100%
their school gives them opportunities to do interesting things (S2079)	93%	87%	84%

* 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

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 2016:

- Chaplaincy service
- sponsorship of Student Executive Leadership camp
- Academic, Sporting and Cultural Scholarships
- emailed newsletter production
- funding of the High Resolves Global leadership Programme.

Parents are represented on other school and activity-based Committees as well as the Positive Behaviour for Learning Programme Committee.

Reporting

Reports are 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 2016 to contribute to their children's education via: attendance at School Review committee meetings, subject selection evenings, SETP interviews, interviews to assist in student performance and a range of presentation and award events.

Parents of Students with Disabilities

SEP teachers meet with parents of all students with a disability, on at least an annual basis, to develop Individual Education (IEP) or Transition Plans. These plans document the adjustments that students need to access the curriculum and include specific, non-curriculum goals that the case manager and other teachers will work on with the student. Other plans that may be developed at the time of the IEP include social-emotional plans (these document the specific social-emotional needs of the students and how the school staff will respond to these); behaviour support plans

(these plans document behaviour and how the school will respond to this); health management plans and risk assessments.

For students with higher support needs, the team which is involved in developing these plans may include Child Safety, Support Agencies funded by Child Safety, Speech-Language Pathologists, the disability specific Youth Health Nurse, visiting teachers for physical and hearing impairment, psychologists and occupational therapists. Often these multidisciplinary groups meet regularly to consult and plan for how the student can best be supported.

Students working at a curriculum level below their peers are also identified and supported through an Individual Curriculum Plan. These plans are also communicated and agreed to by parents.

Volunteers

Throughout 2016, 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.

Respectful relationships programs

Through the Positive Behavior for Learning program the school has implemented lessons focused on appropriate, respectful and healthy relationships. These lessons are augmented by the “You Can Do It” program and Well-being lessons taught through Junior HPE which all focus on appropriate communication and respectful relationships. At various times through the year, Year Co-ordinators and the School Nurse deliver appropriate whole-cohort lessons on respectful relationships. Our School Nurse has been instrumental in introducing the “Love Bites” program (targeting domestic violence, to our Year 11 students.

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	231	361	379
Long Suspensions – 6 to 20 days	15	16	24
Exclusions	18	10	8
Cancellations of Enrolment	8	10	7

* 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	425,444	230
2014-2015	419,681	1,656
2015-2016	432,662	2,176

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

The connection of solar panels on the roof of Pod 1 as well as the widespread use of tanks for the collection of rainwater are helping us to reduce our environmental footprint, although increased enrolments are responsible for increased electricity and water consumption.

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

Sector:
 Government
 Non-government

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	81	37	<5
Full-time Equivalent	75	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	
Bachelor degree	75

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	
Certificate	

*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 \$45,349.

- The major School Priorities: Reading, Writing, Numeracy
- Reading to Learn Strategy – initial training
- Networking through ENABLE Coalition: all school leaders
- Beginning teachers, including Essential Skills of Classroom Management– all new staff members
- Art and Science of Teaching.

A number of teachers took advantage of coaching offered by Master Teacher and Literacy and Numeracy Coaches.

In addition, every teacher participated in a Professional Learning Team that examined a problem of practice and collaborated in developing and implementing strategies to address this.

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	89%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	85%

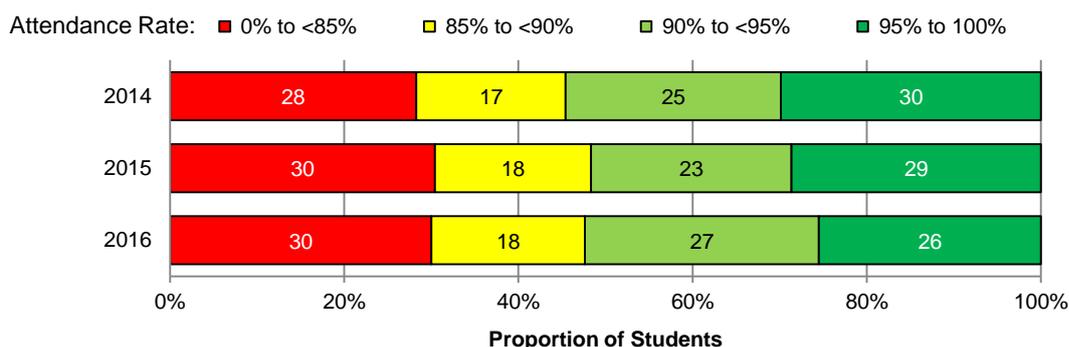
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		90%	90%	88%	89%	89%
2015	91%	90%	86%	88%	85%	90%
2016	90%	88%	88%	86%	87%	87%

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.

Rolls are marked every morning at assemblies and then class rolls are marked at each lesson and reconciled against the Daily Absence List and any anomalies are dealt with by Year Co-ordinators. Parents of students 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 student absences – where concerns exist about a student’s low attendance rate, the school sends letters in line with DETE guidelines, advising parents of concerns and a meeting is held to address the rate of attendance. In the case of post-compulsory students, an attendance rate of less than 90% triggers an attendance query. Persistent low attendance without medical reason results in notice of cancellation – non-compliance, which could result in cancellation of the student’s enrolment.

In addition, key strategies to increase attendance include:

- Refinement of our Attendance Policy
- Regular monitoring of attendance and early identification of students with attendance rates lower than 85%
- Involvement of Guidance Officer, Chaplain, Youth Support Co-ordinator, Year levels Co-ordinator, Senior and Junior Head of School and all member of Administration in interviewing parents and students with low attendance
- 100% attendance awards
- Reinforcing the Everyday Counts message at assemblies, in newsletter, parent meetings and on Facebook.

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	162	128	144
Number of students awarded a Queensland Certificate of Individual Achievement.	3	5	6
Number of students receiving an Overall Position (OP)	56	39	36
Percentage of Indigenous students receiving an Overall Position (OP)	25%	0%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	23	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	132	128	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	120	108	114
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	147	123	138
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	67%
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	59%	62%	39%
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.	99%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	8	2	23	18	5
2015	3	11	10	11	4
2016	1	5	8	17	5

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	116	113	19
2015	126	104	18
2016	108	113	30

As at 3rd February 2017. The above values exclude VISA students.

In addition to traineeships and apprenticeships, students completed Certificate I courses in Creative Industries, Engineering, Construction and Hospitality and Certificate I and II courses in Business, Recreation Practices, Information, Digital Media & Technology, Certificate II in Creative Industries (Media), Certificate II in Workplace Practices and Certificate III in Media.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	77%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	83%	67%	175%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.flagstonescc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

Students who do leave before Year 10, having attained the compulsory leaving age of 16, generally leave because they have secured full-time apprenticeships. Students in the compulsory participation phase may choose to leave before age 17 to 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 to assist them in re-engaging with school or to assist them to attend an alternative education centre or to find full-time employment.