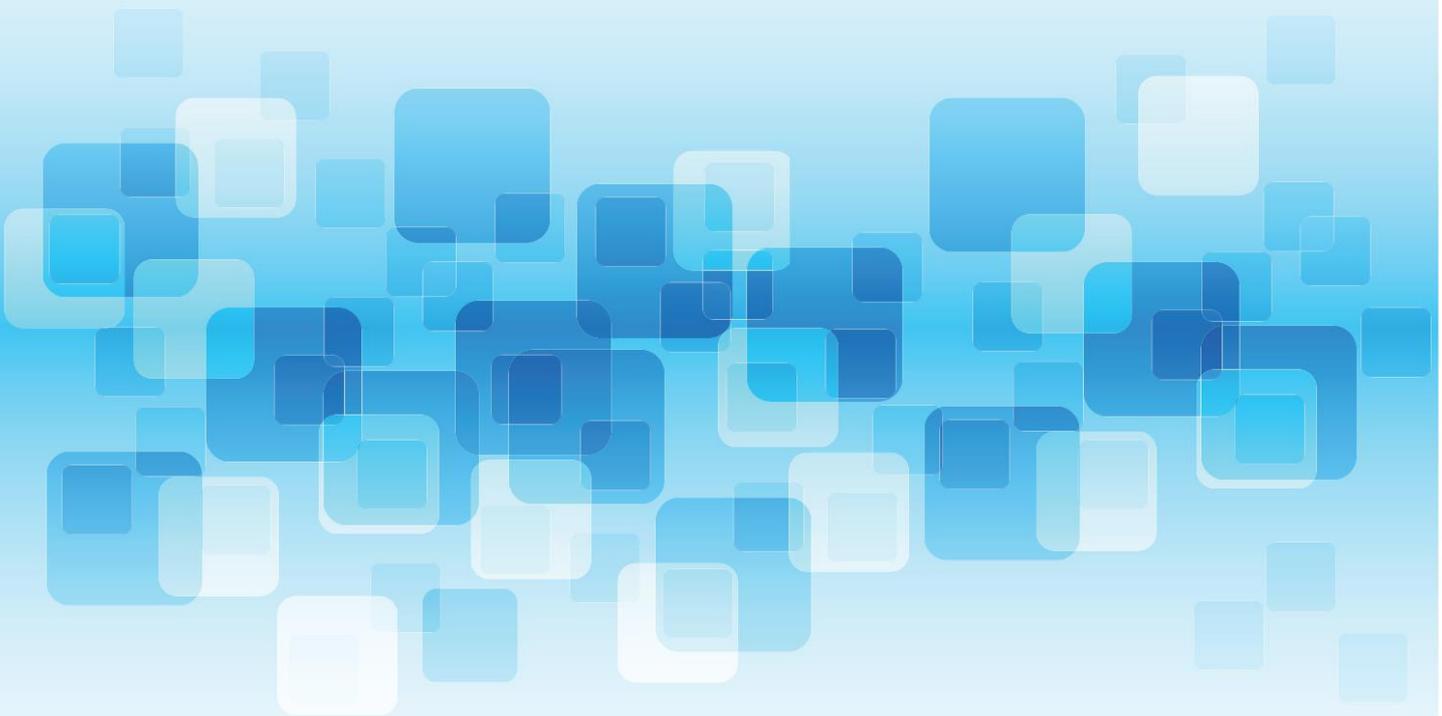




School Improvement Unit Report

Flagstone State Community College Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Flagstone State Community College from 12-16 February 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Homestead Drive & Poinciana Drive, Flagstone
Education region:	South East Region
The school opened in:	2002
Year levels:	Year 7 to Year 12
Current school enrolment:	881
Indigenous enrolments:	5.7 per cent
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	960
Year principal appointed:	2001
Number of teachers:	72
Nearby schools:	Flagstone State School, Jimboomba State School, Greenbank State School
Significant community partnerships:	Trade Training Centre – Flagstone Community Submission which includes Flagstone Community College, Beaudesert State High School and Park Ridge State High School, ENABLE Coalition, Peet Developers
Unique school programs:	Accelerate classes Year 7 to Year 10, Focussed Literacy Intervention Classes, Multi Lit Reading Program, Electro Technology Trade Training Centre



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's assistant regional director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Leadership team – Principal, Deputy Principals, Heads of Department (HODs), HOSES, Guidance Officer
 - A range of classroom teachers from Year 7 to Year 12
 - Non-teaching staff – school youth health nurse, school-based police officer, Business Services Manager (BSM), teacher-aides
 - P & C President
 - Principal - Flagstone State School
 - A range of students from Year 7 to Year 12

1.4 Review team

- Internal Reviewer Boyd Jorgensen (review chair)
- Peer Reviewer Corrine McMillan
- External Reviewer Bob Cole



2. Executive summary

2.1 Key findings

- There is a positive, calm and friendly school tone and culture evident.

School Wide Positive Behaviour Support (SWPBS) has focused on improving behaviour. It is embedded in the daily life of the school. SWPBS has contributed to a significant increase in student behaviour standards and an improvement in the consistency of teacher practice. The college actively promotes the vision that all students can be successful in their learning.

- Staff relationships are highly professional and collegial.

Staff rate the supportiveness of their colleagues as a feature of the school and morale is high. School Opinion Survey data supports this finding. The collegial relationships provide a solid foundation for newly introduced initiatives such as literacy and numeracy coaching and the work of the master teacher.

- An improvement agenda is in place, known by school staff and well supported by a comprehensive range of whole school plans.

The whole-school plans are generally well aligned and provide direction for staff with regard to curriculum and pedagogical processes. The majority of teachers could identify reading, writing, numeracy and higher order thinking as the improvement priorities, but a range of other programs were also mentioned. Many teachers were unable to discuss the school or cohort targets for priority learning areas.

- National Assessment Program – Literacy and Numeracy (NAPLAN) results showed improvement from 2013 to 2014 in almost all aspects of Mean Scale Score (MSS), National Mean Score (NMS) and upper two bands (U2B).

The main areas of growth are spelling, grammar and punctuation NMS. The growing data culture in the college and the targeting of resources has contributed to this improvement.

- College attendance was 88.9 per cent in 2014, with 28.3 per cent attending for less than 85 per cent of the school year.

The college has an attendance strategy in place. However, teachers, some parents and community members express concern in regards to the level of student aspirations and lack of regard in some families for high attendance and high engagement.

- Year 12 outcomes have improved steadily over the past five years with 93 per cent of graduates achieving a QCE and 99 per cent attaining a qualification in 2014.



2.2 Key improvement strategies

- Refine the current explicit improvement agenda to enable a sharp, narrow and deep focus on core priorities with achievable, measurable targets and timelines.
- Embed one pedagogical framework to guide classroom practice. Ensure a systematic implementation supported by professional development, observation and feedback in line with the explicit improvement agenda.
- Further develop the college strategy for improving attendance. Establish and monitor specific attendance targets in regards to cohorts and individual students.
- Continue to build the culture of learning founded on high standards and high expectations with a specific focus on student levels of personal, academic and school pride.
- Further develop teacher data literacy to identify student learning gaps and monitor student progress.
- Embed effective differentiation practices across the school.
- Implement effective practices to provide feedback to students.
- Extend the watching others work practices in order to provide long-term Flagstone State Community College staff with opportunities to learn from other teachers in high performing schools.