

# Flagstone State Community College

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Flagstone State Community College** from **14 to 16 October 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Kerri Holzwart	Peer reviewer
Jo Diessel	External reviewer



## 1.2 School context

<b>Location:</b>	Cnr Homestead Drive and Poinciana Drive, Flagstone
<b>Education region:</b>	South East Region
<b>Year opened:</b>	2002
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	865
<b>Indigenous enrolment percentage:</b>	8.2 per cent
<b>Students with disability enrolment percentage:</b>	9.0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	952
<b>Year principal appointed:</b>	2019
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	86
<b>Significant partner schools:</b>	Flagstone State School, Jimboomba State School
<b>Significant community partnerships:</b>	Parents and Citizens' Association (P&C), Peet Limited, Uniting Church – Community Liaison Officer (CLO), local chaplaincy committee, Logan Chamber of Commerce, Anglicare
<b>Significant school programs:</b>	ACE (Accelerate, Cognition, eLearning) program, Flag program, Bring Your Own Device (BYOD), Performing Arts Excellence Program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, eight Heads of Department (HOD), three HODs – engagement, Head of Special Education Services (HOSES), guidance officer, 36 teachers, three year coordinators, literacy team, Positive Behaviour for Learning (PBL) committee, teaching and learning team, student support team, Business Manager (BM), four office staff, nine teacher aides, Community Education Counsellor (CEC), P&C executive, seven parents and 42 students.

Community and business groups:

- BUSY at Work, Peet Limited Flagstone and Prestige Service Training.

Partner schools and other educational providers:

- Principal of Flagstone Creek State School.

Government and departmental representatives:

- State Member for Jordan and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1 2019)
School newsletters and website	School Opinion Survey 2018
OneSchool	School budget overview 2019
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan for Students
School pedagogical framework	Professional development plans
Report card and NAPLAN update Semester 1 2019	School based curriculum, assessment and reporting framework
School data plan	



## 2. Executive summary

### 2.1 Key findings

**Students and parents speak highly of the teachers, the level of support provided and the supportive culture across the college.**

Students speak very positively regarding the additional effort made by teachers to provide support. Senior school students speak positively in regards to the feedback they receive from teachers and the general support for their learning. Teachers articulate there is a strong collegial culture in the college and highly value the support of the faculty and engagement Heads of Department (HOD). Staff members express a strong sense of support from the leadership team.

**The leadership team and staff members are committed to an inclusive culture to maximise the engagement, learning and outcomes for the full range of students.**

Detailed whole-school monitoring of student progress for those students requiring additional support with their learning occurs across the college through a range of intervention programs. Parents are engaged to a high level in their child's education including in the development of Individual Curriculum Plans (ICP) to support their child if and when required. Parents report positively on the manner in which students are supported and the communication that occurs between themselves and the college.

**The college vision of '*Inspirational Teaching...Inspired Learning*' is a guide for the college direction.**

Staff members indicate they are supportive of the current college direction. Staff members, students and parents indicate a variable knowledge of the college vision and values. With the continual turnover in staff members and college leaders, the college leadership identifies the need to refocus the college vision.

**Annual Implementation Plan (AIP) targets have been developed and shared by the executive leadership team.**

Teachers indicate satisfaction with the overall direction of the AIP. Staff members are yet to consistently identify all AIP areas. Teachers are yet to be able to clearly describe all the targets and how those targets assist in improving student outcomes and teaching practice. Staff members indicate the college is yet to set explicit targets in terms of student academic outcomes.

**The college is currently reviewing and rewriting the whole of college curriculum, assessment and reporting plan.**

There is a shared approach to curriculum planning within faculties with a clear focus on alignment to the Australian Curriculum (AC), Queensland Curriculum and Assessment Authority (QCAA) senior syllabuses, new Queensland Certificate of Education (QCE) syllabuses and Vocational Education and Training (VET) certificates. Clarity in expectations



and consistency across the college in relation to curriculum planning and development are yet to be fully embedded.

**The college staff members demonstrate an understanding of the importance of positive and caring relationships for student engagement.**

The student engagement team shares the majority of the responsibility for student behaviour and engagement. The Responsible Behaviour Plan for Students (RBPS) was revised in 2019 and is reflective of the Positive Behaviour for Learning (PBL) framework. All teachers are expected to follow the plan as stated. Some staff members indicate the college processes for behaviour management are yet to be adhered to consistently.

**A collegial engagement process was finalised at the end of 2018 for college-wide implementation.**

This process provides the opportunity for teachers and the leadership team to observe classroom practice and provide feedback. Teachers indicate they find the feedback process beneficial for their teaching practice and would value further opportunities to receive feedback on their practice from colleagues and leaders. The leadership team reports implementation of the collegial engagement process is in its early stages.

**The senior leadership team articulates the belief that the use of reliable student data is essential to support improvements in student learning.**

A high priority is given to data analysis and how data can be used to improve academic, attendance and behaviour outcomes. Data is analysed over a period of time by the college and trends in performance are reviewed to inform teaching practice and college initiatives.

**The college has established partnerships with parents, and a range of local business and community organisations that enhance student learning and wellbeing.**

Parents are recognised as integral members of the college community. Parents speak highly of the college, their interaction with staff members and college leaders. They view members of the college staff as caring and welcoming. Community partners speak positively of their interactions with college personnel. An extensive range of partnerships has been established to support student wellbeing. The feeder school principal reports a comprehensive range of transition strategies for students and parents.





## 2.2 Key improvement strategies

Collaboratively establish a united college direction, underpinned by an agreed vision and values, communicated with a consistent language and promoted to provide guidance for all aspects of the college.

Collaboratively review the AIP focus areas to develop a narrow college focus supported by school targets and accountabilities for all staff members to enhance academic outcomes for student progress.

Develop systems for the Quality Assurance (QA) and consistent implementation of the AC across all learning areas.

Review and quality assure student behaviour management and engagement processes to enable consistent implementation of agreed strategies to further enhance the college's safe, supportive and disciplined learning environment.

Systematically implement the agreed collegial engagement framework to quality assure programs, initiatives and teaching practice across the college.