Flagstone State Community College

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 has approximately 830 students from Year 7 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'. Our college is characterised by innovative curriculum which emphasises the development of abilities for prospering in the real world. We have an active learning program based on personal responsibility for learning and behaviour and real-life learning. The school links with the community for mutual capacity building and a rich variety of pathways to future employment, personal enterprise, training and higher education. Teachers operate as facilitators of learning and employ the productive use of information and communication technologies.

School progress towards its goals in 2018

In 2018 classroom saw the successful implementation of the Reading 2 Learn with 100% of staff trained. The Art and Science of Teaching (ASOT) continued to be implemented arcos the school with a focus on Design Questions 1, 6 and 7. Teachers also commenced implementing the updated version, the New Art and Science of Teaching

The Master Teacher position continued with a strong focus on reading and development and implementation of ACE program.

2018 saw continuation of our work in the priority areas for development including Personalised Learning and Positive Learning Environment.

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 continue to employ a Reading to Learn Coach as well as a .5 Numeracy Coach.

Future outlook

School Improvement Priorities 2019

Improvement priority 1 –NEW QCE Implementation

Actions	Targets
Build staff capability around cognition to fulfil requirements of general and applied courses – IMPACT trained teachers	100% of teachers demonstrating improved confidence in teaching of cognitive verbs
Build staff capability around the writing of internal assessment through QCAA online training modules	100% general teachers completed modules 1 to 3 100% teachers of senior students complete academic integrity course
Conduct interschool consultation and quality assurance through ENABLE partners	All learning areas engaged with ENABLE partners
Actions	**Targets**
Finalise whole school assessment policy based on evidence and effective practice	100% completed
Review and develop whole school curriculum, assessment, moderation and reporting framework	Framework is developed

Improvement priority 2 – Student Engagement

Actions	Targets
Embed the Social and Emotional Learning program in all year levels	100% students
Completion and implementation of the student wellbeing framework. Student access to wellbeing activities and support	100% complete.
Education Services Team provide support/case management for at risk due to well-being, mental health, social and emotional. Case management information recorded in OneSchool in support provisions.	Individual case management records, OneSchool records, publish every term web lists
Continued public focus on 95% attendance	40% students attending above 95%
Specific and quick intervention for students attending below 95%	100% students attending below 95%
Targeted celebration of 100% students and students above 95%	All students above 95% celebrated publicly
Cyclical analysis of data - Behaviour interrogation and intervention Cyclical analysis of data - Academic interrogation and intervention Internally communicate students targeted for support, with strategies for support	100% students targeted
Develop and implement consistent intervention approaches – communicate with staff	Consistency of approach for all at risk students
Use of Education Services team to support re-engagement in attendance, effort, behaviour where relevant – small group, individual support	All identified students supported where appropriate

Improvement priority 3 – Curriculum, Teaching and Learning

Actions	Targets
Develop a culture of feedback focusing on student improvement	100% students able to identify what feedback is and have received
Regular use of the Learning Questions by teachers with students to reflect on learning each week with the focus on "HOW DO I IMPROVE?"	100% of students can answer the learning questions.
Embed our agreed learning goal strategy, WALT, WILF and TIB as a signature practice.	100% classrooms 100% of the time

Development and use of proficiency scales across the school - Teachers create proficiency scales for unit learning goals - Students can explain how skills and understanding improving	100% teachers using proficiency scales in class and unit plans 100% students identify how their skills/understanding improving
Development of teacher skill formulating formative and summative assessment instruments to support learning and achievement.	100% of students able to identify what they are learning, concepts they know and those they are still learning
Utilise the Collegial Engagement process to support all teachers to implement the agreed improvement agenda	100% teachers able to access collegial support
Roll out of BYOD to ACE classes in year 7-10, and General SATE classes, with associated PD to build staff capability around IMPACT and using technology	100% BYOD eligible students accessing curriculum through BYOD.
Train new staff in reading to learn through PD then mentoring.	100% trained
CLL HODs and R2L Coach to lead continued implementation through guided practice and instructional rounds.	100% teachers undertaken GP and IR
Embed R2L in classrooms	Student improvement in reading, including 100% positive relative gain in year 7 and 9 NAPLAN
R2L Coach to expand R2L process to include an explicit focus on writing	Improved evidence of student daily writing
Key numeracy skills to be targeted for explicit instruction with strategies implemented	Key numeracy skills identified using data sets

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	861	872	804
Girls	419	416	381
Boys	442	456	423
Indigenous	59	67	69
Enrolment continuity (Feb. – Nov.)	89%	88%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 smaller block development in future. The major partner primary schools of 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. The area has developed over 18 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.

Flagstone has:
- Considerably younger population, with fewer elderly, and 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 renting (17%)
- Car ownership in Flagstone is the lowest in the Flagstone Local Area at an estimated 1.9 private vehicles per dwelling

Average Class Sizes

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

AVERAGE CLASS SIZES

Phase	2015	2016	2017
Year 7 – Year 10	21	21	21
Year 11 – Year 12	18	18	18

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	21	21
Year 11 – Year 12	18	18	17

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

In 2018 there were some clear distinctions between senior and junior secondary areas of focus
In Years 7 and 8, students studied subjects across the eight Key Learning Areas. In Year 9, students studied a core program of English, Mathematics, Science, Study of Society and the Environment and Health and Physical Education and chose 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: Ancient History, Art, Business Communication and Technologies, Chemistry, Dance, Drama, English, Legal Studies, Information Processing and Technology, Japanese, 6 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 I & II Business, Cert I Hospitality, Cert I and II Recreational Practices, Cert I Construction, Cert II Engineering, Cert I & II in Information, Digital Media & Technology, Cert I in Creative Industries, Cert II in Creative Industries (Media), Cert III in Media, Cert II Sustainable Energy, Cert III Fitness.

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.

Students accessed Social Emotional Learning (SEL) classes to support wellbeing.

Co-curricular activities

Co-curricular Activities

Students involve themselves in a range of activities, including:
- Junior and Senior Student Representative Council and Committees;
- Musical – every two years;
- Debating;
- Art Club;
- Concert Band;
- Instrumental Music Programme;
- Dance Performance Troupe;
- Drama Productions;
- 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 II in Information, Digital Media & Technology
- Certificate III in Media
- Certificate 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 7.00am – 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 2018, we continued to employ a Success Coach, 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	84%	89%
• this is a good school (S2035)	94%	79%	84%
• their child likes being at this school* (S2001)	96%	82%	83%
• their child feels safe at this school* (S2002)	89%	77%	88%
• their child's learning needs are being met at this school* (S2003)	90%	81%	87%
• their child is making good progress at this school* (S2004)	87%	86%	87%
• teachers at this school expect their child to do his or her best* (S2005)	99%	93%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	79%	88%
• teachers at this school motivate their child to learn* (S2007)	88%	81%	81%
• teachers at this school treat students fairly* (S2008)	90%	70%	79%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	93%	87%	90%
• this school works with them to support their child's learning* (S2010)	90%	82%	89%
• this school takes parents' opinions seriously* (S2011)	85%	76%	81%
• student behaviour is well managed at this school* (S2012)	78%	64%	64%
• this school looks for ways to improve* (S2013)	91%	80%	86%
• this school is well maintained* (S2014)	97%	90%	97%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	96%	82%
• they like being at their school* (S2036)	93%	90%	85%
• they feel safe at their school* (S2037)	91%	92%	82%
• their teachers motivate them to learn* (S2038)	90%	89%	82%
• their teachers expect them to do their best* (S2039)	99%	97%	91%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	90%	81%
• teachers treat students fairly at their school* (S2041)	73%	80%	69%
• they can talk to their teachers about their concerns* (S2042)	79%	74%	67%
• their school takes students' opinions seriously* (S2043)	79%	71%	65%
• student behaviour is well managed at their school* (S2044)	74%	66%	56%
• their school looks for ways to improve* (S2045)	95%	90%	87%
• their school is well maintained* (S2046)	93%	80%	77%
• their school gives them opportunities to do interesting things* (S2047)	90%	91%	82%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	94%	90%
• they feel that their school is a safe place in which to work (S2070)	92%	91%	91%
• they receive useful feedback about their work at their school (S2071)	82%	87%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	79%	92%
• students are encouraged to do their best at their school (S2072)	95%	100%	99%
• students are treated fairly at their school (S2073)	93%	89%	90%
• student behaviour is well managed at their school (S2074)	79%	74%	80%
• staff are well supported at their school (S2075)	79%	72%	81%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	85%	77%	85%
• their school looks for ways to improve (S2077)	90%	92%	91%
• their school is well maintained (S2078)	100%	98%	93%
• their school gives them opportunities to do interesting things (S2079)	84%	91%	86%

* 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 2017:

- Chaplaincy service
- sponsorship of Student Executive Leadership camp
- Academic, Sporting and Cultural support
- emailed newsletter production

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 2018 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 2018, 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 education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Through the Positive Behaviour 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 as part of SEL one lesson per week that focuses 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	379	429	422
Long suspensions – 11 to 20 days	24	29	15
Exclusions	8	21	12
Cancellations of enrolment	7	10	8

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The connection of solar panels on the roof of Pod 1 and emphasis on turning off lights and air-conditioning when not in use has contributed to a reduction in electricity consumption. Water consumption has been reduced through the widespread use of tanks for the collection of rainwater as well as repairs to a leaking underwater pipe.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	432,662	428,329	409,968
Water (kL)	2,176	1,540	1,160

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.
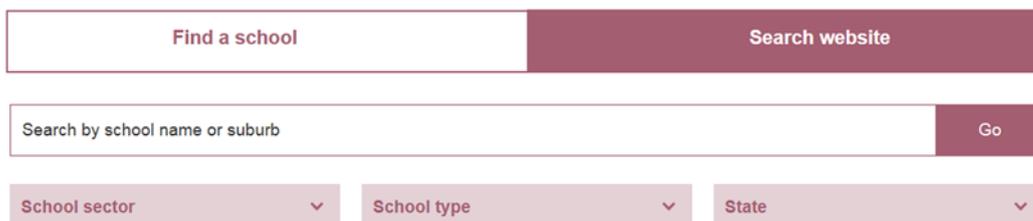
View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	77	39	5
Full-time equivalents	73	28	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	6
Graduate Diploma etc.*	
Bachelor degree	72
Diploma	
Certificate	

*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 2018 were $68,913.
The major professional development initiatives are as follows:

- Reading to Learn
- Before, During & After Reading Strategies
- Text Dependent Questions
- Planning Engaging Lessons
- Building Academic Vocabulary
- Spelling
- Art & Science of Teaching DQ 1, 6 & 7
- Mandatory Training
- Developing a Positive Learning Culture
- Writing
- Teaching Thinking.

A number of teachers took advantage of coaching offered by Master Teacher and Reading to Learn Coach and Numeracy Coach.

The proportion of the teaching staff involved in professional development activities during 2018 was one hundred percent.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	90%	89%
Attendance rate for Indigenous** students at this school	85%	90%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	90%	91%	90%
Year 8	88%	90%	87%
Year 9	88%	89%	89%
Year 10	86%	89%	87%
Year 11	87%	90%	89%
Year 12	87%	92%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	30	18	27	26
2017	21	14	27	38
2018	28	16	28	28

Proportion of Students (0% – 100%)
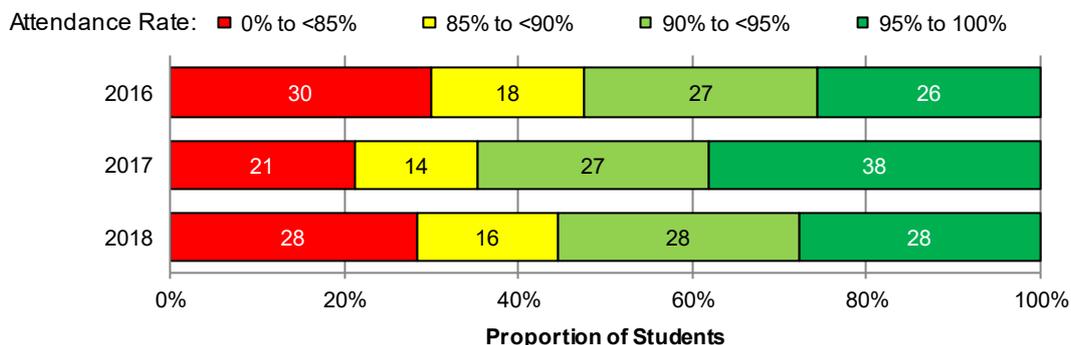
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 DET 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, in 2018, with a whole school target of 92% strategies to improve attendance included:
- Refinement and communication of our Attendance Strategy
- 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% and 95% attendance awards and morning teas
- students tracking their own attendance in 5 week cycles
- 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.
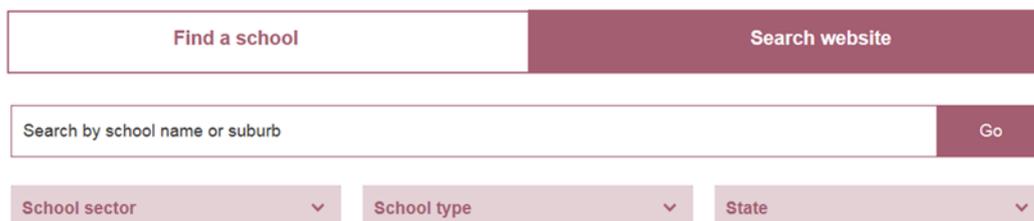
View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	144	134	120
Number of students awarded a QCIA	6	3	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	138	129	116
Percentage of Indigenous students awarded a QCE at the end of Year 12	67%	100%	88%
Number of students who received an OP	36	34	35
Percentage of Indigenous students who received an OP	33%	20%	13%

Description	2016	2017	2018
Number of students awarded one or more VET qualifications (including SAT)	123	116	97
Number of students awarded a VET Certificate II or above	114	113	92
Number of students who were completing/continuing a SAT	18	35	26
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	39%	59%	69%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	94%	88%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	1	3
6-10	5	9	12
11-15	8	10	9
16-20	17	13	11
21-25	5	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	108	83	23
Certificate II	113	110	81
Certificate III or above	30	40	24

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	82%	87%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	175%	100%	57%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.flagstonescc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx