



Craigislea State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Craigslea is a co-educational school of approximately 850 students and was established in 1975. While many students travel some distance to seek their secondary education at the school, the majority of students live locally in the suburbs of Chermerside, Aspley, McDowall and Stafford Heights. The school's motto is 'Striving for Excellence' and our vision is for all students to become 'Active Citizens in a Global Society'. Our values shape our attitudes and behaviours and are shared by parents, students, teachers and the wider school community. Our values are: Learning; we provide high quality teaching practice to develop in students a personal curiosity for learning and a responsibility to strive to achieve their best in all that they do. Respect; we respect ourselves and treat others within our school, our community and society with respect and dignity. Safety; we all contribute to ensuring a safe, inclusive and disciplined school environment for all members of the school community. Relationships; we recognise the importance of working collaboratively and in partnership with families, community groups and business to provide quality education for students at Craigslea. At Craigslea there is a very clear intent to provide the educational foundation for our students to be confident and active citizens in a global society. Confident and ethical engagement with others and society requires a set of skills including communication and leadership along with dispositions of respect and empathy towards others. As well, the school has a proud tradition of academic excellence, a culture of inclusiveness and high expectations for all students. Craigslea has a dedicated, experienced and knowledgeable teaching staff that is acknowledged as providing the very best academic standards for students, and this is evidenced by the excellent outcomes our students achieve. We build a strong philosophy about learning based the belief that personal curiosity towards learning is at the heart of what it means to be a life-long learner and crosses all pursuits and inquiry. Personalizing each student's learning through understanding and responding to specific needs is at the core of our teachers' work, and central to this is the relationship between student and teacher. Craigslea State High School provides opportunities for all students to achieve a suitable post-school pathway. The full range of academic programs, with highly experienced teachers, provides preparation for all university courses. Vocational training options provide students with a range of qualifications and pathways beyond secondary education. We support students' well-being through an Intervention program and co-curricula programs in the arts, which includes opportunities for community and volunteering which complement and extend classroom learning. This 'beyond the classroom' approach is practiced by all faculty areas through a range of camps and excursions. For example, our Science faculty has a strong focus on field experience at locations such as Lady Elliott Island. The Signature Music program boasts seven ensembles and has strong links with local primary schools. The music program tours either inter-state or internationally on a regular basis. The Craigslea Volleyball Academy (CVA) has attained national recognition and is viewed as one of Australia's premier Volleyball Schools. Volleyball involves students at all levels, junior to senior, who select this activity and have available, should they choose, volleyball curriculum classes. Incorporated with volleyball, our school has introduced and facilitated Beach Volleyball. Craigslea is accredited with the Council of International Schools. This means that the school has been evaluated and meets rigorous international benchmark standards across all aspects of the school's operations and is achieving top level performance in provision of a world class education. The school also has an International Student Program which has been a part of the school since 1996. This program sees students enrolled in formal graduate and study abroad programs from many other countries. These students make a significant contribution to Craigslea, and their presence adds a dimension to school life for all students which not possible elsewhere. Internationalism is evident in many areas of the school. Students also have the opportunity to study Japanese and German. These classes are taught by native speakers who are able to give students an authentic cultural experience. Overseas study tours further develop their cultural and language education. The school provides students with opportunities for learning about issues that have local, national and global significance including involvement in 'World Challenge', environmental groups (including Reef Guardianship) , and a proactive student school Social Justice Committee.

School progress towards its goals in 2018

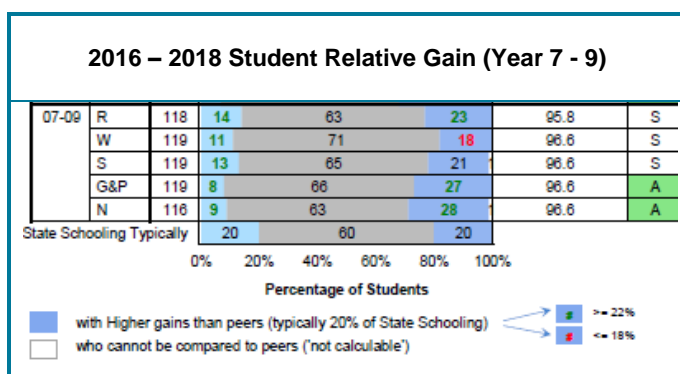
NAPLAN

The Craigslea Mean Scale Score and % in the Upper Two bands was higher than the nation in all five areas for year 7 and 9. Most significantly a higher proportion of Craigslea students have a greater 'gain' (improvement from their year 7- 9 tests) than the state average and fewer students record a below average 'gain'.

Year 7 2018						
Strand	Craigslea SHS			National		
	Mean	NMS %	U2B %	Mean	NMS %	U2B %
Reading	556.8	92.5	34.6	541.5	94.0	26.7
Writing	498.7	88.8	9.9	505.3	86.9	13.5
Spelling	550.4	90.7	33.4	545.2	92.7	30.5
G & P	567.7	93.2	34.2	543.9	92.5	29.0
Numeracy	563.0	95.6	35.8	548.2	95.5	29.0

Year 9 2018						
Strand	Craigslea SHS			National		
	Mean	NMS %	U2B %	Mean	NMS %	U2B %
Reading	604.7	91.9	31.6	583.8	93.4	20.7
Writing	533.0	76.5	7.4	542.3	79.5	11.7
Spelling	598.9	96.3	19.1	583.3	90.3	23.8
G & P	606.0	93.4	35.3	580.1	91.4	20.1
Numeracy	610.7	95.6	33.3	595.6	95.5	25.7

	School is statistically above the Nation
	School is statistically similar to the Nation and numerically above the Nation
	School is statistically similar to the Nation and numerically below the Nation
	School is statistically below the Nation



Year 12 Exit

Year 12 exit outcomes including OP, QCE, VET qualifications, pathways to study, training and work, continue to show levels of attainment above or comparable to 'similar' high schools.

- 100% QCE/ QCIA attainment
- 21% OP 1-5
- 90% OP 1-15
- 100% receiving QTAC offers
- QCST Mean – 176.35
- 'Academic' and 'Success Coaches' are used to explicitly monitor and assist students at risk of not achieving exit qualifications including QCE.

Student Report Grades

Our target is for the % of students receiving an A-C achievement grade to be > than 80%. Faculties use a range of processes to 'moderate' student assessment to ensure comparability of standards.

All subject achievement rates are + or - 5% of the year level average. Subject specific grade attainment data can be made available on request.

A-C grade Average - All subjects - Semester Two 2018

- Year 7 A-C: Achievement 91.7 %, Behaviour 95.3%, Effort 90.8%
- Year 8 A-C: Achievement 86.8%, Behaviour 92%, Effort 85.2%
- Year 9 A-C: Achievement 90.3%, Behaviour 94.1%, Effort 88.6%
- Year 10 A-C: Achievement 87.2%, Behaviour 95.7%, Effort 84.4%

- Year 11 A-C: Achievement 95.7%, Behaviour 98.3%, Effort 94.9%

A-C averages for 'Effort' are generally lower than for 'Achievement' and 'Behaviour'. This reflects an explicit focus on developing a 'growth mindset' through accurate feedback to students regarding the relationship between effort and achievement.

Teachers identify individual students to move to higher achievement levels through individual student goal setting.

Indigenous Students

Craigslea had approximately 37 Indigenous students enrolled in 2018. These students' performance, across all measures including attendance, is mostly commensurate with the school performance. Indigenous students are individually case-managed to monitor and improve outcomes.

- Year 7 – 11, A-C: Achievement 76%, Behaviour 90.4%, Effort 70.1%

Satisfaction

The 2018 School Opinion Survey shows a high level of satisfaction across students and staff with almost all survey areas above "like schools". Parent satisfaction levels were comparable to 'like schools'

Parents; 96.2% satisfaction that "This school is well maintained" and 94.4 % that "Staff at this school are approachable". There were lower parent satisfaction levels questions related to communication and engagement such as "This school asks for my input" (76.5%).

Student satisfaction general rated above 80% in most areas especially that "I like being at my school" (89.0%), "I can access computers for learning" (94%). Students were less satisfied with "Student behaviour is well managed" and although the state average was 64.8% this will an area of focus in 2019.

Staff levels of satisfaction were significantly higher compared to 'like schools' in all areas. Satisfaction levels of 97.8% were recorded for "I enjoy working at this school" and "this is a good school" (98.9%).

Attendance

83.7% of students had an attendance rate above 85%.

School Curriculum

- All faculties plan and align curriculum, teaching and assessment using a consistent school approach
- The school's Curriculum Plan clearly identifies the range of courses, delivery structures and teaching approaches used at Craigslea
- All faculties develop an annual improvement plan aligned to school priorities including strategies to improve student achievement
- Targeted literacy and numeracy intervention programs are implemented for targeted student groups (including high achieving) based on diagnostic data
- Implementation of the optional BYOD program (tablets and laptops) continue – majority of year 7 and 8 students bring a device
- Increased online learning access across subjects
- Extra-curricular programs including clubs (debating, public speaking), tutorials, camps, overseas tours etc. are extensive and provide many opportunities for students to extend their learning beyond the classroom

School and Community

- Enrolment targets maintained with an Enrolment Management Plan
- International Student Program is steady - enrolment of 62 in 2018
- A school culture of *Global Citizenship* is explicit through school events, student leadership roles and whole-school programs
- Signature (selective entry) Programs in Volleyball, Music and Science continue to be promoted in the community
- Student leadership structure includes a distinct Junior and Senior Secondary model

Teaching Practice

The school's vision for **Quality Teaching** continued to be developed through enacting our Pedagogical Framework and *Professional Learning Framework*.

- Teachers plan collaboratively to align curriculum, assessment and pedagogy

- Teachers use student data to target teaching strategies
- Teachers engage in structured, on-site, collaborative professional learning including observation and feedback

Student Support Services

- The Special Education Program is fully integrated across the school with each student case-managed
- Students at risk of not achieving in key areas are provided with interventions strategies e.g. QCE attainment
- Student wellbeing services provided by the Student Support Services Team lead by the Guidance Officer
- Year Level Coordinators monitor student attendance, behaviour, academic and 'social' data and implement year level personal growth and resilience programs.

Leadership and School Capacity

- Senior Leadership Team works collaboratively to analyse student performance data, development 'instructional leadership' skills including coaching of staff

Operational Development

- Grounds and outdoor facilities continued to be renewed using the school Master Plan including outdoor student areas

Future outlook

2019 SCHOOL PRIORITIES

- | | |
|---------------------------------|---|
| 1. Curriculum alignment | Curriculum, assessment and pedagogy alignment |
| 2. Professional learning | All staff are engaged in collaborative professional learning including coaching support and feedback by school leaders |
| 3. Pedagogy | <ul style="list-style-type: none"> a) Writing b) Extending & Applying Knowledge (Critical & Creative Thinking) c) Cooperative learning |

2019 SCHOOL TARGETS

- | | |
|------------------------------------|---|
| 1. Year 12 exit achievement | <ul style="list-style-type: none"> 1. 100% QCE/ QCIA attainment 2. 90% OP attainment 1 – 15 4. QCST school mean is > 175 5. QCST Writing Task results above state average 6. 100% QTAC offers |
| 2. School Opinion Survey | Proportion of positive response to all survey items (students, parents and staff) is above 'like schools' |
| 3. Attendance | > 90% of students have an annual attendance rate > 85% |
| 4. NAPLAN | <ul style="list-style-type: none"> 1. Writing Upper 2 Bands (U2B) above Similar Queensland State Schools (SQSS) 2. NMS above Similar Queensland State Schools (SQSS) |
| 5. Indigenous students | Indigenous students' NAPLAN achievement, attendance and year 12 exit pathways are similar to school cohort |
| 6. Student Report Grades | <ul style="list-style-type: none"> 1. Student A - C Semester Achievement grades in all subjects are >85% 2. Student A - C Semester Effort and Behaviour grades are >90% |

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	975	970	976
Girls	497	495	478
Boys	478	475	498
Indigenous	25	33	39
Enrolment continuity (Feb. – Nov.)	94%	93%	93%

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

The majority of students attending Craigslea live locally in the suburbs of Chermside, Aspley, McDowall and Stafford Heights however 50% of students come from outside of the school's local catchment, from all northern Brisbane suburbs. Many of these students come to the school to participate in the School's three programs of excellence: volleyball, science and music.

The majority of students at Craigslea were born in Australia with other students born in 38 different countries.

28.5% of student were born overseas.

There is no single large minority cultural background represented at Craigslea. The four main countries of birth, other than Australia, as a % of total school enrolment are;

- New Zealand – 4.9%
- Philippines – 3.7%
- Great Britain – 3.4%
- India – 2.7%

Indigenous students account for 4% of total school enrolment

International fee paying students comprise 6.5% of total school enrolment. These students predominately originate from China, Nauru, Vietnam, Hong Kong, and Western Europe.

Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	23	24	24
Year 11 – Year 12	19	20	18

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

Our Distinctive Curriculum Offerings

- The school ensures that a balanced range of programs are offered to provide all students with a suitable post-school pathway.
- Programs of Excellence in Music, Science and Volleyball allow highly specialised and world class achievement
- The full range of academic programs, aligned with highly experienced teachers, provide preparation for all university courses
- Vocational training options provide students with clear qualifications and pathways on exit
- Teaching practices and professional a culture focus on continual development and improvement of practice.
- Partnerships with community organisations and business extend and diversify student experience
- Intervention program coordination responds to student academic and well-being needs
- Life-wide learning programs in the arts, community and volunteering compliment and extend classroom learning
- An explicit focus on developing Global Citizenship and 'international mindedness' in students

Co-curricular activities

- Craigslea State High School is renowned for the extensive array of opportunities for student to participate in a broad range of experience beyond the classroom.
- All faculty areas provide opportunities to students to extend their learning beyond the classroom including camps and excursions. Our science faculty in particular has a strong focus on field experience at locations such as Lady Elliott Island
- The Instrumental Music program boasts seven ensembles and has strong links with local primary schools. The school is proud to present musical performances by our school ensembles at all school events, local and national events and competitions. The music program tours either inter-state or internationally on a regular basis
- Craigslea Volleyball Academy (CVA) has attained national recognition and viewed as one of Australia's premier Volleyball Schools. Volleyball involves students at all levels, junior to senior, who select this activity and have available, should they choose, curriculum classes to study volleyball. Incorporated with volleyball, our school has introduced and facilitated Beach Volleyball.
- Each year over one hundred and fifty students participate a theatre production such as a musical or school designed production.
- Our student leadership program provides a range of formal leadership roles for students in both junior secondary (years 7-9) and senior secondary (years 10-12) including the School Representative Council
- Activities which promote the development of social justice and social awareness are very active – Amnesty International, Anzac Day Ceremony, Harmony Day, International Women's Day, Charity Day Stalls, Multi- Cultural Concerts, Shave for a Cure to name a few of the activities

- There are a range of clubs and societies including debating, public speaking, social justice, drama club, vocal groups and choirs, dance club and a number of subject-based after school tutorial programs

How information and communication technologies are used to assist learning

Students have access to technology in all subject areas as a tool to enhance learning. All computers are linked to the internet and a program is in place to ensure computers are upgraded on a regular basis.

Technology usage and knowledge is a fundamental learning process within the school curriculum, enabling our students the skills required to utilize the computer facilities provided.

The school operates an optional bring your own device (BYOD) program. Students can choose to bring their own device, which is enabled to operate through the school's network whilst they operate the device at school. The school also maintains a significant number of devices which are available to students in all classes who do not BYOD

Computer facilities are provided in the school library to enable students' technology access out of class time.

Social climate

Overview

Our school prides itself on its commitment to inclusion and the provision of a caring and supportive environment. Each year level is led by a Year Coordinator and each form group is supported by a form teacher. Year 7 and 8 students are further supported by senior school student 'buddies'.

Year coordinators remain with their year level group throughout the students' six years at Craigslea.

Deputy Principals and year coordinators monitor student academic, attendance, behaviour and social progress providing intervention and support where necessary.

Students are supported by a school Chaplain, a school-based Youth Health Nurse and the School Guidance Officer. Departmental specialist support is accessed where required and staff referrals for students in need are co-ordinated by the Deputy Principals and Guidance Officer.

A number of community organisations are active in the school as they provide additional support for students and families in need. Proactive programs are arranged to support independent students and those students at risk of not completing their education.

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)	94%	87%	90%
• this is a good school (S2035)	94%	88%	88%
• their child likes being at this school* (S2001)	95%	92%	91%
• their child feels safe at this school* (S2002)	100%	92%	94%
• their child's learning needs are being met at this school* (S2003)	92%	84%	88%
• their child is making good progress at this school* (S2004)	95%	86%	92%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	87%	88%
• teachers at this school motivate their child to learn* (S2007)	89%	84%	83%
• teachers at this school treat students fairly* (S2008)	85%	89%	84%
• they can talk to their child's teachers about their concerns* (S2009)	88%	90%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	90%	90%	86%
• this school takes parents' opinions seriously* (S2011)	87%	81%	81%
• student behaviour is well managed at this school* (S2012)	86%	84%	78%
• this school looks for ways to improve* (S2013)	96%	88%	91%
• this school is well maintained* (S2014)	94%	91%	96%

* 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)	93%	86%	97%
• they like being at their school* (S2036)	86%	89%	90%
• they feel safe at their school* (S2037)	92%	85%	91%
• their teachers motivate them to learn* (S2038)	84%	81%	92%
• their teachers expect them to do their best* (S2039)	98%	92%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	81%	95%
• teachers treat students fairly at their school* (S2041)	76%	70%	77%
• they can talk to their teachers about their concerns* (S2042)	62%	70%	83%
• their school takes students' opinions seriously* (S2043)	74%	73%	76%
• student behaviour is well managed at their school* (S2044)	72%	58%	62%
• their school looks for ways to improve* (S2045)	84%	83%	93%
• their school is well maintained* (S2046)	86%	79%	86%
• their school gives them opportunities to do interesting things* (S2047)	91%	84%	90%

* 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)	95%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	95%	99%
• they receive useful feedback about their work at their school (S2071)	85%	88%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	68%	76%	87%
• students are encouraged to do their best at their school (S2072)	98%	99%	97%
• students are treated fairly at their school (S2073)	89%	95%	99%
• student behaviour is well managed at their school (S2074)	75%	84%	90%
• staff are well supported at their school (S2075)	82%	88%	92%
• their school takes staff opinions seriously (S2076)	76%	86%	91%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	94%	96%	97%
• their school is well maintained (S2078)	89%	86%	88%
• their school gives them opportunities to do interesting things (S2079)	88%	91%	96%

* 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

Parents are encouraged to be involved in their child's education. Our school has a very active Parents and Citizens Association which meets each month of the school year. Sub-groups of the Parents and Citizens Association are also very active include the Volleyball Parents Support Group and the Instrumental Music Parents Support Group.

Parents are provided with three reports of student progress across the year and formal opportunities are provided for parent-teacher interviews twice a year. Parents are able to access teachers by appointment at any time during the year. A school newsletter is issued to all parents every fortnight of the school year which is complimented by an in-depth newsletter covering the terms achievements. Additionally, our school newsletter can also be accessed via our school's website or a link can be emailed.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Craigslea and Beyond (CAB) Program is a personal development program which is aligned to:

The School Values: *Learning, Respect, Safety and Relationships*

The School Vision: *All student are active citizens in a global society*

A formal program is scheduled one period (70 minutes)/ week with the following topics covered:

Year 7

- Goal setting and personal reflection
- Mentor and monitor year 11 Buddy Leaders
- Student Representative Council (student mentoring and coaching)
- Personal development Camp – Early term 2
- Brainstorm Production visits
- Resilience workshops

Year 8

In year students complete the Healthy Minds Program. The program is the world's first positive psychology and psychological skills program demonstrated to prevent the onset of symptoms of depression and anxiety while also reducing risk for eating disorders. It teaches students the specific skills associated with emotional wellness and resilience. The Health Minds Program is undertaken by Year 8 students as a part of an intensive 8 week learning experience in Term 1. Registered psychologists will speak to the group once a week with Year 8 Form Teachers playing a supporting role in this process. An information night for parents of children in Year 8 is conducted prior to the program.

Other year 8 topics include:

- Goal setting and personal reflection
- Monitor and assist Year 11 Mentors in their pastoral care of form classes.
- Student Representative Council (student mentoring and coaching)
- 'Brainstorm' production Term 2
- Targeted and specific CAB lessons which address issues relevant to the cohort e.g. healthy relationships, cyber safety, positive self-talk and leadership.

Year 9

- Goal setting and personal reflection
- Student Representative Council (student mentoring and coaching)
- 'Brainstorm'
- 'Bullying' workshops
- Boys and Girls group
- Leadership development
- HRE
- Sexual health

Year 10

- Goal setting and personal reflection
- Student Representative Council (student mentoring and coaching)
- 'Brainstorm'
- Study skills
- Leadership Camp

Year 11

- Goal setting and personal reflection
- Student Representative Council (student mentoring and coaching)
- P.A.R.T.Y program
- Study skills
- Personal health development – Drug and Alcohol awareness programs, Cyber safety, Road Safety

Year 12

- Goal setting and personal reflection
- Time management/Dealing with stress
- Chair Senior leader meetings
- Student Representative Council (student mentoring and coaching)
- Defensive drive
- Assist coordination of QCST
- Schoolies information (Red Frogs/GC Police)
- CPR for life
- QFS Road Safety program

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	67	99	84
Long suspensions – 11 to 20 days	6	6	8
Exclusions	2	0	1
Cancellations of enrolment	1	1	0

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

Replacing older electronic equipment and light fitting with models with higher efficiency ratings and upgrading kitchens are examples of the school's efforts to reduce the environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	529,911	520,756	496,148
Water (kL)		5,080	7,822

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.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three filter dropdown menus: "School sector", "School type", and "State". Above the search bar are two buttons: "Find a school" and "Search website".

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

The screenshot shows a button labeled "View School Profile" with a red border.

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

The screenshot shows a navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a red background.

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	93	50	<5
Full-time equivalents	84	31	<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	3
Masters	12
Graduate Diploma etc.*	16
Bachelor degree	59
Diploma	3
Certificate	0

*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 \$ 175,821.53

The major professional development initiatives are as follows:

- Collaborative curriculum development
- Pedagogy coaching, mentoring and development
- Beginning teacher induction and training
- QCAA new syllabuses implementation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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	92%	92%	92%
Attendance rate for Indigenous** students at this school	89%	86%	85%

* 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

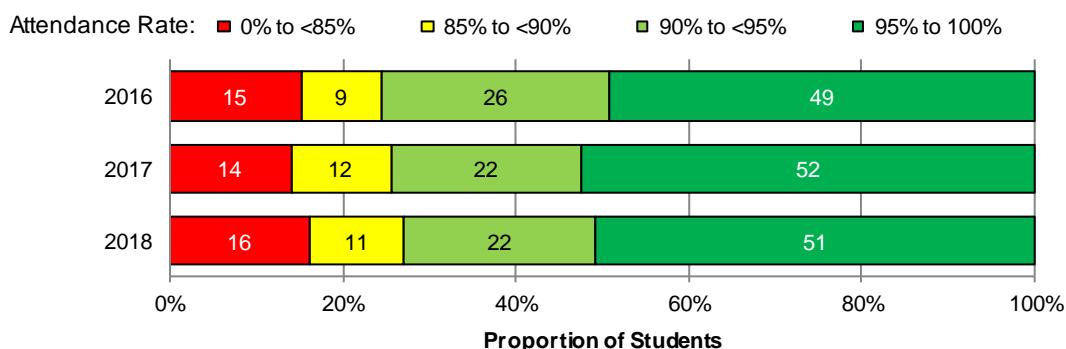
Year level	2016	2017	2018
Year 7	94%	95%	91%
Year 8	92%	93%	92%
Year 9	91%	91%	91%
Year 10	91%	92%	91%
Year 11	92%	90%	94%
Year 12	92%	92%	91%

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

Graph 1: Proportion of students by attendance rate



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.

All enrolled students are required to attend school or eligible options unless reasonable and valid grounds exist for them to be absent.

- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or pressing family reasons. Parents have a further responsibility to provide a written note or verbal notification to the school explaining why an absence has occurred
- Parents of students who are to be absent are required to telephone the school before 9:00am to report an absence
- Formal roll marking occurs in Roll Class at 8.50am. Students are responsible for their presence in class at all times. All student absences are recorded, each period by teachers, as a formal record of attendance. Late arrival or early departure is to be reported at the main office to ensure accuracy of roll marking. Failure to do so results in a student being recorded as “absent unexplained”
- A staff member is responsible for monitoring and investigating student absences
- The designated staff member will text message parents of absent students if communication from parents has not been received on the day of absence by 10.00am
- Independent students not living with parents or guardians are also required to provide explanations for absences
- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised
- Student attendance and absence figures will appear on student half year and end of year reports.

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

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	152	163	144
Number of students awarded a QCIA	3	2	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	144	161	139
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	100%
Number of students who received an OP	86	104	92
Percentage of Indigenous students who received an OP		50%	50%
Number of students awarded one or more VET qualifications (including SAT)	63	75	68
Number of students awarded a VET Certificate II or above	43	49	47
Number of students who were completing/continuing a SAT	14	11	12
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	79%	84%	90%
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	95%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	99%	96%	100%

Description	2016	2017	2018
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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	13	21	19
6-10	35	30	24
11-15	20	36	40
16-20	18	17	9
21-25	0	0	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	32	34	40
Certificate II	34	44	38
Certificate III or above	14	14	17

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).

VET qualifications for which Craigslea is the RTO

- 30625QLD Certificate I in Work Readiness
- 30626QLD Certificate I in Work Education
- BSB10107 Certificate I in Business
- ICA10111 Certificate I in Information Digital Media and Technology
- LMF10108 Certificate I in Furnishing
- MSA10107 Certificate I in Manufacturing (Pathways)
- SIT10207 Certificate I in Hospitality

Students also complete a large range of VET qualifications during years 11 and 12 through attending TAFE and private training organisations and through completing school-based traineeships and apprenticeships.

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	93%	89%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	0%	75%	17%

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.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students who choose to leave school before completion of Year 12 are case managed by the Guidance Officer and the Head of Senior Schooling to ensure that they transition into either work or further education and training. The school also uses the services of a local Transition Officer to place students in to appropriate training or work.

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.craigisleahs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>