

Craigslea State High School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Craigslea State High School is a comprehensive, coeducational school situated in the inner northern Brisbane suburb of West Chermside. The school opened in 1975 and has a proud tradition of academic, arts and sporting excellence along with a strong connection with the local community.

Our school motto is 'striving for excellence' in all aspects of school life. Our vision is for all students to become active citizens in a global society.

Our values shape our attitudes and behaviours and have been developed through consultation with parents, students, teachers and community members. 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.

People and Partnerships

We recognise the importance of working collaboratively and in partnership with families, community groups and business to provide quality education for students at Craigslea.

School progress towards its goals in 2013

Craigslea had two key priorities identified in its 2013 Annual Implementation Plan

- 1. High Quality Teaching**
Implementation of the school vision for quality teaching through:
 - Collaborative professional practice and
 - Evidence-based decision making
- 2. The School's Community Identity**
Becoming the school of choice in the local area

Outcomes

1. The school's Pedagogical Framework (based on *Classroom Instruction that Works*) continued to be implemented through the school's *Professional Learning Framework*. This included a range of professional learning models including classroom observation and feedback, coaching and peer learning groups
2. Improved student performance; OP and NAPLAN
3. Increased student enrolments from the previous year.

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Future outlook

Craigslea has three key priorities identified in its 2013 Annual Operational Plan:

Priority 1: High Quality Teaching

Priority 2: Distinct Community Identity

Priority 3: Student Engagement

2013 SCHOOL PERFORMANCE TARGETS

Literacy and Numeracy

- NAPLAN mean score above national mean in all five domains
- % of students achieving NAPLAN National Minimum Standard above national % in all five domains
- Greatest NAPLAN school improvement in Numeracy and G&P

Year 12 Exit

- 100% of exiting year 12 students receive a QCE or VET qualification
- All Queensland Core Skills Test subject means are above 175
- QCST school mean is above 180
- QCST 'D' grades reduced to below state average
- 100% of eligible students receive a QTAC offer

Students

- All students satisfied that they use computers and other technology in their learning
- Greater than 80% of students with an annual attendance rate higher than 90%

Subject-based Student Achievement

- Queensland Core Skills Test subject mean above 175 (state mean) for 'large groups'
- Queensland Core Skills Test (school-based test) subject average above state average
- Subject class teachers identify some students (each semester) for whom specific strategies are in place to improve their achievement e.g. moving from a 'B' to an 'A'

Indigenous Students

- NAPLAN performance of indigenous is similar to the school cohort
- Attendance rate of indigenous students is similar to the school cohort
- The retention to year 12 exit of indigenous students is similar to the school cohort

Staff

- All teachers apply the school's 'Essential Classroom Actions' in all classes
- All staff are satisfied that they receive useful feedback on their work
- All staff are satisfied with communication between staff
- All staff are engaged in collaborative professional learning including observation and feedback

Parents

- All parents are satisfied that they receive useful feedback about student progress
- All parents are satisfied that they are well informed

General

- The school's vision and values statements are reviewed in 2014 to align to the contemporary learning environment and community expectations
- An innovative junior secondary program is designed by May
- Increase enrolment into years seven and eight
- All school and year level assemblies celebrate student success and cultural diversity
- All class rolls are marked accurately and on time
- All classes commence punctually
- All students wear full school uniform

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	827	387	440	91%
2012	845	416	429	92%
2013	897	444	453	94%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

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 two signature programs in volleyball and music.

The majority of students at Craigslea were born in Australia with other students born in 38 different countries. There is no single large minority cultural background represented at Craigslea. The three main countries of birth, other than Australia, are (with approximately 20 from each) England, New Zealand and the Philippines.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	24
Year 11 – Year 12	17	17	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	85	109	111
Long Suspensions - 6 to 20 days	19	10	18
Exclusions	0	7	2
Cancellations of Enrolment	0	0	6

Curriculum offerings

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.
- 'Signature programs' of excellence in Music 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 'international mindedness' in students; being an active citizen in a global society

Extra curricula 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, including year 6 and 7 students from our sister primary school, participate a theatre production such as a musical or school designed production.
- The School Representative Council, a committee of students choosing to be involved, inform and participate in representing the school student community through liaison with the staff and Administration
- 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 Concert, Shave for a Cure to name a few of the activities.

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.

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

Social climate

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 8 students are further supported by senior school student 'buddies'.

The Year Coordinators remain with their year level group throughout the students' five years of secondary. Deputy Principals monitor student progress through the years, with year coordinators. This allows development of productive partnerships with families.

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.

Our school at a glance

Parent, student and staff satisfaction with the school

There have been ongoing high levels of satisfaction across all surveyed areas in recent years. There are small statistical fluctuations in some areas from year to year, however as the results below indicate, there is consistent high levels of satisfaction with the school from parent, student and staff survey respondents. Satisfaction levels are also above both state and 'like' schools.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	96%
this is a good school (S2035)	100%	96%
their child likes being at this school* (S2001)	88%	92%
their child feels safe at this school* (S2002)	91%	92%
their child's learning needs are being met at this school* (S2003)	88%	83%
their child is making good progress at this school* (S2004)	92%	83%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	82%
teachers at this school motivate their child to learn* (S2007)	92%	83%
teachers at this school treat students fairly* (S2008)	79%	92%
they can talk to their child's teachers about their concerns* (S2009)	96%	92%
this school works with them to support their child's learning* (S2010)	95%	84%
this school takes parents' opinions seriously* (S2011)	85%	87%
student behaviour is well managed at this school* (S2012)	83%	87%
this school looks for ways to improve* (S2013)	81%	95%
this school is well maintained* (S2014)	96%	92%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	97%
they like being at their school* (S2036)	90%	94%
they feel safe at their school* (S2037)	94%	95%
their teachers motivate them to learn* (S2038)	84%	87%
their teachers expect them to do their best* (S2039)	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	84%	87%
teachers treat students fairly at their school* (S2041)	80%	84%
they can talk to their teachers about their concerns* (S2042)	75%	75%
their school takes students' opinions seriously* (S2043)	79%	85%
student behaviour is well managed at their school* (S2044)	74%	79%

Our school at a glance

their school looks for ways to improve* (S2045)	92%	90%
their school is well maintained* (S2046)	87%	92%
their school gives them opportunities to do interesting things* (S2047)	86%	88%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		94%
they feel that their school is a safe place in which to work (S2070)		98%
they receive useful feedback about their work at their school (S2071)		88%
students are encouraged to do their best at their school (S2072)		98%
students are treated fairly at their school (S2073)		96%
student behaviour is well managed at their school (S2074)		93%
staff are well supported at their school (S2075)		93%
their school takes staff opinions seriously (S2076)		92%
their school looks for ways to improve (S2077)		98%
their school is well maintained (S2078)		91%
their school gives them opportunities to do interesting things (S2079)		93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 which are also very active are 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 schools website or a link can be emailed.

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Continued benefit from the installation of water tanks has resulted in ongoing reduction in water use. A replacement plan is targeted to reduce electricity use despite improving numbers of computers. Replacing older electronic equipment with models with higher efficiency ratings and upgrading kitchens are examples of the school's efforts to reduce the environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	515,072	8,446
2011-2012	528,320	13,772
2012-2013	517,204	9,240

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

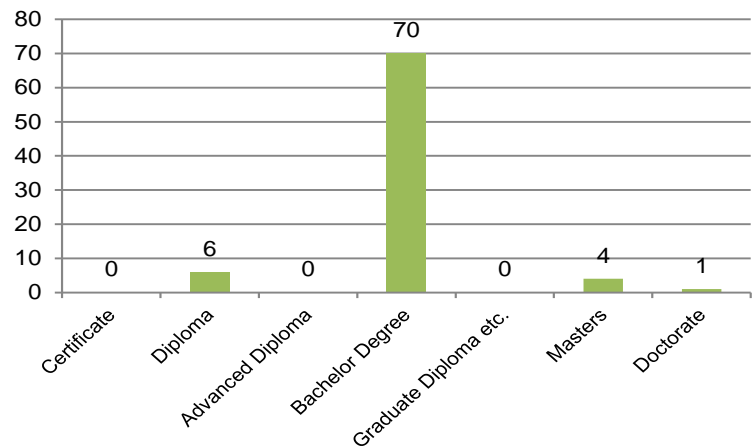
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	81	39	<5
Full-time equivalents	73	28	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	70
Graduate Diploma etc.	0
Masters	4
Doctorate	1
Total	81



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were:

Teaching staff - \$53,062.03

Non-teaching staff: \$18,64.54

The major professional development initiatives are as follows:

On-site training and collaborative development of teaching strategies aligned to the school's pedagogical framework

Off-site learning associated with curriculum knowledge including Australian Curriculum

Off-site training associated with vocational education qualification upgrades

On-site safety training including first-aid and resuscitation

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school'** text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	89%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

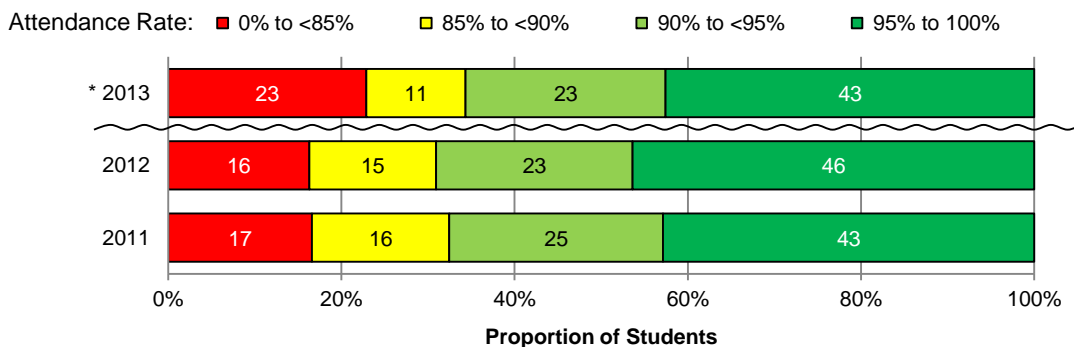
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								93%	92%	90%	91%	90%
2012								92%	91%	91%	89%	92%
2013								93%	89%	88%	87%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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

Performance of our students

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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

There were 16 students enrolled at Craigslea SHS who identify as Aboriginal and/or Torres Strait Islander. Indigenous students who require literacy and/ or numeracy support are provided with targeted intervention under the Closing the Gap initiative. With many year levels having a very small number of indigenous students, accurate indications of the cohorts outcomes are not possible. However indigenous students at Craigslea generally demonstrate commensurate attendance, achievement and retention outcomes as the whole school population.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	78%	94%

Performance of our students

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	141	116	139
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	86	70	70
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	13	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	84	72	93
Number of students awarded an Australian Qualification Framework Certificate II or above.	73	61	71
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100	97	120
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	63%	80%	76%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	94%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	95%	92%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	14	19	21	25	7
2012	18	18	20	10	4
2013	16	21	16	15	2

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	29	64	15
2012	33	44	25
2013	55	54	33

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Certificate One courses

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

SIR10112 Certificate 1 in Retail Services

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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

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

Students who leave school before completion of Year 12 are case managed by the Guidance Officer and transition into programs such as Get Set for Work, Pre-vocational courses, traineeships, apprenticeships or fulltime employment.