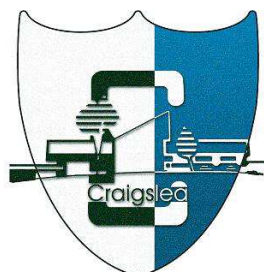


Craigslea State High School

Queensland State School Reporting

2015 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 and our vision is for **all students to become active citizens in a global society.**

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-curricular 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 a member of 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.

School progress towards its goals in 2015

Background

This report highlights key performance data aligned to strategies and targets identified in the 2015 Annual Implementation Plan. Craigslea's School Plan 2013 – 16 identifies six priority areas; student achievement, school curriculum, school and community, teaching practice, leadership and school capacity and operational development.

This report is produced under the auspice of the Craigslea SHS School Council. Detailed data reports for any areas identified in this report can be made available on request.

Student Achievement

NAPLAN

Year 7 students performed above the national mean in all five areas and year 9 in all areas other than writing. Most significantly a higher proportion of Craigslea students have a greater 'gain' (improvement from their year 5-7 and year 7-9 tests) than the state average and fewer students record a below average 'gain'.

Strand	Year 7 2015					
	Craigslea SHS			National		
	Mean	NMS%	U2B%	Mean	NMS%	U2B%
Reading	558.0	98.6	36.2	545.9	95.3	28.5
Writing	514.8	91.5	14.9	510.5	87.2	15.6
Spelling	556.0	97.2	39.0	546.4	93.0	30.7
G & P	552.7	96.5	36.2	541.3	92.5	28.3
Numeracy	553.8	97.9	29.8	542.6	96.0	25.5

Strand	Year 9 2015					
	Craigslea SHS			National		
	Mean	NMS%	U2B%	Mean	NMS%	U2B%
Reading	585.6	96.5	21.3	580.4	92.3	21.2
Writing	540.2	79.6	9.2	546.2	80.4	13.4
Spelling	588.0	93.7	23.1	583.3	90.3	23.7
G & P	579.0	91.6	22.4	567.7	89.0	16.8
Numeracy	592.5	98.6	22.7	591.7	95.7	24.0

	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

Further detail regarding the school's NAPLAN results can be found at: <https://www.myschool.edu.au/>

Year 12 Exit

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

- 19% OP 1-5
- 71% OP 1-15
- 97% achieving a QCE, VET or SAT
- 96.3% QTAC offers

'Academic' and 'Success Coaches' are used to explicitly monitor and assist students at risk of not achieving exit qualifications including QCE.

School-based Assessment

Our target is for at least 85% of students to achieve an A-C grade. 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 2015:

- Year 7 A-C: Achievement 91%, Behaviour 96%, Effort 91%
- Year 8 A-C: Achievement 92%, Behaviour 93%, Effort 84%
- Year 9 A-C: Achievement 90%, Behaviour 94%, Effort 86%
- Year 10 A-C: Achievement 88%, Behaviour 91%, Effort 80%
- Year 11 A-C: Achievement 90%, Behaviour 96%, Effort 80%

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 30 Indigenous students enrolled in 2015. These students' general performance, across all measures including attendance, is commensurate with the school performance. Indigenous students are individually case-managed to monitor and improve outcomes.

Satisfaction

The 2015 School Opinion Survey shows a high level of satisfaction across students, staff and parents. The trend level of satisfaction has been stable over a number of years with a number of areas showing improvement.

Parents report high satisfaction that the school "celebrates student achievements", that their "child likes being at school", "teachers are interested in my child's wellbeing and "the school gives my child opportunities to do interesting things". There was lower parent satisfaction (82%) with "teachers motivate my child to learn" and "this school encourages me to participate in school activities" (73%).

Student satisfaction general rated above 80% in most areas especially that "I can access computers for learning" (98%) and "my teachers expect me to do my best (99%).

Staff levels of satisfaction were significantly higher compared to 'like schools' in almost all areas. Satisfaction levels of 100% were recorded for "this school is a safe place", "social, cultural and racial diversity are respected" (97%) and "this is a good school" (97%).

The full School Opinion Survey School Report 2015 can be found at:

<https://craigsleashs.eq.edu.au/Ourschool/Performanceandachievements/Pages/Performanceandachievements.aspx>

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 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 – approximately 165 in each cohort maintained with an Enrolment Management Plan
- International Student Program growth with projected enrolment of 36 in 2016
- A school culture of 'International mindedness' 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 our Pedagogical Framework. Quality Teaching at Craigslea is **planned, evidence-based, explicit and reviewed**.

- Teachers plan collaboratively to align curriculum, teaching and assessment
- Teachers use student data to target teaching strategies
- School priority teaching strategies are consistently implemented across the school e.g. 'reading comprehension'
- Teachers engage in structured, on-site, collaborative professional learning including observation and feedback
- The school's Professional Learning Framework ensures that teachers are engaged in high level professional learning
- A Partnership with the Australian Catholic University established to research and strengthen professional learning

- Spent approximately \$80,000 on staff professional learning

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 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
- Maintenance priorities identified in the school's maintenance report completed including roofing and painting.

2016 Priorities

- All staff develop an annual performance plan
 - Teaching staff work in *Peer Learning Groups*, facilitated by a Master Teacher and including 'action research' and classroom observation/ feedback
 - Professional learning and development focus key strategies, from the school's pedagogical framework:
 1. Extending and Applying Knowledge (higher order thinking skills)
 2. Cooperative learning (group work/ collaboration)
 3. Literacy strategies including reciprocal teaching and three-level-guides
 - Employ a professional learning coach for staff to provide class modelling and feedback on key teaching strategies
- Conduct a full-school review to inform the 2017-20 School Plan

Future outlook

2016 Priorities

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	897	444	453	13	94%
2014	911	451	460	23	94%
2015	994	519	475	26	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 England, New Zealand and the Philippines.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	23
Year 11 – Year 12	19	20	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	111	95	90
Long Suspensions - 6 to 20 days	18	14	7

Exclusions	2	4	4
Cancellations of Enrolment	6	4	1

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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.
- 'Signature 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 '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 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 improve 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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	87%	91%
this is a good school (S2035)	96%	92%	95%
their child likes being at this school (S2001)	92%	93%	95%
their child feels safe at this school (S2002)	92%	93%	95%
their child's learning needs are being met at this school (S2003)	83%	84%	89%
their child is making good progress at this school (S2004)	83%	89%	91%
teachers at this school expect their child to do his or her best (S2005)	96%	93%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	82%	85%	88%
teachers at this school motivate their child to learn (S2007)	83%	85%	82%
teachers at this school treat students fairly (S2008)	92%	87%	89%
they can talk to their child's teachers about their concerns (S2009)	92%	87%	92%
this school works with them to support their child's learning (S2010)	84%	81%	90%
this school takes parents' opinions seriously (S2011)	87%	85%	84%
student behaviour is well managed at this school (S2012)	87%	85%	85%
this school looks for ways to improve (S2013)	95%	91%	92%
this school is well maintained (S2014)	92%	90%	88%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	92%
they like being at their school (S2036)	94%	94%	88%
they feel safe at their school (S2037)	95%	93%	88%
their teachers motivate them to learn (S2038)	87%	91%	88%
their teachers expect them to do their best (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	87%	91%	85%
teachers treat students fairly at their school (S2041)	84%	88%	83%
they can talk to their teachers about their concerns (S2042)	75%	81%	71%
their school takes students' opinions seriously (S2043)	85%	88%	75%
student behaviour is well managed at their school (S2044)	79%	85%	71%
their school looks for ways to improve (S2045)	90%	96%	91%
their school is well maintained (S2046)	92%	92%	80%
their school gives them opportunities to do interesting things (S2047)	88%	92%	85%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	97%	97%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	88%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	79%	82%
students are encouraged to do their best at their school (S2072)	98%	96%	98%
students are treated fairly at their school (S2073)	96%	99%	97%
student behaviour is well managed at their school (S2074)	93%	97%	83%
staff are well supported at their school (S2075)	93%	91%	91%
their school takes staff opinions seriously (S2076)	92%	91%	87%
their school looks for ways to improve (S2077)	98%	95%	95%
their school is well maintained (S2078)	91%	92%	87%
their school gives them opportunities to do interesting things (S2079)	93%	97%	96%

'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 schools website or a link can be emailed.

Reducing the 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	517,204	9,240
2013-2014	531,588	0
2014-2015	550,811	986

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

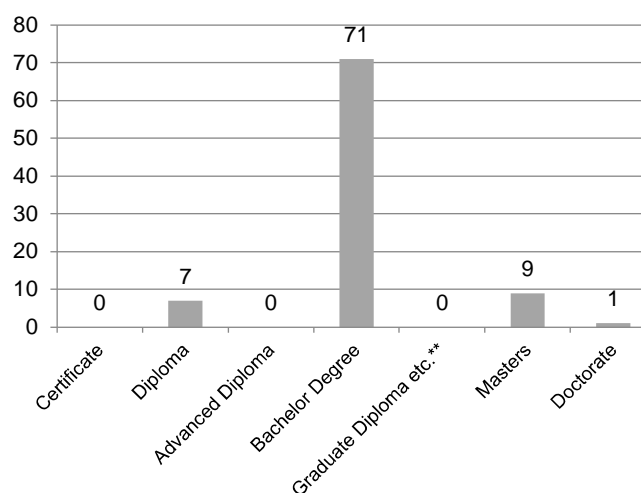
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	88	46	<5
Full-time equivalents	81	30	<5

Qualification of all

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	71
Graduate Diploma etc.**	0
Masters	9
Doctorate	1
Total	88



*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 2015 were \$85,372.51.

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 2015 was 100%.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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 was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	81%	79%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

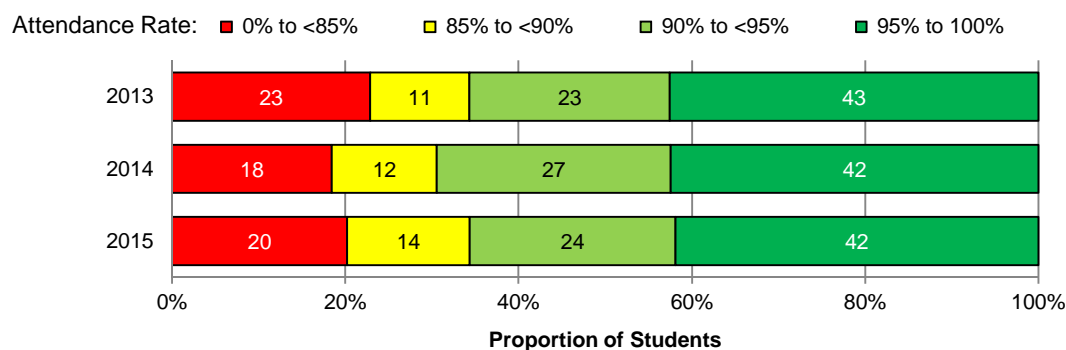
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		NA	NA	NA	NA	NA	NA	NA	93%	89%	88%	87%	90%
2014		NA	NA	NA	NA	NA	NA	NA	92%	91%	88%	88%	91%
2015		NA	NA	NA	NA	NA	NA	91%	91%	91%	89%	89%	89%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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.

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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.

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

School NAPLAN information is available by selecting ‘**NAPLAN**’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	94%	90%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	100%	75%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	139	169	149
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	70	102	79
Percentage of Indigenous students receiving an Overall Position (OP)		50%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23	18	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	93	85	79
Number of students awarded an Australian Qualification Framework Certificate II or above.	71	43	49
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	120	143	140
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	100%
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.	76%	77%	71%
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.	94%	93%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	98%	96%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	16	21	16	15	2
2014	16	26	37	21	2
2015	15	13	28	22	1

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above

2013	55	54	33
2014	66	29	17
2015	55	35	17

As at 16 February 2016. The above values exclude VISA students.

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
- SIR10112 Certificate 1 in Retail Services

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.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school leavers information

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

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.