Craigslea State High School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education

Contact Information

Postal address:	PO Box 87 Chermside South 4032
Phone:	(07) 3326 5222
Fax:	(07) 3326 5200
Email:	principal@craigsleashs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Mark Farwell, Principal

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School Overview

Craigslea is a co-educational school of approximately 1000 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 Chermside, 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 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 counties. 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 Social Justice Committee.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Craigslea's School Plan 2017 – 20 identifies areas of development and improvement in the areas of; student achievement, school curriculum, school and community, teaching quality, leadership and operational development.

This report highlights key performance data aligned to strategies and targets identified in the 2017 Annual Implementation Plan.

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 2017					
Strand	Craigslea SHS			National		
	Mean	NMS %	U2B %	Mean	NMS %	U2B %
Reading	561.9	95.3	37.1	544.7	93.9	29.1
Writing	521.8	92.9	19.5	513.0	87.9	16.6
Spelling	570.9	95.3	44.4	549.6	93.2	33.0
G & P	555.0	90.6	31.0	541.6	92.3	28.7
Numeracy	568.4	96.5	38.8	553.8	95.4	32.9

	Year 9 2017					
Strand	Craigslea SHS			National		
	Mean	NMS %	U2B %	Mean	NMS %	U2B %
Reading	596.4	88.8	24.6	580.9	91.8	21.0
Writing	570.5	84.3	19.4	551.9	81.5	15.4
Spelling	588.4	91.1	24.4	581.5	90.5	22.2
G & P	599.4	85.2	34.8	574.1	89.3	19.1
Numeracy	600.7	95.7	29.0	592.0	95.8	15.8

■ (green)	School is statistically above the Nation
■ (light green)	School is statistically similar to the Nation and numerically above the Nation
■ (light blue)	School is statistically similar to the Nation and numerically below the Nation
■ (red)	School is statistically below the Nation

2015 – 2017 Student Relative Gain (Year 7 - 9)
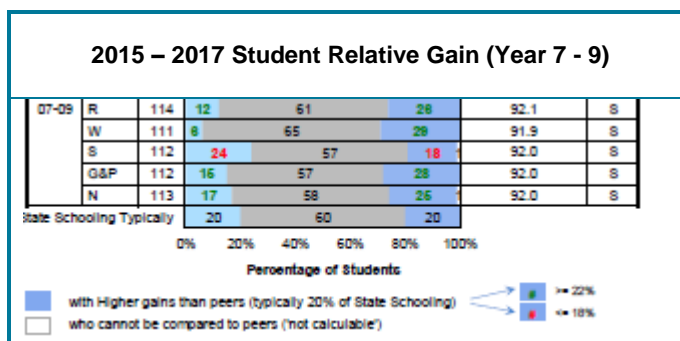
Year 12 Exit

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
- 87% OP 1-15
- 92.6% receiving QTAC offers
- QCST Mean – 73.8

'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 2017

- Year 7 A-C: Achievement 93.8 %, Behaviour 96.1%, Effort 91.5%
- Year 8 A-C: Achievement 90.7%, Behaviour 96.2%, Effort 86.6%
- Year 9 A-C: Achievement 87.2%, Behaviour 97.6%, Effort 98.4%
- Year 10 A-C: Achievement 86.5%, Behaviour 97.4%, Effort 87.8%
- Year 11 A-C: Achievement 92.8%, Behaviour 98.2%, Effort 89.8%

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 25 Indigenous students enrolled in 2017. 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 2017 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; 92.2% satisfaction that "My child feels safe at this school" and 92.1 % that their "child likes being at school". There was lower parent satisfaction levels questions related to communication and engagement such as "This school asks for my input" (72.1% and "this school provides useful information online" (85.0%).

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" (91.6%) and "my teachers expect me to do my best" (98%).

Staff levels of satisfaction were significantly higher compared to 'like schools' in all areas. Satisfaction levels of 98.1% were recorded for "I enjoy working at this school" and "this is a good school" (99.1%).

Attendance

86.0% 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
  2018 February Enrolments
Year 7	171
Year 8	185
Year 9	164
Year 10	182
Year 11	120
Year 12	163
Total	985
- International Student Program is steady - enrolment of 60 in 2018
- 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 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
- Approximately $140,000 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 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

2018 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. Quality Teaching   Providing Feedback, Extending and Applying Knowledge, Cooperative Learning

2018 Targets

1. Year 12 exit achievement
   - 100% QCE attainment
   - 90% OP attainment 1 – 15
   - QCST school mean is > 175
   - 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
   - Upper 2 Bands (U2B), Mean Scaled Score and Relative Gain are 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
   - A - C Semester Achievement grades in all subjects are >80%
   - 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 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	994	519	475	26	96%
2016	975	497	478	25	94%
2017	970	495	475	33	93%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	24
Year 11 – Year 12	20	19	20

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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

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.

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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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	94%	87%
this is a good school (S2035)	95%	94%	88%
their child likes being at this school* (S2001)	95%	95%	92%
their child feels safe at this school* (S2002)	95%	100%	92%
their child's learning needs are being met at this school* (S2003)	89%	92%	84%
their child is making good progress at this school* (S2004)	91%	95%	86%
teachers at this school expect their child to do his or her best* (S2005)	92%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	87%
teachers at this school motivate their child to learn* (S2007)	82%	89%	84%
teachers at this school treat students fairly* (S2008)	89%	85%	89%
they can talk to their child's teachers about their concerns* (S2009)	92%	88%	90%
this school works with them to support their child's learning* (S2010)	90%	90%	90%
this school takes parents' opinions seriously* (S2011)	84%	87%	81%
student behaviour is well managed at this school* (S2012)	85%	86%	84%
this school looks for ways to improve* (S2013)	92%	96%	88%
this school is well maintained* (S2014)	88%	94%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	93%	86%
they like being at their school* (S2036)	88%	86%	89%
they feel safe at their school* (S2037)	88%	92%	85%
their teachers motivate them to learn* (S2038)	88%	84%	81%
their teachers expect them to do their best* (S2039)	99%	98%	92%
their teachers provide them with useful feedback about their school work* (S2040)	85%	88%	81%

| Performance measure | | | |
Percentage of students who agree# that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	83%	76%	70%
they can talk to their teachers about their concerns* (S2042)	71%	62%	70%
their school takes students' opinions seriously* (S2043)	75%	74%	73%
student behaviour is well managed at their school* (S2044)	71%	72%	58%
their school looks for ways to improve* (S2045)	91%	84%	83%
their school is well maintained* (S2046)	80%	86%	79%
their school gives them opportunities to do interesting things* (S2047)	85%	91%	84%

Staff opinion survey

| Performance measure | | | |
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	95%	98%
they feel that their school is a safe place in which to work (S2070)	100%	98%	95%
they receive useful feedback about their work at their school (S2071)	95%	85%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	68%	76%
students are encouraged to do their best at their school (S2072)	98%	98%	99%
students are treated fairly at their school (S2073)	97%	89%	95%
student behaviour is well managed at their school (S2074)	83%	75%	84%
staff are well supported at their school (S2075)	91%	82%	88%
their school takes staff opinions seriously (S2076)	87%	76%	86%
their school looks for ways to improve (S2077)	95%	94%	96%
their school is well maintained (S2078)	87%	89%	86%
their school gives them opportunities to do interesting things (S2079)	96%	88%	91%

* 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 schools website or a link can be emailed.

Respectful relationships 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: A*ll 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	90	67	99
Long Suspensions – 11 to 20 days	7	6	6
Exclusions	4	2	0
Cancellations of Enrolment	1	1	1

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Environmental Footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	550,811	986
2015-2016	529,911	
2016-2017	520,756	5,080

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.

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 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

School name [GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	89	43	<5
Full-time Equivalents	81	28	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	10
Graduate Diploma etc.**	19
Bachelor degree	53
Diploma	5
Certificate	0

*Teaching staff includes School Leaders
**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 2017 were $146,211

The major professional development initiatives are as follows:

All teaching staff participating in Peer Learning Groups (PLGs). PLGs conduct action research focused on selected teaching strategies

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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 97% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	89%	86%

*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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**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**
2015								91%	91%	91%	89%	89%	89%
2016								94%	92%	91%	91%	92%	92%
2017								95%	93%	91%	92%	90%	92%

*Attendance rates effectively count 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:
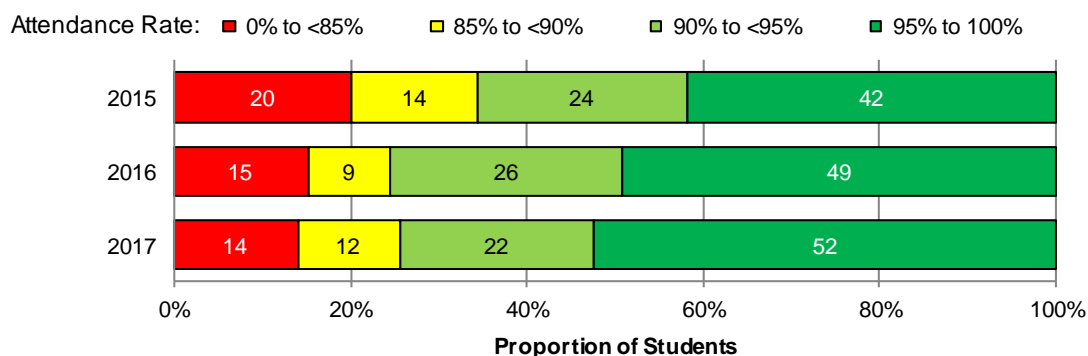
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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.

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 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	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2015**	**2016**	**2017**
Number of students receiving a Senior Statement	149	152	163
Number of students awarded a Queensland Certificate of Individual Achievement.	1	3	2
Number of students receiving an Overall Position (OP)	79	86	104
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).	17	14	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	63	75
Number of students awarded an Australian Qualification Framework Certificate II or above.	51	43	49
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	140	144	161
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.	71%	79%	84%
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.	98%	95%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	99%	96%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	**OP 1-5**	**OP 6-10**	**OP 11-15**	**OP 16-20**	**OP 21-25**
2015	15	13	28	22	1
2016	13	35	20	18	0
2017	21	30	36	17	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	**Certificate I**	**Certificate II**	**Certificate III or above**
2015	55	35	19
2016	32	34	14
2017	34	44	14

As at 14th February 2018. 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

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

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%	93%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	0%	75%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
https://craigsleashs.eq.edu.au/Pages/default.aspx

Early leavers information

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.