



Craigslea State High School

2018 School Performance Snapshot Report



Background

This report highlights key performance data aligned to 2017 School Targets identified in the Craigslea State High School 2017 Annual Implementation Plan.

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.

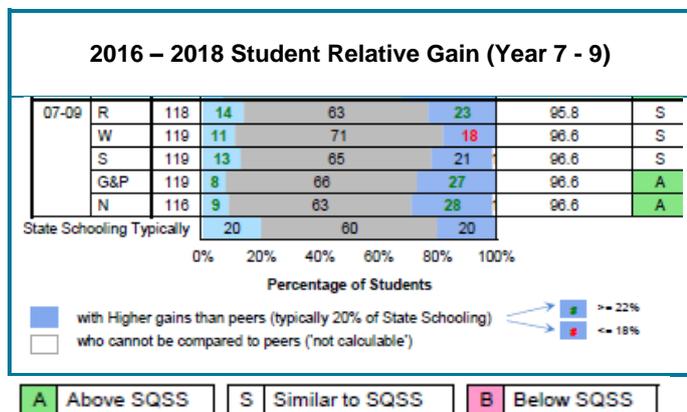
NAPLAN

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'.

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

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

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



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 above or comparable to 'similar' high schools.

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

Student Report Grades

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

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

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

- Year 7 A-C: Achievement 91.7 %, Behaviour 95.3%, Effort 90.8%
- Year 8 A-C: Achievement 86.8%, Behaviour 92%, Effort 85.2%
- Year 9 A-C: Achievement 90.3%, Behaviour 94.1%, Effort 88.6%
- Year 10 A-C: Achievement 87.2%, Behaviour 95.7%, Effort 84.4%
- Year 11 A-C: Achievement 95.7%, Behaviour 98.3%, Effort 94.9%

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

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

Indigenous Students

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

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

Satisfaction

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



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

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

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

Attendance

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

School Curriculum

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

School and Community

- Enrolment targets maintained with an Enrolment Management Plan
2019 February Enrolments
Year 7 200
Year 8 168
Year 9 184
Year 10 168
Year 11 173
Year 12 108
Total 1003
- International Student Program is steady - enrolment of 60 in 2019
- A school culture of *Global Citizenship* is explicit through school events, student leadership roles and whole-school programs
- Signature (selective entry) Programs in Volleyball, Music and Science continue to be promoted in the community

- Student leadership structure includes a distinct Junior and Senior Secondary model

Teaching Practice

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

- Teachers plan collaboratively to align curriculum, assessment and pedagogy
- Teachers use student data to target teaching strategies
- Teachers engage in structured, on-site, collaborative professional learning including observation and feedback
- Approximately \$100,000 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

2019 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%