



Craig'slea State High School

2017 School Performance Snapshot Report



Background

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

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

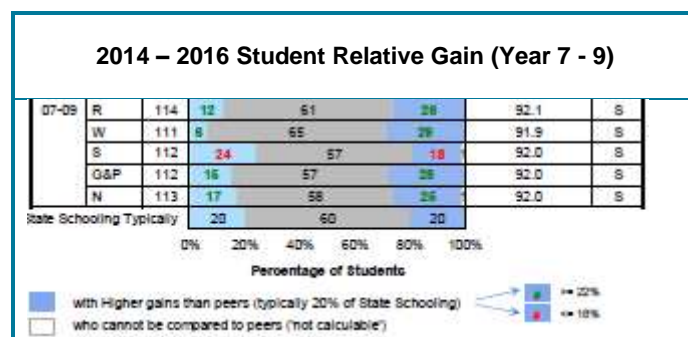
NAPLAN

The Craig'slea 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 Craig'slea 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 2017					
	Craig'slea 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

Strand	Year 9 2016					
	Craig'slea 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

	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
- 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

Craig'slea 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 \$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 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

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%