

Craigslea State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Craigslea State High School acknowledges the shared lands of the Turrbal people.

About the school

Education region	Metropolitan North Region
Year levels	Years 7 to 12
Enrolment	1210
Indigenous enrolments	2.5%
Students with disability	19%
Index of Community Socio-Educational Advantage (ICSEA) value	1063

About the review

 4 reviewers from 3 to 6 September 2024	 240 participants	 92 school staff
 129 students	 10 parents and carers	 9 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Collaboratively review roles and responsibilities aligned with the Explicit Improvement Agenda (EIA) to ensure clarity, ownership and a united commitment to driving the EIA.</p> <p>Consolidate whole-school processes for enacting the EIA to ensure consistent agreed practices are implemented by all faculties.</p>
<p>Domain 6: Leading systematic curriculum implementation Review and refine school-wide processes for the implementation of the Australian Curriculum to ensure consistent quality-assured implementation and alignment within and across faculties.</p>
<p>Domain 8: Implementing effective pedagogical practices Collaboratively review and broaden the whole-school approach to pedagogy to determine teaching strategies and practices most appropriate to the curriculum, the learner and the learning.</p>
<p>Domain 5: Building an expert teaching team Systematically implement opportunities for staff to share effective practice and learn from each other to embed a whole-school, self-reflective culture focused on improving teaching practices.</p>
<p>Domain 7: Differentiating teaching and learning Strengthen teachers' capability in differentiating teaching and learning, with a focus on high-achieving students, to ensure all students are appropriately engaged, challenged and extended.</p>

Key affirmations



Students and parents speak highly of the range of curriculum offerings and extracurricular opportunities, particularly the excellence programs.

Parents and students express high levels of satisfaction regarding how a culture of ambition and continuous improvement is realised through curriculum offerings and the Schools of Excellence programs. They highlight programs such as the Craigslea Volleyball Academy, Signature Music Program, and Science Excellence Program. Staff and students express appreciation for targeted resourcing of the excellence programs and the opportunities they afford students.



Parents and students highlight staff members' expertise and commitment to students as a genuine strength of the school.

Students and parents describe staff as supportive and dedicated. Parents acknowledge the commitment of teaching staff who support students within and outside of regular school hours. They speak of how staff members' commitment creates an environment where their child can achieve success. Leaders describe staff as experienced and knowledgeable. Parents and teachers acknowledge many teachers for their leadership in maintaining rigor in their subject areas.



Students communicate they reflect the school values of learning, respect and community through their conduct and actions.

Students convey they take pride in their school. Student leaders discuss their genuine interest in helping maintain the positive school culture. Visitors and community members commend students on their polite and respectful manner. Parents, students and staff characterise classrooms and playgrounds as calm, orderly and nurturing learning environments.



Students and staff describe a strong sense of community and belonging.

Leaders comment they place a high priority on developing students into active and informed citizens at both local and global levels. Students describe the opportunities the 'Craigslea And Beyond' program provides for developing their interpersonal capabilities and connections with their communities. Staff convey a sense of personal investment in their school and community.