


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Craigslea State High School (2023)

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### Principal's foreword

#### Introduction

Craigslea State High School is a comprehensive, coeducational government school situated in the inner northern suburb of West Chermside. The school opened in 1975 and has a proud tradition of student achievement in Academic, Community, Sporting and Cultural endeavours.

Our school motto is 'striving for excellence' in all aspects of school life. Our vision is for all members of our school community to be active citizens in a global society.

On exit at the conclusion of Year 12, our students will be confident, self-directed and knowledgeable young people who think creatively and critically. They will be prepared to participate in and shape community, economic and political life while engaging with compassion and tolerance with other cultures. Our values underpin our vision and have been developed through consultation with parents, students, teachers and community members. These values are

#### Learning

We recognise that we are all life long learners with a responsibility to strive to achieve, contribute and grow with change.

#### 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, tolerant and disciplined environment where everyone can pursue their dreams for the future.

#### People and Partnerships

We recognise the importance of working in partnership with families, industry, and each other to prepare young people for life.

2010 was a successful year with consistent enrolment growth, steady progress towards goals and high student performance in curricular and extra-curricular pursuits.

### School progress towards its goals in 2010

Key school planning priorities for 2010 –

Continue to work on objectives and recommendations of the CIS review and evaluation team.

Increase ICT access to provide full classroom and staffroom access to all teaching staff.

Incorporate widespread use of data specifically Historical School Achievement data, NAPLAN data and entry testing data to inform professional development activities, faculty planning activities and teaching practice.

Upgrade student learning facilities specifically refurbishing Mathematics and Science learning areas and classroom and improving wireless access for staff and students

Identify, define and implement school wide teaching and learning framework

Implement NAPLAN test readiness strategies.

### Future outlook

The 2011 School operational Plan highlights five (5) target areas for development.

Curriculum development; Differentiation, Gifted and Talented, Australian Curriculum

Staff development; Data usage, Dimensions of Learning, Feedback and Peer mentoring

Student development; Leadership development, Individual Learning Plans

Community development; Links with Primary School Partners, Facility Improvement, Partnerships.

Preparation for the CIS 5 year Review in Semester 2 2012

## Our staff profile

### School Profile

Craiglea State High School is a coeducational school.

Year levels offered: 8 – 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
835	392	443	85%

### Characteristics of the student body:

Craiglea State High School welcomes a diverse student population.

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. Students live in 60 other suburbs across the North side of Brisbane.

Sixty-eight (68)% of the student population identify as being of Australian origin with the remainder identifying forty (40) different ethnic/cultural backgrounds with British/English, Filipino, New Zealand, Chinese, Indian and the Pacific Islands forming the majority.

### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	22	95%	89%	6%	5%
Year 11 – Year 12	16	96%	93%	4%	4%
All Classes	19	96%	91%	5%	4%

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	85
Long Suspensions - 6 to 20 days	18
Exclusions	4
Cancellations of Enrolment	1

### Curriculum offerings

- Provide real pathways for all students to meet long term goals.
- Focus on enabling each student to improve their skills and abilities socially, emotionally, academically, culturally and physically from years 8 – 12.
- Use interesting, challenging and diverse teaching and learning strategies to help each student experience success.
- Utilize the skills, expertise and experience of business and other community personnel in partnership to enrich the learning of our students.
- Focus on understanding the learner and providing support to help students to learn.
- Is based on the key learning areas with a strong emphasis on opportunities for accelerated learning opportunities as well as supported and inclusive learning opportunities.
- In the senior school, a flexible approach is followed to maximize the diverse learning opportunities to meet individual student needs and thus enable students to gain relevant work skills or entry to tertiary study.

### Extra curricula activities

- Craigslea State High School is renowned for the extensive array of opportunities and highly successful signature programs for both co and extra curricular activities offered.
- All faculty areas provide opportunities to students with many crossing the skills of a number of areas.
- Instrumental Music, which is strongly linked with the adjoining primary school. The school is proud to present musical performances by our school bands at all school events, local and national events and competitions. The Band regularly participates in a School Band's Music Competition in Rotorua, New Zealand with a series of visits and performances at local schools.
- 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 students are engaged in either a school musical or, bi-annually, the Rock Eisteddfod Challenge. All "The Arts", stage scenery/backdrops, costumes, acting, vocal, music, lighting, audio and organisational skills and talents are from within the school student and staff community.
- The School Representative Council, a committee of students choosing to be involved, inform and participate in representing the school student community through liaison with the staff and Administration
- 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 Concert, Shave for a Cure to name a few of the activities.

### 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.

Computer facilities are provided in the school library to enable students' technology access out of class time.

## Our staff profile

### 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 8 form classes are further supported by up to 5 senior school buddies.

The Year Coordinators remain with their year level group throughout the students' five years of secondary

Education and work with the same Deputy Principal who monitors student progress through the years at the school. This allows development of productive partnerships with families.

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.

Data from School Opinion Surveys indicate a trend of increasing student satisfaction; "That this is a good school" and "satisfied with your wellbeing". Parent satisfaction remains steadily high in the same two areas.

### Parent, student and teacher satisfaction with the school

There has been a significant increase in Parent/Caregivers satisfaction with the education provided by the school. Student satisfaction with their learning environment has fluctuated over the last 5 years but has increased over the last 4 years. Staff morale has continued to improve reflecting high satisfaction with the working environment at Craigslea State High School.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	65%
Percentage of parents/caregivers satisfied with their child's school	96%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	93%

### Involving parents in their child's education.

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 which are also very active are 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.

## Our staff profile

### Reducing the school's environmental footprint

Continued benefit from the installation of water tanks has resulted in ongoing reduction in water use. A replacement plan is targeted to reduce electricity use despite improving numbers of computers. Replacing older electronic equipment with models with higher efficiency ratings and upgrading kitchens are examples of the school's efforts to reduce the environmental footprint.

Year	Total	Electricity	Sewer	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$172,090	\$106,529	\$0	\$3,527	\$31,302	\$2,112	\$28,620	552,736	4,679	88,001
2009	\$149,814	\$91,190	\$0	\$0	\$34,337	\$2,477	\$21,810	550,896	7,082	0
% change 2009 - 2010	15%	17%	N/A	N/A	-9%	-15%	31%	0%	-34%	N/A

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	77	35	<5
Full-time equivalents	70	25	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	65
Diploma	6
Certificate	0

- Doctorate
- Masters
- Bachelor degree
- Diploma
- Certificate

## Our staff profile

### **Expenditure on and teacher participation in professional development.**

The total funds expended on teacher professional development in 2010 was \$44,415.

This figure is not inclusive of costs managed internally to provide release opportunities.

The major professional development initiatives are as follows:

Literacy Training, Data Analysis, Dimensions of Learning, Senior Education and Training Planning, Leadership in Education, Senior Schooling/QSA.

The involvement of the teaching staff in professional development activities during 2010 was 94 %.

### **Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

### **Proportion of staff retained from the previous school year.**

From the end of the previous school year, 94% of staff were retained for the entire 2010 school year.

## Key student outcomes

### Attendance

Student attendance - 2010				
The average attendance rate for the whole school as a percentage in 2010 was 90%.				
Student attendance for each year level				
Year 8	Year 9	Year 10	Year 11	Year 12
93%	89%	88%	90%	91%

Description of how non-attendance is managed by the school
<p>Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.</p> <ul style="list-style-type: none"><li>• All enrolled students are required to attend school or eligible options unless reasonable and valid grounds exist for them to be absent.</li><li>• Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note or phone message or text message to the school explaining why an absence has occurred.</li><li>• Parents of students who are to be absent are required to telephone the school before 9:00am to report the absence.</li><li>• Parents can provide a designated mobile phone number for communications about absences.</li><li>• Formal roll marking occurs in Roll Class at 8.50am.</li></ul> <p>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.</p> <p>Failure to do so will result in a student being recorded as “absent unexplained”.</p> <ul style="list-style-type: none"><li>• A staff member will be responsible for monitoring and investigating student absences.</li><li>• The designated staff member will text message parents of absent students if communication from parents is not forthcoming on the day of absence by 10.00am.</li><li>• Independent students not living with parents or guardians are also required to provide notes.</li><li>• Students who aggregate more than 5 unexplained absences, will need to show cause as to why credit should be awarded for that semester/unit of study.</li><li>• Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised.</li></ul> <p>Unresolved attendance issues of post-compulsory/compulsory participation students may result in the cancellation of their enrolment.</p> <ul style="list-style-type: none"><li>• Education Queensland and enrolment auditors may consult student attendance records.</li><li>• Student attendance and absence figures will appear on student half year and end of year reports.</li><li>• Aggregated student attendance data is reported to Education Queensland and the wider community each year as part of the annual report.</li></ul>

### Achievement – Years 3, 5, 7, and 9

**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 Year 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a rectangular orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

There are less than twenty students enrolled at Craigslea SHS who identify as Aboriginal and/or Torres Strait Islander. These students are supported with weekly tuition in literacy and numeracy under the Closing the Gap initiative. Students are monitored to ensure that they are attending and engaging in schooling.

Staff at Craigslea SHS staff participated in the Hidden Histories Crossing Culture professional development in 2010. NAIDOC week was celebrated with a whole school assembly featuring guest speakers, performers and a flag raising ceremony. Craigslea SHS is embarking on an audit as it moves toward Embedding Aboriginal and Torres Strait Islander Perspectives in the school curriculum.

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

### Attainment and Achievement – Year 12

#### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

89%

#### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	135
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	73
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	96
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	75
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	73%
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.	90%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%

## Performance of our students

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
10	23	20	12	8

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
49	69	10
Students studied <b>Certificate 1</b> courses in the following; Work Readiness, Work Education, Manufacturing, Furnishing, Hospitality, Business and Information Technology.		
Students studied <b>Certificate 2</b> courses in the following; Business, Hospitality, Fitness, Active Volunteering, Workplace Practices		
Students studied <b>Certificate 3</b> courses in the following; Hospitality.		

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.
Early leavers information
Students who leave school before completion of Year 12 are case managed by the Guidance Officer and transition into programs such as Get Set for Work, Private programs, Pre-vocational courses or fulltime employment.