Craigslea State School
Queensland State School Reporting
2013 School Annual Report

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Principal's foreword

Introduction

It is with great pride that I present the Craigslea State School Annual Report for 2013. In 2013, we continued our work to improve the quality of teaching and learning across the school. Our professional teaching and non-teaching staff and families worked in partnership to enhance student engagement in class based learning and a range of extra curricula activities including instrumental music, sport, leadership and community service. The high standards of behaviour and effort shown by our students have helped them achieve success in learning and personal growth. This report chronicles the story of our success in 2013.

School progress towards its goals in 2013

The Performance Targets below are from the Craigslea State School Strategic Plan 2012 - 2015

Goal	Progress
Annually updated School Plan	_One_School One Plan (1S1P) introduced
100% participation in peer to peer feedback and collegial engagement	Essential skills in classroom management and profiling is being considered for teachers to engage collegially for improved instructional practice as led by School Wide Positive Behaviour team.
Achievement of annual school based targets in reading and numeracy	Exceeded targets for students in the Upper 2 Bands NAPLAN Reading in Years 5 & 7. Achieved targets for students in the Upper 2 Bands NAPLAN Numeracy in Years 3& 7.
95% of staff members satisfied with morale in the school	Achieved the target with 95% satisfaction
80% of parents satisfied that their child is getting a good education	97%
85% of students satisfied that they are getting a good education	93%

Future outlook

Future outlook

Key Priorities from Annual Implementation Plan
- Core Priority - Reading
- Australian Curriculum implementation
- Year 7 to high school transition
- Consistent classroom pedagogical practices

School Strategies from Annual Implementan Plan
- Whole-of-school assessment and data collection

- Implement our Pedagogical Framework which articulates the school's consistent approach to teaching
- Review School Assessment Framework and data storage processes to ensure a sufficiency of data is collected and effectively utilised

School Profile

Craigslea State Primary School was established in 1972. The school currently consists of 28 General Learning classroom areas, 4 of which have been designed for the preparatory year learning program. The school has with 26 coeducational classes, from prep to Year 7, in operation.

At Craigslea we are committed to providing a quality public education system that delivers opportunities for all students to achieve learning outcomes and reach their potential. As a school community we aim to provide a safe, progressive, focussed and supportive learning environment. We encourage each and every student to aspire to intellectual, social, emotional and physical success in line with our motto of "Learn for Life".

Craigslea State School is unique for its supportive and inclusive environment. Our school has a rich cultural diversity with 27 Indigenous students enrolled as well as more than 30 different languages represented. The Special Education program caters for around 60 students with disabilities including physical and intellectual impairments and those on the autistic spectrum. Our teachers work hard in classrooms to assist every student to achieve every day. With such a wide range of student backgrounds it is no wonder that we are known for our inclusive and accepting school climate.

Craigslea's Values are

*L*earning
*I*ndividuals
*F*riendship
*E*nvironment
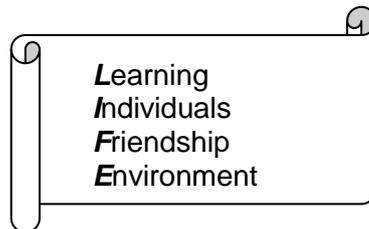
Learning-
- Our core business, focusing on the early and middle phases of school.
- Students have responsibility to commit to their own learning and allow others to learn while at school.

Individuals-
- Catering for the needs of individuals, including learning needs, interests and talents
- Recognising and supporting the particular needs of students with disabilities, gifted and talented students and indigenous students

Friendship-
- Developing the ability to get along with others in our community.
- Caring about people other than ourselves
- Building respect and understanding, not just tolerance of others

Environment-
- Keeping our environment safe
- Respecting property
- Taking care of the planet we live on

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	639	288	351	94%
2013	620	280	340	95%
2013	638	293	345	93%

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

Characteristics of the student body:

Our school community consists of multi-cultural families who value education and enthusiastically support the LIFE (Learning, Individuals, Friendship and Environment) values of the school. The school's community is generally stable, resourceful and committed to helping students achieve their best. The school's Index of Community and Socio Economic Advantage score (ICSEA) is 1046.

Our school celebrates diversity and our inclusive practices support students with a wide range of abilities and cultural backgrounds. Approximately 25% of the students at Craigslea were born overseas with 25 different countries of origin represented. Many of these students have English as a Second Language (ESL) with 18 different "home" languages. Around 2% of students are Indigenous.

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	27	24	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

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	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	28	16	13
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

For Years Prep-7, the curriculum spanned the Key Learning Areas of English, Mathematics, Science, SOSE, The Arts, Technology, Health and Physical Education.

Students from Prep to Year 7 also accessed music and physical education lessons with specialist teachers and students in Years 4-7 studied Japanese with a specialist Languages Other Than English (LOTE) teacher.

Students also participated in a social skills development program that complemented the school's rules matrix.

The school's Special Education Program provided suitable pathways for students with disabilities by offering a curriculum aligned with the 'essential learnings' with adjustments or modifications made according to student need. Particular emphasis was placed on the development of communication and literacy skills.

Extra curricula activities

- Instrumental Music (Band and Strings)
- Junior and Senior Choirs
- National English, Science, Maths and Technology Competitions
- Elective program including pottery, childcare, photography, woodwork and knitting
- Student Council
- Chess

How Information and Communication Technologies are used to assist learning

The school has networked desktop computers in each classroom from Prep to Year 7. All classes have 2-4 computers in their room. Two whole class computer labs are also available.

Over 90% of students have access to a computer at home

Social climate

Craigslea State School's motto is "Learn for Life". The school wide positive behaviour program has four LIFE rules encompassing Learning, Individuals, Friendship and the Environment. The focus is on recognising the great choices students make to ensure we have positive, supportive and inclusive learning environments. 96% of our students participate in "Craigslea Stars" each term, a celebration to reward students' ability to make positive behaviour choices. Behaviour plans, goals and strategies are developed for students who are not able to participate due to poor behaviour choices.

Student Leadership qualities are strongly promoted throughout the school community. Students are continually encouraged to be organised, show initiative, treat people fairly and display courage by "giving things a go". Students are encouraged to consider themselves "ambassadors" of the school whenever they are in uniform and be great role models to other children, particularly those younger than themselves. Each year, all Year 7 students are eligible to apply to become "Senior Leaders" and approximately two thirds of the 2013 Year 7 group successfully became senior leaders. The Senior Leaders program offered Year 7 students the opportunity to participate in the governance of the school and to actively assist younger students to be successful. Senior Leaders met fortnightly with the School Leadership team to reflect on school and student performance and to develop action plans to address any concerns.

Parent, student and staff satisfaction with the school

There have been significant improvements in satisfaction levels from parents, staff and students from school opinion surveys over the reporting period (2013).

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	97%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	96%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	89%
their child is making good progress at this school* (S2004)	88%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%
teachers at this school motivate their child to learn* (S2007)	100%	97%
teachers at this school treat students fairly* (S2008)	92%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	96%	92%
this school takes parents' opinions seriously* (S2011)	92%	94%
student behaviour is well managed at this school* (S2013)	96%	97%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	85%	89%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	93%
they like being at their school* (S2036)	93%	98%
they feel safe at their school* (S2037)	96%	92%
their teachers motivate them to learn* (S2038)	99%	96%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	94%
teachers treat students fairly at their school* (S2041)	89%	87%
they can talk to their teachers about their concerns* (S2042)	91%	84%
their school takes students' opinions seriously* (S2043)	93%	92%
student behaviour is well managed at their school* (S2044)	87%	82%
their school looks for ways to improve* (S2045)	97%	95%

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their school is well maintained* (S2046)	92%	92%
their school gives them opportunities to do interesting things* (S2047)	93%	91%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	92%
they receive useful feedback about their work at their school (S2071)	81%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	90%
staff are well supported at their school (S2075)	86%
their school takes staff opinions seriously (S2076)	82%
their school looks for ways to improve (S2077)	93%
their school is well maintained (S2078)	74%
their school gives them opportunities to do interesting things (S2079)	83%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2013.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2013; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

P&C meetings continued to be well attended throughout the year. Parents were also represented on the School Council. Parent information evenings were held early in the year and were well attended. Class performances on weekly assemblies proved very popular with parents and many parents took advantage of opportunities to provide help in classrooms, the tuckshop, Years 6-7 electives program, sporting activities and special events.

Academic Reporting to parents occurred at the following times:
- End of Term 1- Interviews with parents and students
- End of Term 2- Written report sent home and interviews with parents and students.
- End of Term 4- Written report sent home

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Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	298,532	0
2011-2013	376,743	0
2013-2013	286,863	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	49	32	0
Full-time equivalents	42	19	0

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.	7
Masters	3
Doctorate	0
Total	**49**
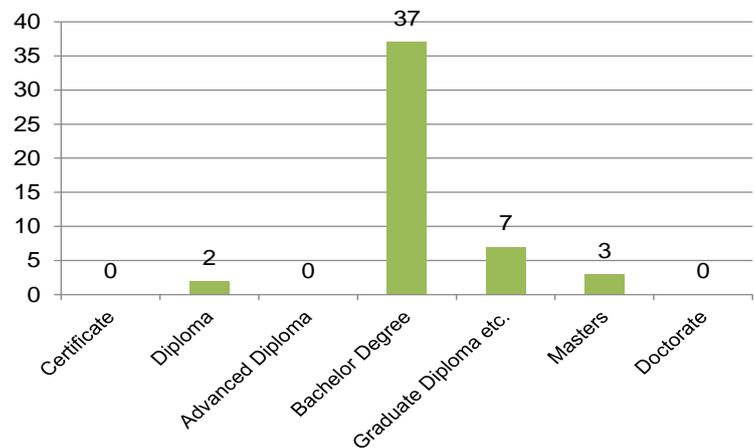
* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ 16 700 .

The major professional development initiatives undertaken during 2013 include:

- Dyslexia
- Hearing impairment

- Health & Safety induction training – risk assessment/management
- Senior First Aid
- *One*School training
- Quality Instructional Leadership
- HOC network
- Essential Skills in Classroom Management
- Classroom profiling
- The teaching of reading through QAR
- Whole School Assessment
- Direct instruction model – WALT, WILF
- School Wide Positive Behaviour Support

To maintain registration with the Queensland College of Teachers, 30hrs of continued professional learning is required for full time teachers. Staff at Craigslea State School has undertaken a range of training courses, conferences, workshops, online learning and information sessions throughout the year.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
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, 95% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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.**

Where it says **'Search by school name'**, type in the name of the school 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 given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%

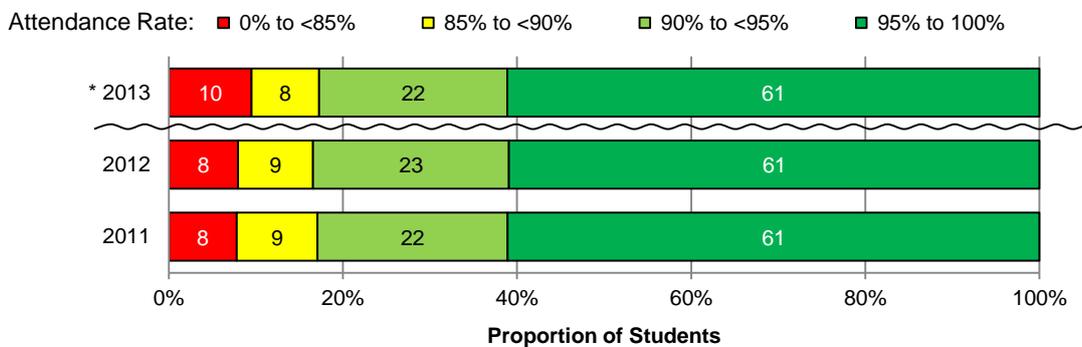The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	95%	94%	95%	95%	96%	94%					
2013	93%	94%	95%	95%	94%	95%	95%					
2013	94%	94%	94%	94%	95%	96%	95%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	10	8	22	61
2012	8	9	23	61
2011	8	9	22	61

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

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.

Teachers mark class rolls at the beginning of the day and after lunch break. They keep attendance records and monitor attendance and absenteeism of enrolled students. Teachers alert the principal (or HOC) when a student's absence is unexplained (after three consecutive school days) or when concerned that the explanation may be unsatisfactory.

The Admin Officers collect rolls and record all student absences in the *School Management System* as either explained (using an appropriate reason code) or unexplained (using U to denote an absence for which no explanation has been received and J to denote an absence for which the explanation received is unsatisfactory). Parents of the student are contacted about any unexplained absence, asking the reason if no notification was received. In some cases the Principal will involve the parent in meetings to discuss unexplained absences where no reason has been provided or the reason provided was unsatisfactory, and provide support to address any issues contributing to the absences.

A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student's eligible option.

Professional judgment is exercised when deciding whether other types of reasons offered to explain an absence are satisfactory and the following are taken into consideration:

- a student's past attendance record;
- the student's particular circumstances; and
- any school policies related to attendance developed in consultation with the school community.

When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent contacts the school and completes an exemption from compulsory schooling form which is submitted to the Principal. The Principal issues a letter of approval to the parent after consideration of the circumstances.

Requests for permission for a student to leave the school grounds for medical appointments or off site programs can be made. Usually a parent collecting a student arrives and signs a register at the office. Students may not leave the school grounds or educational site without parent consent.

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 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.**

Performance of our students

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☐ Government
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SEARCH

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

In 2013 we had 27 indigenous students enrolled in the total school population of 652. Their attendance rate was 89.5% which was only 5% below non-indigenous students. NAPLAN data in the areas of Reading, Writing and Numeracy indicate that the five Year 5 indigenous students were, on average achieving at the same level as non-indigenous students. The average score of the six Year 3 indigenous students were between 15-30 points below non-indigenous students in these three stands.

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