Craigslea State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This report contains general information about Craigslea State School in addition to the highlights, achievements, academic performance and school opinion survey results for the 2015 school year. This is the final year of implementation for the school's Strategic Plan 2012-2015. The key directions for 2015 were identified as

- Higher order questioning

- Cooperative student learning discussion

- High quality feedback to students

- Effective digital pedagogy

- Reading comprehension

- Maths problem-solving

- Writing skills

- Anti-bullying program

School progress towards its goals in 2015

Key Direction	Progress in 2015
Higher Order Questioning	The school commenced our participation in the "Curiosity and Powerful Learning Project" which involved a number of professional development days where we were exposed to these model s of practice. A whole school action plan was developed for classroom implementation with Higher Order Questioning scheduled for Semester 2, 2016. Year 3 students were statistically similar to the nation for percentages of students in the Upper 2 Bands in all areas of NAPLAN literacy and Numeracy; Year 5 students were statistically above the nation in the Upper 2 Bands in all areas of NAPLAN.
Cooperative student learning discussion	A whole school action plan was developed for classroom implementation. Further professional development will take place in 2016.
High quality feedback to students	Policy statement written and shared during team conversations with teachers. Teachers drafting learning ladders as a basis for structured feedback. 90% of students stated they receive useful feedback so we will continue to work towards this in 2016.
Effective digital pedagogy	Teachers who had some expertise in this area were released two days per week as coaches to promote effective digital pedagogy across the school, most particularly through the use of IPads. Students in the School Survey: 94.7% said they can access digital technologies; 78.8% said they were encouraged to do so; 85% said they use digital technologies and 93.7% said they enjoyed doing so. In 2016, the confidence of teachers to use digital pedagogies and to encourage students to do so, will need to continue to be a focus.
Reading comprehension	An audit of teacher practice across year levels took place in order to fine-tune the school reading program. Year 3 had statistically similar numbers to the nation of students in the Upper 2 Bands, 100% of students were above National Minimum Standard and the mean scale score was statistically similar but above the nation; Year 5 had statistically higher numbers to the nation of students in the Upper 2 Bands, 100% of students were above National Minimum Standard and the mean scale score was statistically above the nation.
Maths Problem-solving	A problem-solving package was developed and distributed to classrooms with associated professional development. Year 3 had statistically similar numbers to the nation of students in the Upper 2 Bands, 100% of students were above National Minimum Standard and the mean scale score was statistically similar to the nation; Year 5 had statistically higher numbers than the nation of students in the Upper 2 Bands, 100% of students were above National Minimum Standard and the mean scale score was statistically above the nation.
Writing Skills	A writing program was developed and initial professional development will take place in 2016. Year 3 had statistically similar numbers to the nation of students in the Upper 2 Bands, 97.5% of students were above National Minimum Standard and the mean scale score was statistically similar to the nation; Year 5 had statistically higher numbers than the nation of students in the Upper 2 Bands, 100% of students were above National Minimum Standard and the mean scale score was statistically above the nation.
Anti-bullying program	Focus lesson taught weekly on assembly. Reported incidents declined by 14%. 85% state they feel safe at school which is 8% less than the previous year. Further work around conflict resolution will be undertaken in 2016 to improve this.

Future outlook

The key areas for improvement in the school's Annual Implementation Plan are:

- Powerful Learning: Harnessing learning intentions, narrative and pace and Higher Order Questions.

- Collegial and expert coaching to expand and improve teaching practices.

- Consistency in literacy and numeracy practices across sectors.

- Planning for differentiation

- Positive Behaviour for Learning: Social Emotional Learning and Student Well-Being.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	638	293	345	26	93%
2014	634	281	353	33	95%
2015	560	246	314	21	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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 community is generally stable, resourceful and committed to helping students achieve their best. The school's Index of Community and Socio economic Advantage (ICSEA) score is 1072.

We celebrate diversity and our inclusive practices support students with a wide range of abilities and cultural backgrounds. Approximately 29% of Craigslea students were from a language background other than English with 26 countries of origin represented. Many of these students have English as an Additional Language/Dialect with 44 different 'home' languages. Around 4% of students are Indigenous.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	21	22
Year 4 – Year 7 Primary	26	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	13	13	8
Long Suspensions - 6 to 20 days	0	2	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

In addition to the Key Learning Areas – English, Mathematics, Science, History, Geography, The Arts, Technology, HPE – Craigslea SS curriculum offerings include:

• Specialisation classes within years 4, 5 & 6 as a middle schooling initiative to prepare them for high school;

• Japanese classes for students in Years 4 to 6 with a specialist Languages teacher;

• Social skills lessons across all year levels both proactively and in response to personal conduct expectations;

• The school's Special Education Program provides pathways for students with disabilities to access the Australian curriculum through adjustments and modifications to learning activities in mainstream classrooms

• Instrumental Music (brass, Woodwind, strings and Percussion

Extra curricula activities

• Inclusive and Performance choirs;

• Instrumental Music program's associated activities;

• National English, Maths, Science, Digital Technologies, Spelling, Writing competitions;

• Student Leadership Program;

• Student Council;

• Interschool sport.

• Interschool Camp Program for Years 5 and 6: Years 5 attended Camp Currimundi on the Sunshine Coast and Year 6 visited Sydney and Canberra.

How Information and Communication Technologies are used to improve learning

• Digital technologies are integrated into curriculum units to assist student study in all year levels for Prep to Year 6.

• Interactive whiteboard technology has supported the use of digital pedagogies. Teachers utilise learning objects and virtual classrooms to enhance student learning.

• The school subscribed to Mathletics and Sunshine Online which can be accessed at home and at school to support student learning.

• 2015 was the first year where a Bring Your Own IPad Device Program was trialled for Year Four students. Additional devices were available to each classroom for those students who for whatever reason chose not to bring their own device. In\ 2016, Year 4 and 5 will have the BYOD IPad program.

• All but one block was set up for wireless access with all classrooms still having access to 2-4 desktop computers;

• Two computer labs for whole class access;

• 45 iPads for use across the Year 4-6 classes with 10 iPads for use by teachers in Years 1-3.

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

• Teachers are routinely accessing online learning opportunities to engage students.

Social Climate

Craigslea State School's motto is 'Learn for Life'. The school wide positive behaviour program covers four LIFE values – Learning, Individuals, Friendship and Environment - which encompass four rules. The focus of this program 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. This celebration rewards students' ability to make positive behaviour choices. Behaviour plans, goals and strategies are developed for students who are not able to participate due to their not meeting the expected satisfactory standard at that time. The Positive Behaviour for Learning Team met fortnightly to develop an Action Plan responding to the data for proactive problem solving.

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 through 'risk taking' in their learning. Students are encouraged to consider themselves 'ambassadors' of the school whenever they are in uniform and be exemplary role models to other children, particularly to those younger than themselves. In 2015, all Year 5 students were eligible to apply to become 'Senior Leaders' for their final year at primary school. 100% of the cohort was successful in their application which was an improvement of 25% on 2014. The Senior Leaders program offered the Year 6 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, develop action plans to address any concerns, and organised lunchtime activities that appealed to their peers.

Parent, student and staff satisfaction with the school

Parents generally had good satisfaction levels. School maintenance was one of the lower rated items which was echoed by staff and students. A school infrastructure plan developed from 2016 is a step towards prioritising the more significant long-term maintenance items.

Students identified items relating to Positive Behaviour for Learning and Social/Emotional Learning as areas that could use additional focus from their perspective. The PBL team will meet regularly to develop proactive strategies based on school behaviour data and we will commence Social/Emotional Learning and Conflict Resolution Training for parents, teachers and students in 2016.

Additional strategies to support staff and facilitiate their feedback will be implemented in 2016.

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	93%	94%
they like being at their school (S2036)	98%	91%	85%
they feel safe at their school (S2037)	92%	93%	85%
their teachers motivate them to learn (S2038)	96%	97%	91%
their teachers expect them to do their best (S2039)	98%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	94%	93%	90%
teachers treat students fairly at their school (S2041)	87%	86%	78%
they can talk to their teachers about their concerns (S2042)	84%	86%	80%
their school takes students' opinions seriously (S2043)	92%	80%	83%
student behaviour is well managed at their school (S2044)	82%	77%	72%
their school looks for ways to improve (S2045)	95%	94%	92%
their school is well maintained (S2046)	92%	90%	76%
their school gives them opportunities to do interesting things (S2047)	91%	93%	85%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	94%	98%
this is a good school (S2035)	100%	93%	95%
their child likes being at this school (S2001)	97%	99%	93%
their child feels safe at this school (S2002)	100%	97%	90%
their child's learning needs are being met at this school (S2003)	89%	88%	93%
their child is making good progress at this school (S2004)	86%	90%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	93%	93%
teachers at this school motivate their child to learn (S2007)	97%	94%	95%
teachers at this school treat students fairly (S2008)	97%	92%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	95%
this school works with them to support their child's learning (S2010)	92%	95%	95%
this school takes parents' opinions seriously (S2011)	94%	88%	92%
student behaviour is well managed at this school (S2012)	97%	87%	93%
this school looks for ways to improve (S2013)	100%	95%	95%
this school is well maintained (S2014)	89%	81%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	91%	94%
they feel that their school is a safe place in which to work (S2070)	92%	95%	100%
they receive useful feedback about their work at their school (S2071)	81%	81%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	83%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	98%	97%
student behaviour is well managed at their school (S2074)	90%	91%	94%
staff are well supported at their school (S2075)	86%	79%	89%
their school takes staff opinions seriously (S2076)	82%	71%	89%
their school looks for ways to improve (S2077)	93%	90%	97%
their school is well maintained (S2078)	74%	65%	74%
their school gives them opportunities to do interesting things (S2079)	83%	79%	94%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Positive parental involvement is welcomed and encouraged at Craigslea. Parents and community members make valuable contributions to the education of students through:

• Assisting in class lessons, sport, instrumental music and choir events as volunteer helpers.
• Attendance at monthly P and C meetings
• Parent representatives on School Council and School Wide Positive Behaviour Committee
• Actively supporting the Parents & Citizen's Association and related activities such as Mothers' Day Stalls, Craigslea Carnival, Banking, Tuckshop etc
• Participating in Parent Workshops conducted by staff in the areas of literacy, cyber-safety, building student resilience etc.
• Attendance at Sporting Events, Cultural Performances, Weekly Assemblies and a multitude of other school events throughout the year.
• Participation in academic reporting at end of term1 and 3-interviews between teachers and parents; end of term 2-written report sent home with opportunities for interviews between parent and teacher; end of term 4-written report sent home.
• Contributing to school policy and procedure through attendance at focus meetings around specific issues.
• Parents are involved in regular meetings with Special Education Program staff to discuss adjustments required for their full participation in mainstream classrooms.
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Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. To reduce the school's environmental footprint the following strategies were undertaken in 2015: Use of water tanks for irrigation; Separation of recyclables occurred through the use of school recycling bins particularly paper; Encouragement of staff to reduce use of air-conditioning, lights etc; Incorporating environmental messages within the curriculum etc.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	286,863	0
2013-2014	226,586	0
2014-2015	284,153	

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	31	0
Full-time equivalents	38	18	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	7
Masters	3
Doctorate	0
Total	**51**

*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 2015 were $62 467

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Gifted and Talented Education
- Differentiation
- Code of Conduct
- Mathematics: Problem-Solving
- Age-appropriate Pedagogy
- Curiosity and Powerful Learning
- Dyslexia and Significant Reading Difficulties
- Senior First Aid and CPR
- IPads for Educators Training
- ICT in the classroom
- Peer Coaching
- ASD Training
- School Wide Positive Behaviour Support
- HOC network
- Jolly Phonics
- One School database functions
- Inclusivity (cluster PD)
- Literacy Workshop for Teacher-Aides
- Cleaners' Training
- Grounds/Facilit*es Officer:Pole-saw training*

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 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.**

Find a school

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School name                    GO

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

           SEARCH
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Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	83%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

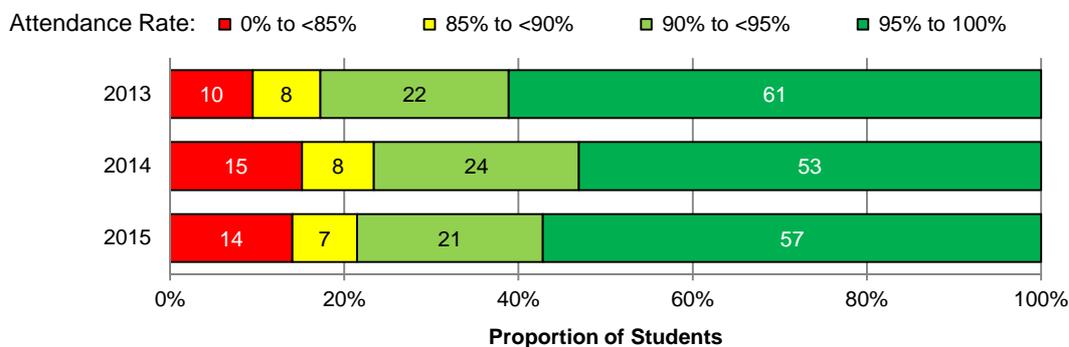## Student attendance rate for each year level (shown as a percentage)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	94%	94%	94%	95%	96%	95%	N/A	N/A	N/A	N/A	N/A
2014	92%	94%	92%	92%	95%	93%	93%	93%	N/A	N/A	N/A	N/A	N/A
2015	95%	91%	96%	93%	93%	95%	93%	N/A	N/A	N/A	N/A	N/A	N/A

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	10	8	22	61
2014	15	8	24	53
2015	14	7	21	57

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.
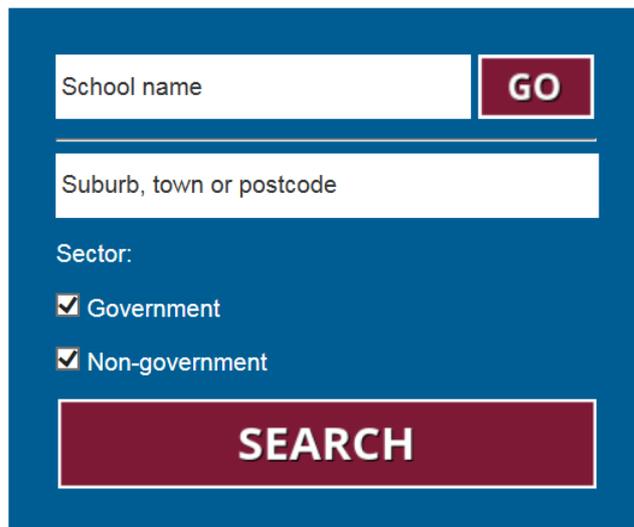
As a matter of routine, teachers mark class rolls at the beginning of the day and after lunch break through the One School database. Parents are expected to inform the school via a note or telephone call if their child is absent. The Admin Officer checks the message bank and completes the class roll based on the information provided by the parent as well as phoning parents to inform of their child's absence where a message hasn't been received. Teachers keep attendance records and also monitor student absence. Every Wednesday, the Admin Officer runs a report of absenteeism of 3 days or more. The Admin Officer attempts to make contact with the parent for information or refers it to the Principal. Late slips are issued through the school office. Letters and/or face to face conversations occur each term to encourage and support students and their parents in achieving more than 85% attendance rate each term. Enrolment exemptions are granted on the condition that this is an irregular occurrence. Positive comments and requests for improvement about attendance are made by the Principal on the student report card. Each fortnight on assembly classes with more than 90% attendance are celebrated. Each term 100% attendance certificates are issued to those students who have achieved this. As attendance is a priority, the internal process will continue to be monitored and refined.

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.**

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.