

# Craigslea State School

## Queensland State School Reporting

### 2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

The implementation and ensuing professional development around the pedagogical framework was the most significant priority for 2014. Our learning and discussions centred around the most effective teaching and learning strategies, based on broad research – The Art and Science of Teaching. We reviewed our whole of school assessment and data collection and met regularly to analyse it to inform our teaching. Both are ongoing as teachers continue to reflect on their practice to improve outcomes for children. We surveyed parents to ascertain their understanding of our School Wide Positive Behaviour Support program in an effort to build the support base beyond the school fence. We know that, in conjunction with our families, our proactive work and expectations of high behavioural standards are the reason why our students begin high school with a solid education, strong self-respect and discipline. I congratulate the staff and parents for their commitment to supporting Craigslea for better student outcomes in 2014.

### School progress towards its goals in 2014

Goal	Progress
Annually updated school plan	Progress monitored by leadership team and staff throughout 2014
Achievement of annual school-based targets in reading and numeracy	NAPLAN results show Craigslea students exceeding high National Standards in Yr 5 Reading and Numeracy and Yr7 Reading. Exceeded targets in the top 2 bands in Yr 5 Reading and Numeracy and Yr 7 Reading. Exceeded number of students achieving the national minimum standard in Yr3 Reading; Yr 5 Reading and Numeracy; and Yr 7 Reading, Writing and Numeracy.
Australian Curriculum Implementation	Moving towards a more tailored curriculum for our school.
Review of whole of school assessment and data collection	Maths pre-testing and post-testing embedded across the school. Acquisition and implementation of Progressive Achievement Tests in Reading for Years 1-7. Teachers learning to utilise spreadsheets of data in order to make planning decisions.
100% engagement in peer to peer feedback and collegial engagement	Collegial engagement through fortnightly team meetings with leadership team, fortnightly year level meetings, literacy coaching, teaching area specialisations and embracing support teacher and SEP teacher support as a team member.
100% staff members involved in developing performance plans	Performance Plans were completed and discussed with all staff members
80% parents satisfied that their child is getting a good education	Achieved

85% students satisfied they are getting a good education 84% parents/caregivers satisfied with their child's school 75% school workforce satisfied with access to Professional Development	Achieved Achieved Achieved
97% attendance at Craigslea Stars	A target to improve on for 2015

### Future outlook

- Pedagogical practice: Higher Order Questioning; Cooperative Student Learning, High Quality feedback to Students; Effective Digital Pedagogy
- Academic Achievement: Reading Comprehension, Maths Problem Solving, Writing Skills
- School Wide Positive Behaviour Support: Anti-Bullying Program

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:** 643

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	620	280	340	95%
2013	638	293	345	93%
2014	634	281	353	95%

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 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 1060.

We celebrate diversity and our inclusive practices support students with a wide range of abilities and cultural backgrounds. Approximately 20% of Craigslea students were born overseas 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		
	2012	2013	2014
Prep – Year 3	23	23	21
Year 4 – Year 7 Primary	24	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	16	13	13
Long Suspensions - 6 to 20 days	0	0	2
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### 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 4-6 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.

### How Information and Communication Technologies are used to assist learning

- 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 recognizing 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 poor behaviour choices.

Student leadership qualities are strongly promoted throughout the school community. Students are continually encouraged to be organized, 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 2014, all Year 5 and 6 students were eligible to apply to become 'Senior Leaders' for their final year at primary school. Approximately two thirds of the cohort was successful in their application. The Senior Leaders program offered the Year 6/7 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, develop action plans to address any concerns, and organised lunchtime activities that appealed to their peers.

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

Levels of satisfaction from parents, students and staff generally remained high and consistent. We trust that our continued future focus on pedagogy and tailored Craigslea curriculum will address some of the lower satisfaction levels for parents, students and staff alike.

Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	97%	94%
this is a good school (S2035)	100%	100%	93%
their child likes being at this school* (S2001)	96%	97%	99%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	92%	89%	88%
their child is making good progress at this school* (S2004)	88%	86%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	93%
teachers at this school motivate their child to learn* (S2007)	100%	97%	94%
teachers at this school treat students fairly* (S2008)	92%	97%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	96%	92%	95%
this school takes parents' opinions seriously* (S2011)	92%	94%	88%
student behaviour is well managed at this school* (S2012)	96%	97%	87%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	85%	89%	81%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	100%	93%	93%
they like being at their school* (S2036)	93%	98%	91%
they feel safe at their school* (S2037)	96%	92%	93%
their teachers motivate them to learn* (S2038)	99%	96%	97%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	93%
teachers treat students fairly at their school* (S2041)	89%	87%	86%
they can talk to their teachers about their concerns* (S2042)	91%	84%	86%
their school takes students' opinions seriously* (S2043)	93%	92%	80%
student behaviour is well managed at their school* (S2044)	87%	82%	77%
their school looks for ways to improve* (S2045)	97%	95%	94%
their school is well maintained* (S2046)	92%	92%	90%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	93%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	91%
they feel that their school is a safe place in which to work (S2070)		92%	95%
they receive useful feedback about their work at their school (S2071)		81%	81%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	98%
student behaviour is well managed at their school (S2074)		90%	91%
staff are well supported at their school (S2075)		86%	79%
their school takes staff opinions seriously (S2076)		82%	71%
their school looks for ways to improve (S2077)		93%	90%
their school is well maintained (S2078)		74%	65%
their school gives them opportunities to do interesting things (S2079)		83%	79%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the 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 2012; 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

- Monthly P&C meetings are well attended and positive;
- Parent representatives on School Council and School Wide Positive Behaviour Committee;
- Parents attend assemblies with different awards for either academic performance or social development distributed each fortnight to students;
- Numerous parent volunteers in classrooms, tuckshop, Sport and Instrumental Music and Choir events.
- Academic reporting occurred:
- End Term 1 – interviews between teachers and parents  
End Term 2 – Written report sent home with opportunities for interviews between parent and teacher  
End Term 3 – interviews between teachers and parents  
End term 4 – Written report sent home

### Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	376,743	0
2012-2013	286,863	0
2013-2014	226,586	0

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.

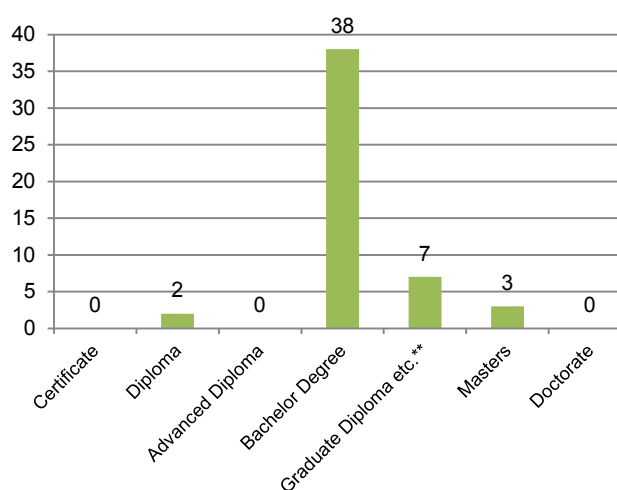
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	32	0
Full-time equivalents	43	19	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	7
Masters	3
Doctorate	0
<b>Total</b>	<b>50</b>



\*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 2014 were \$55 579

The major professional development initiatives are as follows:

- The Art and Science of Teaching – Quality Instructional Leadership
- Dyslexia and Significant Reading Difficulties
- Senior First Aid and CPR
- ICT in the classroom
- Curriculum – Learning Ladders, Phonological Awareness, Linking Reading, analysing PAT-R data and Writing
- Peer Coaching
- Using the Maths Dashboard
- Understanding ASD and Inclusive Practice
- School Wide Positive Behaviour Support
- HOC network
- Classroom profiling

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	93%

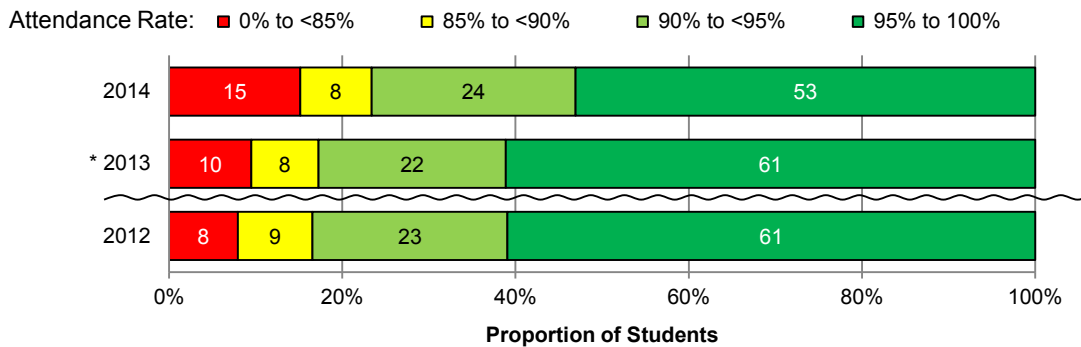
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	94%	95%	95%	94%	95%	95%					
2013	94%	94%	94%	94%	95%	96%	95%					
2014	94%	92%	92%	95%	93%	93%	93%					

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

A slight change of process for the monitoring of student absenteeism was introduced during the year. As a matter of routine, teachers mark class rolls at the beginning of the day and after lunch break. The Admin Officer checks the message bank and completes the class roll based on the information provided by the parent. 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.

**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.

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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 2014, we had 28 Indigenous students enrolled in a population of 643 students. Their attendance was 84%, which in comparison to non-Indigenous students, was 7% below non-Indigenous. NAPLAN results in the areas of Reading, Writing and Numeracy indicate that Year 3 & 5 Indigenous students were achieving at or above their non-indigenous peers in all areas.