

QUEENSLAND STATE SCHOOL REPORTING - 2009

Corinda State School (1025)

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|---|----------------|--|
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Principal's foreword

Introduction

The information provided in this School Annual Report gives a snapshot of the school and community of Corinda State School. The children at Corinda State School receive a balanced and rounded education. They are grounded in the basic tools and learning that are necessary for them to engage in a wide range of curricula and community activities. As a National Partnership School (Literacy) the emphasis for 2009-2010 has been on providing students with extra skills and strategies in reading and writing on top of the already comprehensive teaching and learning practices. This report also reflects a committed and skilled staff, teachers, teacher aides and ancillary staff who support the teaching and learning process, along with a committed parent body.

School progress towards its goals in 2009

Corinda State School has achieved the goals of improved Reading Comprehension across Years 3, 5 and 7 in relation to the NAPLAN data. The successful introduction of the new School's Responsible Behaviour Policy (CSTAR – Consideration, Safe & Smart, Try our Best, Appreciation and Respect) is evidenced in the reduction of behaviour incidents and the rise in positive behaviours and student awards. The School Opinion Survey data has improved with a wider variety of communication practices and an upgrade of the technology infrastructure

Future outlook

The school will continue to develop communication and feedback loops to ensure open communication with the school community. The targets for NAPLAN data will continue to be a focus in line with National targets in Literacy. The school will continue with the development of English and Maths curriculum documents in line with the forthcoming Australian Curriculum and staff professional development to ensure effective and up-to-date teaching strategies align with the State and National agenda. The continued focus on a positive school environment and attitudes will be evidenced through the improved behaviour data, School Opinion Survey data and the new buildings through BER (Building the Education Revolution) project.

Our school at a glance

School Profile

Characteristics of the Student Body

The school comprises a mix of single year level and multi age classes with class sizes being at or below the targets set by Education Queensland.

Fifty one percent of the enrolled students are female.

Students are drawn from diverse socio economic and cultural backgrounds ranging across 42 suburbs and 49 ethnic populations. A significant proportion of students speak English as a Second Language. A number of these are enrolled as International Students. A small number of the school population are from an Aboriginal or Torres Strait Islander background.

The school is the base location for a cluster Special Education Program supporting students with Autistic Spectrum Disorders, Intellectual Impairment and Speech Language Impairment. Students included in the program attend Corinda, Graceville, Oxley and Sherwood State Schools.

Coeducational or single sex: co-educational campus

Year levels offered: Prep – Year 7

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2009 – Nov 2009) |
|-----------------|-------|------|--|
| 560 | 288 | 272 | 90% |

Class sizes – Proportion of school classes achieving class size targets in 2009

| Phase | Average Class Size | Percentage of classes in the school | | | |
|-----------------|--------------------|-------------------------------------|--------------|-----------|-------------|
| | | On or under target | Under Target | On Target | Over Target |
| Prep – Year 3 | 23 | 91% | 55% | 36% | 9% |
| Year 4 – Year 7 | 27 | 100% | 91% | 9% | 0% |
| All Classes | 25 | 95% | 73% | 23% | 5% |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 5 |
| Long Suspensions - 6 to 20 days | 4 |
| Exclusions | 0 |
| Cancellations of Enrolment | 0 |

Curriculum offerings

Corinda State School offers a large range of distinctive curriculum offerings that enhance

Our school at a glance

the eight Key Learning Areas of English, Mathematics Science, Technology Studies of Society and Environment, The Arts, Languages other than English and Health and Physical Education. We cater for these Key Learning Areas in an engaging and stimulating integrated curriculum that connects to our students' lives and interests and provides each student with the capacity to reach his or her potential. Corinda caters for all students, regardless of abilities, providing quality support for students with special needs and offering extension activities for those with gifts and talents in most areas of the curriculum.

Our distinctive offerings provide students with the opportunity to participate in a number of academic, cultural and social co-curricula activities. These include the following.

English: Student participation in ICAS competitions (Years Three to Seven) , National Write for Fun Competition and Poetry Competitions

Mathematics: Student participation in the ICAS competitions (Years Three to Seven), Corinda SHS team Challenge

Science: Student participation in the ICAS Competitions (Years Three to Seven), Science Week Activities and the STEM (Science, Technology, Engineering & Maths) Conference (Years Six and Seven), Science Club

Technology: Student participation in ICAS Competitions (Years Three to Seven)

Studies of Society and Environment: Student involvement with visits by international student groups involving cultural days (Harmony Day and Naidoc Week), year level participation in excursions (whole school) and our camping program (linked directly to units of work)

The Arts: Student participation in specialised choral groups including choirs, (Years One to Seven), Concert Performances, participation in local activities e.g. The Oxley Road Music Festival, competitions such as The Brisbane Bands Festival and Fanfare and the whole of our Year Five cohort involvement in the instrumental program. The latter program is of particular note as it is quite different to most other schools. Our inclusive Instrumental Music Program is offered to all students in Year 5, free of charge and is a part of our core curriculum for that year level. The P&C supplements the resources provided by Education Queensland. Students receive weekly small group lessons and perform in a Beginner's Band throughout the school year. Staff members are also encouraged to participate in a Staff Choir.

Languages other than English: Student participation in cultural festivals including Bastille Day Activities and French Assembly.

Health and Physical Education: Student participation in our extensive inter and intra school sporting program, School Swimming Program, Personal Development Program (Years Five to Seven) and our Healthy Schools Program and Smart Moves.

Social and Life Skills Programs : Student involvement in lunch time social skills programs for students with special needs, Year Six and Seven Leadership Program and Student Council, Peer Mediators, Fun Friends and Friends For Life Programs and the Rotary International Leadership Program.

Our school at a glance

Extra curricula activities

There are many exciting activities in which students at Corinda are encouraged to participate throughout the year. Most of these activities occur on campus, however, an increasing number of opportunities are being provided for students to represent their school and interact with peers and community representatives from throughout the district.

Extra Curricular activities include:

Student Council fundraising activities;
Leadership and public speaking training;
Community participation activities;
Opti-minds
Corinda Idol

Music Extension Program and Performing Arts activities including:
Instrumental Program (School funded for all Year Five students)
Concert Band (Beginners and Senior Bands)
String Ensemble (Junior and Senior)
Intra-school Music Competitions
Junior and Senior Discos

How Information and Communication Technologies are used to assist learning

Corinda provides a supportive and challenging learning environment that strives to improve learning outcomes for all students. An important factor in achieving continual improvement is the effective use of Information Communication

Technologies (ICTs) by all teachers and students from Preparatory Year to Year Seven.

Significant importance is placed upon providing support for staff so as they can embrace effective new technologies. The inclusion of ICTs into teacher planning ensures a whole of school approach to using computers and delivering Information Communication

Technologies in the curriculum for all year levels. This integrated approach strengthens the students' concept that using ICTs is an integral part of their lives. A variety of engaging and challenging approaches is supported at Corinda State School to make effective use of computers and Information Communication Technologies. Each teacher has been issued with a laptop as a part of the *Computers for Teachers* initiative. Professional development will be provided to staff to maximise the utilisation the nine Interactive Whiteboards and class set of laptops networked wirelessly across the campus. Staff currently access digital resources via the One Portal, One School, The Learning Place and our own school website. This will ensure that all school curriculum programs and related teaching units are easily located for whole staff use. As Education Queensland's One School system is progressively rolled out it will be used for planning, reporting and assessment in an e-learning environment.

Social climate

During the past five years, the school has implemented a Peer Mediator Program to support the development of a positive climate within the playground. This work has been successful according to the latest School Opinion Surveys. In 2009 the survey results

Our school at a glance

indicated that a majority of parents (73.7%) and students (87.1%) felt that the school was a "safe" place. Most parents (85.5%) also believed that their children were treated fairly at school and 79% of students stated that they were happy at school. Approximately 62.5% of parents expressed satisfaction with both student behaviour and student discipline in 2008. It should be noted that a significant group in each instance gave a neutral response i.e. neither satisfied nor dissatisfied with the above elements.

As a consequence of previous data collections and analysis the school appointed a part time chaplain in 2009 to provide support and counselling services outside the mainstream of the school administration.

Parent, student and teacher satisfaction with the school

| Performance measure | Result 2009 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 69% |
| Percentage of students satisfied that they are getting a good education at school | 92% |
| Percentage of parents/caregivers satisfied with their child's school | 79% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 79% |
| Percentage of staff members satisfied with morale in the school | 74% |

Involving parents in their child's education.

Corinda State School has a very strong sense of community and is committed to involving parents in their children's education. This is seen by the high levels of community involvement in a wide variety of school events from P & C working bees to school activities such as sports days and special assemblies. We promote the importance of and the operations of the Parents and Citizens' Association, which meets on the third Tuesday of each month. We ensure that school processes inform parents and caregivers of all important school events and highlight the importance of strengthening home and school partnerships for the benefit of students' education. A weekly newsletter ensures regular written communication with all parents and caregivers. Our open and honest reporting to parents on their children's social, academic and cultural progress is a vital link between home and school. Parents are acknowledged as partners in their children's education and actively encouraged to be involved in the school at several levels. Each class has a Parent Liaison Officer who assists in communication with parents and volunteer helpers are active in the classrooms, with training programs conducted as required.

Our staff profile

Staff composition, including Indigenous Staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 46 | 24 | 2 |
| Full-time equivalents | 39 | 13 | 1 |

Qualifications of all teachers.

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 3 |
| Bachelor degree | 30 |
| Diploma | 13 |
| Certificate | 0 |

The pie chart illustrates the distribution of qualifications among all teachers. The largest segment is Bachelor degree at 65%, followed by Diploma at 28%. There are no teachers with a Doctorate or Certificate qualification.

| Qualification | Percentage |
|-----------------|------------|
| Bachelor degree | 65% |
| Diploma | 28% |
| Masters | 0% |
| Doctorate | 0% |
| Certificate | 0% |

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$54,387 .

The major professional development initiatives are as follows:

One School

First Steps In Maths (Number)

Literacy

Information & Communications Technologies

Inclusive Education

The involvement of the teaching staff in professional development activities during 2009 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2009.

Our staff profile

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 97% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 94%.

Student attendance for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 93% | 93% | 95% | 93% | 95% | 94% | 95% | | | |

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.

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.

| Domain | Measures | Yr 3 | Yr 5 | Yr 7 | Yr 9 | |
|-------------|--|-------|-------|-------|-------|--|
| Reading | Average score for the school in 2009 | 417 | 484 | 534 | | |
| | Average score for Australia in 2009 | 410.8 | 493.9 | 541.1 | 580.5 | |
| | For the school the percentage of students at or above the national minimum standard. | 2008 | 94% | 86% | 92% | |
| | | 2009 | 91% | 91% | 94% | |
| | For the school the percentage of students in the upper two bands | 2008 | 32% | 15% | 22% | |
| 2009 | | 39% | 30% | 20% | | |
| Writing | Average score for the school in 2009 | 398 | 470 | 534 | | |
| | Average score for Australia in 2009 | 414.5 | 484.7 | 532.4 | 568.9 | |
| | For the school the percentage of students at or above the national minimum standard. | 2008 | 97% | 94% | 89% | |
| | | 2009 | 88% | 92% | 92% | |
| | For the school the percentage of students in the upper two bands | 2008 | 38% | 15% | 27% | |
| 2009 | | 27% | 12% | 27% | | |
| Spelling | Average score for the school in 2009 | 402 | 481 | 560 | | |
| | Average score for Australia in 2009 | 404.8 | 487.2 | 540.0 | 576.3 | |
| | For the school the percentage of students at or above the national minimum standard. | 2008 | 94% | 91% | 96% | |
| | | 2009 | 86% | 94% | 96% | |
| | For the school the percentage of students in the upper two bands | 2008 | 34% | 26% | 33% | |
| 2009 | | 39% | 15% | 37% | | |
| Grammar and | Average score for the school in 2009 | 412 | 483 | 535 | | |
| | Average score for Australia in 2009 | 419.7 | 499.7 | 539.5 | 573.5 | |

Performance of our students

| Domain | Measures | | Yr 3 | Yr 5 | Yr 7 | Yr 9 |
|-------------|--|------|-------|-------|-------|-------|
| Punctuation | For the school the percentage of students at or above the national minimum standard. | 2008 | 93% | 90% | 90% | |
| | | 2009 | 84% | 92% | 87% | |
| | For the school the percentage of students in the upper two bands | 2008 | 27% | 27% | 30% | |
| | | 2009 | 41% | 26% | 17% | |
| Numeracy | Average score for the school in 2009 | | 384 | 484 | 552 | |
| | Average score for Australia in 2009 | | 393.9 | 486.8 | 543.6 | 589.1 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 | 92% | 96% | 96% | |
| | | 2009 | 89% | 97% | 93% | |
| | For the school the percentage of students in the upper two bands | 2008 | 27% | 17% | 32% | |
| | | 2009 | 20% | 24% | 39% | |
| | | | | | | |
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