

QUEENSLAND STATE SCHOOL REPORTING - 2010

Corinda State School (1025)

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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 2009-2010-2011 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 2010

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.

Further integration of planning for differentiation for all students will continue to enhance the school's vision, "Catering for the Individual".

Future planning will include the introduction of a 1 to 1 technology class in 2012.

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

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 2010 – Nov 2010)
552	280	272	88%

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.

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.

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	23	100%	91%	9%	0%
Year 4 – Year 10	27	100%	82%	18%	0%
Year 11 – Year 12					
All Classes	25	100%	86%	14%	0%

School Disciplinary Absences (recommended and actual)

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	18
Long Suspensions - 6 to 20 days	5
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings:

Corinda State School offers a large range of distinctive curriculum offerings that enhance the eight Key Learning Areas.

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 Cluster Team Challenge

Science: Student participation in the ICAS Competitions (Years Three to Seven), Science Week Activities, the STEM (Science, Technology, Engineering & Maths) Conference (Years Six and Seven), Science Club, Waterways Alive Program, Green Squad (Gardening), Recycling Project

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: French is taught to students from Year 4 through to Year 7; 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.

Our school at a glance

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.

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;
Rotary International Leadership Program;
Opti-minds;
Corinda Idol;
Social Skills activities: Rock & Water, M-Power, Revved Up;
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 State School 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 ensures 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.

Our school at a glance

Social climate

Corinda State School introduced the 'School Wide Positive Behaviour System' three years ago. Since the introduction of the school's teaching of Expectations: CSTAR: Consideration, Safe & Smart, Try our Best, Appreciation, and Respect, the school community has embraced the positive approach to teaching students how to behave in all situations in order to promote healthy, life-long citizens and future leaders. Staff and students refer to themselves as being Corinda STAR's and 'Are we being CSTAR's?' Weekly lessons are taught in specific areas which are determined by the school wide data collected each month. Positive recognition is promoted in classrooms and weekly on school assemblies.

Corinda State School receives Federal Government funding to support funding for 2 days per week and the school community funds a third day for a school Chaplain. The Chaplain provides social, emotional, spiritual and physical support for the whole school community, running a breakfast club once a week, facilitating lunch-time activities and working in classrooms.

During the past six years, the school has implemented a Peer Mediator Program to support the development of a positive climate within the playground.

These activities have been successful according to the latest School Opinion Surveys. In 2010 the survey results indicated that a majority of parents (75%) and students (85.1%) felt that the school was a "safe" place. Most parents 66.6%, (with 30% neither agreeing or disagreeing) also believed that their children were treated fairly at school and 84.2% of students stated that they were happy at school. Approximately 55.5% (with 33% neither agreeing or disagreeing) of parents expressed satisfaction with both student behaviour and student discipline in 2010.

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.

Our school at a glance

Parent, student and teacher satisfaction with the school

In 2009 and 2010 the general satisfaction item: *'that this is a good school'* rated above Like School scores and in 2010 the 114 Corinda State School students rated above both Like and State School comparisons. The 28 responses from parents were similar to both Like and State School means.

Although staff members satisfaction with morale is only 70%, to the statement, *'staff and students respect each other in this school'*, staff rated 85.1% which was above the State School mean and 79% of staff indicated that *'this school is a good place in which to work'*.

100% of staff were offered professional development opportunities that relate to school and systemic initiatives, and also personal initiatives. Professional Development is provided on Student Free Days, Professional Development afternoons, during school hours and after hours.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	71%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	71%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	77%
Percentage of staff members satisfied with morale in the school	70%

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. This is provided in both e-newsletter format, along with a paper copy for those who do not have access to the internet. A Vietnamese version of the newsletter is also produced for those in our school community.

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 school at a glance

The school also provides access to the Parent and Community Volunteer Program – Ready Readers. In 2010 we had three Ready Reader Volunteers assisting in the Prep classrooms.

Reducing the school's environmental footprint

The school installed two 50,000L water tanks to supply water to the amenities block during 2010 and upgraded the power supply to the school.

The students are involved in planting, growing and selling vegetables in the four vegetable gardens as part of the Green Squad. The Green Squad, through some dedicated parents, also collect food scraps daily and feed the four worm farms and sell worm juice.

The Student Council manages the collection of all recycled paper each week through Vizybins.

The P&C were successful in gaining a grant from the Brisbane City Council to retro-fit new fluorescent tubes and replace all existing old computer screens with new flat screens in order to reduce electricity consumption.

The school continues to participate in Trekking Treading Thursdays, where each Thursday, all students are encouraged to walk, ride a bike or scooter, catch public transport, car pool or park and stride as they travel to school. Data is collected each week with classes being awarded with the "Big Boot"(4-7) or "Baby Boot"(P-3), and house points collated at the end of the month with a trophy awarded. The local Brisbane City Councillor supports this project each term with a healthy snack for those who participate.

Solar panels have been installed on the Prep roof, feeding into the electricity grid.

The school usage has increased with the on-site construction for the BER of a new half-Hall, Canteen and Resource Centre which are expected to be completed by June 2011. All electricity and water are being provided by the school for the building projects.

In 2011, the school will complete writing out Environmental Management Plan outlining the future tasks and directions for becoming a more sustainable school community

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$48,730	\$33,107	\$9,483	\$4,062	\$2,078	\$0	\$0	155,432	903	0
2009	\$46,722	\$31,842	\$0	\$0	\$1,936	\$0	\$12,944	214,000	992	0
% change 2009 - 2010	4%	4%	N/A	N/A	7%	N/A	-100%	-27%	-9%	N/A

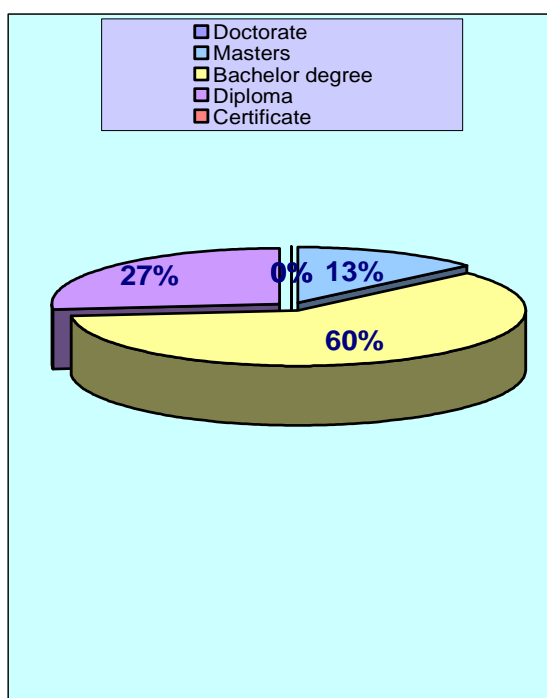
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	22	<5
Full-time equivalents	35	13	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	27
Diploma	12
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$53531.00 .

The major professional development initiatives are as follows:

One School – curriculum, planning, assessment, reporting

First Steps In Maths (Number)

Our staff profile

**Literacy – Cars & Stars, Reading Comprehension strategies, Literacy Coach
Information & Communications Technologies
Inclusive Education
Higher Order Thinking Skills**

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 97% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 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	Year 11	Year 12
93%	94%	94%	93%	93%	95%	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.

When students are absent for three consecutive days without parent advice, the teacher alerts the office and a phone call to home is made. If there is a regular pattern of significant absenteeism, the administration contact the parent/caregiver and discuss the issues. Often referrals are made to the Student Services Committee and result in further referrals to the Guidance Officer or the School Chaplain to assist the family.

When no resolution is able to be found with the above measures, the formal process is commenced.

Performance of our students

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 Years 3, 5, 7 and 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.

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 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 were 17 indigenous students enrolled in Corinda State School in 2010.

The gap between Year 3 Indigenous and non-indigenous student reading and numeracy mean scale scores were 26% for reading and 54% for numeracy.

Therefore, these students were supported by one-on-one teacher aide time to assist with literacy and numeracy outcomes.

Extra support was provided specifically targeting the teaching of reading comprehension strategies and writing and vocabulary development.

There was no gap in school attendance for Indigenous students in 2010.