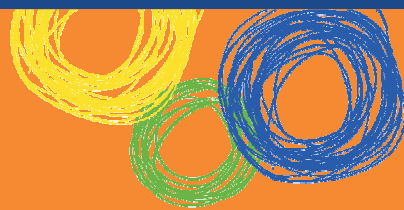


Corinda State School (1025)

Queensland State School Reporting

2012 School Annual Report



Postal address	330 Cliveden Avenue Corinda 4075
Phone	(07) 3716 2333
Fax	(07) 3716 2300
Email	the.principal@corindass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Catherine Waldron, Principal

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 2009-2012 has been on providing students with extra skills and strategies in reading and writing on top of the already comprehensive teaching and learning practices. A Literacy Coach has worked supporting teachers and providing professional development and training for two days per week.

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 2012

Corinda State School has achieved the goals of improvement in Reading Comprehension across Years 3, 5 and 7 in relation to the NAPLAN data.

The School's Responsible Behaviour Plan was updated and the school's commitment to the School Wide Positive Behaviour System (CSTAR – Consideration, Safe & Smart, Try Our Best, Appreciation and Respect) has continued to provide an emphasis on positive behaviours and student awards with the data showing a reduction in behaviour incidents.

The School Opinion Survey data has improved with a wider variety of communication practices and an upgrade of the technology infrastructure.

The focus on using Curriculum into the Classroom (C2C) as the Australian Curriculum (ACARA) driver and providing for differentiation in teaching and learning has been the main focus for teachers and curriculum.

Future outlook

The school will continue to develop communication and feedback loops to ensure open communication with the school community. This will include furthering the Parent/Liaison role, investigating social media and networks, and undertaking the Quadrennial School Review (QSR)

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process.

The targets for NAPLAN data will continue to be a focus in line with National targets in Literacy. The school will continue with the introduction of History in 2013. Staff professional development will be differentiated to ensure effective and up-to-date teaching strategies align with the State and National agendas.

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

In regards to integrating technologies into the classroom, the roll-over plan supported by the P&C will include the installation of LED interactive screens in the lower school and interactive data projectors in the upper school.

The continued focus on creating a positive school environment and attitudes will be evidenced through the improved behaviour data, School Opinion Survey data and improved ICT facilities.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	552	280	272	94%
2011	563	277	286	95%
2012	571	288	283	94%

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

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 39 suburbs and 61 ethnic populations. A significant proportion of students speak English as a Second Language with 49 languages spoken at home. A number of these students 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	24
Year 4 – Year 10	27	26	26
Year 11 – Year 12			

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	18	16	33
Long Suspensions - 6 to 20 days	5	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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 3-7), Science Week activities, the STEM (Science, Technology, Engineering and Mathematics) Conference (Years 6 and 7), Science Club (Years 1-7), Green Squad gardening project (Prep -7), Recycling project (Prep – 7).

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 1-3 and 4-7), concert performances, participation in local activities eg. The Oxley Road Music Festival, competitions eg The Brisbane Bands Festival and Fanfare. One program offered within the school is different to all other state schools, where all Year 5 students are included in an

Our school at a glance

instrumental music program free of charge with resources provided by the P&C and extra staff employed by the school. Students receive weekly small group lessons and perform in a Beginner's Band throughout the school year. Dance and Drama were also offered to all students for thirteen 1 hour sessions throughout the year.

Languages other than English: French is taught to students from Year 4 through to Year 7; Students participate 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.

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
- Wise Ones (gifted and talented program); Brain-ways
- Highly Capable Learners Program (Years 3, 4, 5)
- HOT lunchtime club (Higher Order Thinking)
- Social Skills activities: Rock & Water; M-Power, Revved Up; Drum Beat; Art Therapy.

Music Extension Program and Performing Arts activities including:

- Instrumental music program
- Concert band (Beginners and Senior Bands)
- String Ensemble (Junior and Senior)
- Percussion Ensemble (Senior)
- Intra-school Music Competitions
- Choral community performances
- Term 3 Spring Music Concert
- Junior and Senior Discos
- C-Factor (Corinda's X-Factor)

How Information and Communication Technologies are used to assist learning

An important factor in achieving continual improvement is the effective use of Information Communication Technologies (ICTs) by all teachers and students from the Preparatory Year to Year 7.

Significant importance is placed on providing support for staff so they can embrace effective new technologies. The inclusion of ICTs into teacher planning with Education Queensland's C2C

Our school at a glance

provides an integrated approach which strengthens the students' concept that using ICTs is an integral part of their lives.

Each teacher has their own laptop as part of the Computers for Teachers initiative.

Professional Development is provided to staff to maximise the utilisation of the interactive whiteboards and data projectors throughout the school.

A class set of laptops networked wirelessly across the campus provides flexibility in learning contexts.

Staff currently access digital resources via 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 and C2C resources are progressively rolled out, ICTs are being used for planning, teaching, reporting and assessing in an e-learning environment.

The Year 6 ipad class completed the year successfully and the students have moved into Year 7 as an ipad class, with each student having an ipad2 as their take home device.

Social climate

Corinda State School introduced the 'School Wide Positive Behaviour System' four 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. In 2012, the school fulfilled all requirements for Tier 1 and became eligible for Tier 2 training.

Issues of student conflict and bullying are taken seriously in all situations. The school teaches the students to use the 'High 5' when they are feeling uncomfortable or unsafe in a situation: Use your words – 'Stop it I don't like it'; Ignore; Walk Away; Find a Friend; Tell a Teacher. These strategies assist the child in the immediate context. Once reported, the school's policy is to investigate and address the situation immediately, informing parents as required.

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, working in classrooms and providing physical and financial support to ensure students are able to participate in all aspects of their schooling.

During the past eight years, the school has implemented a Peer Mediator Program to support the development of a positive climate within the playground. Nominated students from Years 6 and 7 are trained to assist their younger peers with conflict resolution and as a support and listening ear.

These activities have been successful according to the latest School Opinion Surveys. In 2012 the survey results indicated that parents (100%) and students (97%) felt that the school was a "safe" place. 93% of parents, also believed that their children were treated fairly at school and

Our school at a glance

95% of students stated that they liked attending this school. Approximately 87% of parents expressed satisfaction with both student behaviour and student discipline in 2012.

It should be noted that the school opinion survey only seeks responses from a cross section of 30 parents.

Parent, student and staff satisfaction with the school

In 2012, 100% of the 30 parent responses indicated that *'this is a good school'*.

Staff members' satisfaction with morale is 92%, to the statement, *'staff and students respect each other in this school'*, and 92% of staff indicated that *'this school is a good place in which to work'*.

100% of staff was 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 (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.7%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	96.6%
their child is making good progress at this school*	96.6%
teachers at this school expect their child to do his or her best*	96.7%
teachers at this school provide their child with useful feedback about his or her school work*	89.7%
teachers at this school motivate their child to learn*	96.6%
teachers at this school treat students fairly*	93.3%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	90.0%
this school takes parents' opinions seriously*	89.3%
student behaviour is well managed at this school*	86.7%
this school looks for ways to improve*	96.6%
this school is well maintained*	90.0%

Performance measure (Nationally agreed items shown*)	
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Our school at a glance

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	93.7%
they like being at their school*	94.6%
they feel safe at their school*	96.8%
their teachers motivate them to learn*	93.6%
their teachers expect them to do their best*	98.9%
their teachers provide them with useful feedback about their school work*	92.6%
teachers treat students fairly at their school*	89.2%
they can talk to their teachers about their concerns*	88.2%
their school takes students' opinions seriously*	85.4%
student behaviour is well managed at their school*	87.1%
their school looks for ways to improve*	97.9%
their school is well maintained*	90.3%
their school gives them opportunities to do interesting things*	93.7%

Performance measure (<i>Nationally agreed items shown*</i>)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.0%
with the individual staff morale items	93.0%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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. On average, twenty parents attend these monthly meetings. 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 Vietnamese readers 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.

The school also provides access to the Parent and Community Volunteer Program – Ready Readers. In 2012 we had six Ready Reader Volunteers assisting in the Prep and Year 1 classrooms.

Reducing the school's environmental footprint

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

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 Vizzybins.

All fluorescent tubes are power saving and all computer screens have new flat screens in order to reduce electricity consumption.

The school continues to participate in Trekking Treadling 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.

Our school at a glance

In 2011, the school completed writing our Environmental Management Plan outlining the future tasks and directions for becoming a more sustainable school community. This was accompanied in 2012 by the Construction Skills project where new paths, gardens, retaining walls and re-planting of the environmental area after the floods were completed.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	155,432	903
2010-2011	159,600	709
2011-2012	5,839	798

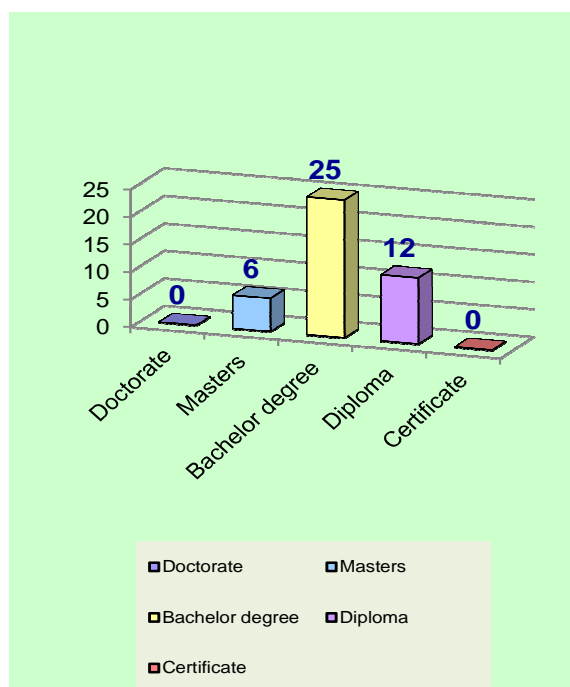
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	43	27	<5
Full-time equivalents	37.7	14.6	<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	25
Diploma	12
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$51,371.03.

The major professional development initiatives are as follows:

One School – curriculum, planning, assessment, reporting

Literacy – Cars & Stars, Reading Comprehension strategies, Literacy Coach

Information & Communications Technologies

Differentiation; Inclusive Education

Our staff profile

Australian Curriculum in English, Maths and Science – Curriculum into the Classroom (C2C)

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	95.9%	95.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2012 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

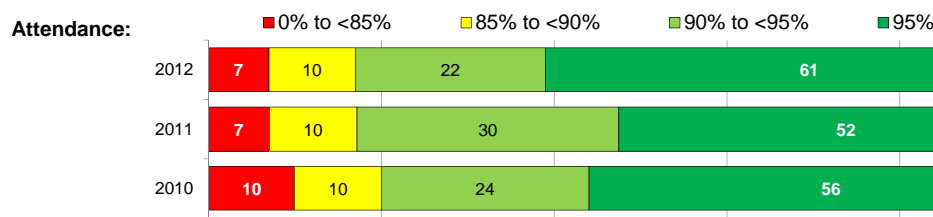
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	94%	94%	93%	93%	95%	95%					
2011	94%	95%	95%	95%	95%	93%	95%					
2012	94%	95%	96%	94%	96%	94%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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. Rolls are marked at the beginning of the school day at 8.45am and again following second break at 1.45pm.

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 is made to home. If there is a regular pattern of significant absenteeism, the Deputy Principal contacts the parent/caregiver and discusses the issues. Often referrals are made to the Student Services Committee and results 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

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**.

The trend of data in NAPLAN Mean Scale Scores in all but three areas has shown continued improvement over 2008 – 2012.

The screenshot shows a web form titled "Find a school" in orange text. It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and an orange "SEARCH" button.

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**.

This is an identical duplicate of the form shown in the previous block, featuring the "Find a school" title, search fields for school name and location, sector selection, and search buttons.

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 19 indigenous students enrolled in Corinda State School in 2012.

The gap between Year 3 Indigenous and non-indigenous student reading and numeracy mean scale scores were 38% for reading and 40% 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 2012.