

Corinda State School  
Queensland State School Reporting  
2013 School Annual Report



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# Principal's foreword

## Introduction

Corinda State School is a dynamic school with much to offer.

We are located in the inner-western corridor of Brisbane. We have a vibrant school community which continually strives for improvement. Staff and Parents continue to address all learning and community challenges and develop strategies to support those who join us.

The School ethos has been based on *Catering for the Individual*.

It is with pleasure that we present our 2013 School Annual Report. This report provides an orientation to our school and includes important information highlighting our endeavours from 2013.

## School progress towards its goals in 2013

The Quadrennial School Review and Discipline Audit in 2013 enabled the school to accurately determine progress on key reforms and priorities. While some of these initiatives are a point-in-time undertaking, many reflect the start of a journey and are ongoing in nature.

- The implementation of consistent and effective classroom pedagogical practices is an ongoing initiative. Corinda has previously developed strong links with Haileybury School in Melbourne, and Sunnybank Hills State School to support continued growth in teacher practice and capability.
- The effective use of data or information as it relates to student learning and teacher practice has successfully started and will continue to rely on an evidence based decision making practice.
- Corinda successfully reviewed the Responsible Behaviour Plan, and subsequently is implementing the necessary changes recommended in the Executive Summary.
- Corinda continues to respond to student learning data with specialised learning programs and the deliberate use of our human resources. We have implemented a variety of actions to improve Reading and Numeracy across our student population.

## Future outlook

The current Strategic Plan at Corinda State School clearly reflects four priorities.

### **Implementing the Australian Curriculum**

At Corinda we continue to develop and refine the whole school curriculum, assessment and reporting framework for English, Maths and Science aligning with the ACARA expectations. We intend to introduce Geography as a stand-alone learning area in 2014.

### **Implementing Whole School Pedagogical Practices**

Corinda State School continues to implement an Explicit Instruction teaching model across all classrooms. We continue to embed key features from models developed by Anita Archer, John Fleming and Fisher/Frey within our pedagogy.

As a commitment to our professional learning culture we have introduced Teachers to a Performance Development Planning process incorporating the Australian Professional Standards for Teachers.

### **Continue to Improve School Performance**

At Corinda we have enacted programs and initiatives to increase the percentages of children achieving the National Minimum Standards. An example of these measures is the focussed explicit teaching lessons targeting Maths and Numeracy each day.

Corinda has many effective learning extension opportunities for our students. The intent of these Gifted and Talented Programs is to provide the necessary differentiation for capable children, and to increase the percentage of children in the Upper 2 Bands of NAPLAN performances.

In 2014 we will utilise the Early Start toolkit for entry of students into the Prep Year. This will enable the creation of consistent start-up data for teachers to use.

### **Develop Productive Partnerships with Students, Staff, Parents and the Community**

Corinda State School will be an active member of the reinvigorated BIWSA Cluster. The benefits of this cluster will enable us to share resources, access additional learning opportunities for students and provide a seamless transition for students from Primary to Secondary schools.

We will continue to use departmental expertise and community organisations to enhance our School Wide Positive Behaviour Support. As a school we will continue to build on the transition from a Tier 2 school to a Tier 3 SWPBS school.

At Corinda we continue to promote ourselves as a school that caters for the individual, we will maintain our many productive relationships with community organisations to support individual learning success. We will retain our pastoral care programs to support the needs of any at-risk children and their families.



# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	563	277	286	95%
2012	571	288	283	94%
2013	590	302	288	96%

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 over 35 suburbs and over 60 ethnic populations. A significant proportion of students speak English as a Second Language with over 45 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		
	2011	2012	2013
Prep – Year 3	23	24	24
Year 4 – Year 7 Primary	26	26	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013

## Our school at a glance

Short Suspensions - 1 to 5 days	16	33	10
Long Suspensions - 6 to 20 days	0	2	1
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-curricular 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), and the Corinda SHS Cluster Team Challenge.

**Science:** Student participation in the ICAS Competitions (Years Three to Seven), Science Week activities, the STEM (Science, Technology, Engineering and Mathematics) Conference (Years Six and Seven), Science Club (Years One to Seven), Green Squad gardening project (Prep to Year Seven), Recycling project (Prep to Year Seven).

**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 Three, and Years Four to Seven), concert performances, participation in local activities e.g. The Oxley Road Music Festival, competitions e.g. The Brisbane Bands Festival and Fanfare. One unique program offered enables all Year Five students to participate in an 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 throughout the year.

**Languages other than English:** French is taught to students from Year Four through to Year Seven. Students participate in cultural festivals including Bastille Day Activities and French Assembly.

**Health and Physical Education:** Students participate in our extensive inter- and intra- school sporting program, School Swimming Program, Personal Development Program (Years Five to Seven) and our Healthy Schools Program. At Corinda we promote the Active School Travel program in partnership with the Brisbane City Council.

**Social and Life Skills Programs:** Student involvement in lunch time Social Skills programs, the Year Six and Seven Leadership Program and Student Council, Peer Mediators, Fun Friends and Friends For Life Programs continue to enhance student relationships at Corinda State School.

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## 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)



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

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

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 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 all classrooms in the school. Teachers are continually using digital technology to help enable individual and collegial reflective practices. This reflection being aimed at the analysis of whole-school pedagogical reform.

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 sources are progressively rolled out, ICTs are being used for planning, teaching, reporting and assessing in an e-learning environment. All school reporting to parents is generated electronically, using systemic templates. The school maintains a comprehensive student profile database that allows staff to track learning development; this profile contains systemic and diagnostic data focused on literacy and numeracy.

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

Corinda now utilizes *Mathletics* as a consolidation learning tool across the whole school. This internet-based program is currently subsidized by the school for each child.

# Our school at a glance

## Social climate

Corinda State School introduced the 'School Wide Positive Behaviour System' five 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. With the Tier 2 model adopted the school utilises specialist teaching staff as Mentors to help support individual children or small groups with improving classroom and playground behaviour and relationships.

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 subsidises existing Federal Government funding to retain a School Chaplain for three days a week. The Chaplain provides social, emotional 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 Six and Seven are trained to assist their younger peers with conflict resolution and relational development.

## Parent, student and staff satisfaction with the school

Significant data was available for analysis through the 2013 School Opinion Survey process. This material, combined with the reflection of the 2013 NAPLAN data continued to indicate a successful and continuing improvement agenda at Corinda State School.

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

90% of the 30 parent responses indicated that *'this is a good school'*. Staff members' satisfaction with morale was determined at 96%, to the statement, *'staff enjoy working at their school'*; and 99% of students indicated that *'their teachers expect them to do their best'* and *'their school looks for ways to improve'*.

## Our school at a glance

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	89%
this is a good school (S2035)	100%	90%
their child likes being at this school* (S2001)	100%	93%
their child feels safe at this school* (S2002)	100%	93%
their child's learning needs are being met at this school* (S2003)	97%	93%
their child is making good progress at this school* (S2004)	97%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	84%
teachers at this school motivate their child to learn* (S2007)	97%	96%
teachers at this school treat students fairly* (S2008)	93%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	90%	89%
this school takes parents' opinions seriously* (S2011)	89%	88%
student behaviour is well managed at this school* (S2012)	87%	81%
this school looks for ways to improve* (S2013)	97%	93%
this school is well maintained* (S2014)	90%	83%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	96%
they like being at their school* (S2036)	95%	96%
they feel safe at their school* (S2037)	97%	93%
their teachers motivate them to learn* (S2038)	94%	96%
their teachers expect them to do their best* (S2039)	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%
teachers treat students fairly at their school* (S2041)	89%	91%
they can talk to their teachers about their concerns* (S2042)	88%	85%
their school takes students' opinions seriously* (S2043)	85%	90%
student behaviour is well managed at their school* (S2044)	87%	83%
their school looks for ways to improve* (S2045)	98%	99%
their school is well maintained* (S2046)	90%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	95%

# Our school at a glance

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	96%
they feel that their school is a safe place in which to work (S2070)	93%
they receive useful feedback about their work at their school (S2071)	85%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	91%
staff are well supported at their school (S2075)	78%
their school takes staff opinions seriously (S2076)	73%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	78%

\* 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 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.

# 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. We recognise education is a shared responsibility, and that children will always thrive when the school and home are working together as a team toward common goals.

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 welcome parent helpers into classrooms to support a variety of learning programs.

At Corinda, we promote the importance and operations of an active Parents and Citizens' Association, which meets on the third Tuesday of each month. On average, twenty parents attend these monthly meetings. We use this forum to share information and engage in a level of dialogue to ensure the consistency and relevance of all undertakings is evident at Corinda State School.

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. The school website and the school newsletter have an enhancement that can offer language translation.

Effective home/ school communication is also maintained at Corinda through:

- Weekly school parades
- Parent Information and Orientation sessions
- Community Inter-active Signage
- Class Letters/ Notices (needs basis) confirming learning and special event priorities

We encourage feedback through promotion of an 'open-door' policy and annual surveys. We provide two opportunities for formal parent/teacher interviews each year and encourage appointments with school personnel as required.

The school also provides access to the Parent and Community Volunteer Program – Ready Readers. In 2013 we continued to benefit from the generosity and passion of Ready Reader Volunteers assisting in the Prep and Year 1 classrooms.

## Reducing the school's environmental footprint

Corinda has been in a period of steady growth with an increase in student enrolment numbers over the past three years. 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 Vizybins.

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

## Our school at a glance

The school continues to participate in Trekking Treading Thursdays. 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" (Years Four to Seven) or "Baby Boot" (Prep to Year Three), and house points collated at the end of the month with a trophy awarded. As part of the Active School Travel program 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.

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 replanting of the environmental area after the floods were completed.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	159,600	709
2011-2012	5,839	798
2012-2013	174,518	2,698

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

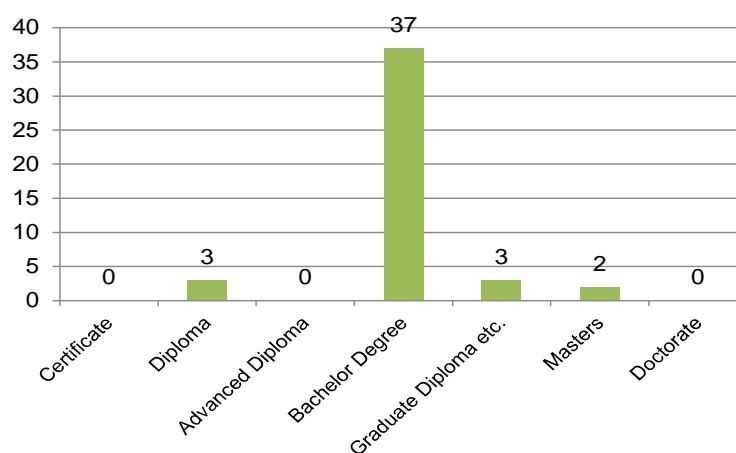
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	45	30	<5
Full-time equivalents	37	16	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.	3
Masters	2
Doctorate	0
<b>Total</b>	<b>45</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$8205.

The major professional development initiatives were as follows:

- Explicit Instruction Model
- Aspirant Leaders
- First Aid
- Digital Pedagogical Licence
- Jolly Phonics
- ADHD
- Peer Mentoring
- Professional Readings and Case Studies – focussed on Explicit Instruction and John Hattie research

Corinda State School also engaged in a regular cycle of cohort meetings (CCT Meetings) in 2013. This was a school based initiative. Apart from ensuring consistency and continuity in learning programs, this model of teacher interaction provided a collegial support network for teachers to supplement their ongoing learning.

Corinda State School continued to utilise a Literacy Coach (0.5 FTE) throughout the year to enhance teacher capability.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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



## Our staff profile

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

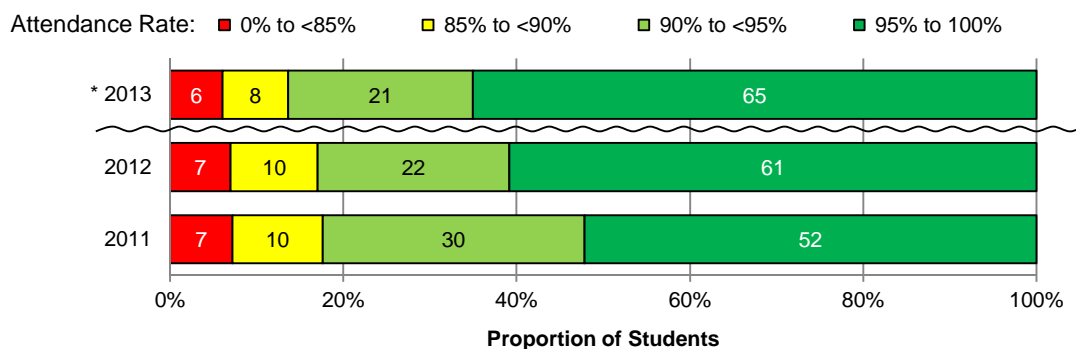
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	94%	95%	95%	95%	95%	93%	95%					
2012	94%	95%	96%	94%	96%	94%	94%					
2013	95%	95%	95%	96%	96%	95%	95%					

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 from 2013 to that of previous years.

# Performance of our students

## 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.

Electronic rolls are marked daily in OneSchool. Letter and emails explaining student absences are retained and processed via the school front office. If there is any unexplained absenteeism that exceeds three days the office and Deputy Principal are notified and communication is made with the parent.

Each term the school sends a bulk mail-out requiring families to respond to any unexplained absenteeism. The school uses an AO2 role in conjunction with the Deputy Principal and Principal to support the *Compulsory Schooling* process.

Late arrivals to school must enter via the school office to access a late pass.

## 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/>.

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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 whose NAPLAN results you wish to view, and select **<GO>**.

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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 16 indigenous students enrolled in Corinda State School in 2013.

School attendance for Indigenous students in 2013 was calculated at 92.4% compared to Non-Indigenous students at 95.1%.

Indigenous and Non-Indigenous student data in 2013 NAPLAN Tests reflected better student performances by Corinda students in six of the nine domains; when comparing the mean scale scores of Corinda to Metropolitan Region or State-wide (in the Year 3, 5 & 7 – Reading, Writing & Numeracy Tests).

Corinda State School continues to promote Indigenous perspectives through a variety of endeavours in our day to day undertakings and learning programs.

These endeavours include:

1. Acknowledgement to country at Special Parades and Functions
2. NAIDOC Activities
3. Specialised intervention programs – targeting literacy (bridging any identified NAPLAN gaps)
4. Specialised extension programs – Solid Pathways (featuring the use of ICTs)
5. Inter-Agency partnerships supporting Health Screening of Indigenous students
6. Guided reading units focussed on Indigenous content