Corinda State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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From the Principal

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 that continually strives for improvement. Staff and Parents continue to address all learning and community challenges and develop strategies to support those who join us.

For many years now, the School ethos has been based on *Catering for the Individual*.

It is with pleasure that we present our 2018 School Annual Report. This report provides an orientation to our school and includes important information highlighting our endeavours from 2018.

School Overview

Corinda State School is situated at 330 Cliveden Avenue, Corinda. We are approximately seven kilometres from the city. The grounds area is approximately 7 hectares. The school is in a relatively quiet location being bounded by Dunlop Park and Cliveden Avenue reserve.

Corinda State School was established in 1927 on the corner of Oxley Road and Cliveden Avenue, however moved progressively to its current location from 1976. Currently the school consists of three Preparatory classes, 21 primary teaching spaces with flexible partitions, a music block, a state of the art Resource Centre, STEM Lab, Performing Arts Centre, Special Education Building, Before and After School Care Centre, an administration block and covered half basketball court. These facilities are complemented by an amenities block, a new school canteen and uniform shop.

The school has an oval, grassed play areas, an environmental area, tennis courts, two adventure playgrounds, basketball court, handball courts and netball courts. These facilities are utilised by most students when preparing for their participation in the inter-school sporting competitions for the autumn and spring sporting seasons. The school accesses the adjacent Dunlop Park Swimming Pool for swimming lessons in the summer months.

Corinda State School is a cluster school for Physical Impairment. All except 4 teaching spaces are wheelchair accessible. The school also hosts a Head of Special Education Services (HOSES) position for the Oxley Road Program (across Graceville, Sherwood, Corinda and Oxley State Schools) to support students with a verified disability (including Intellectual Impairments, Speech Language Impairment and Autistic Spectrum Disorder). This allows students to be supported while attending their local school.

Corinda is highly sought after as a family oriented school. The school population is drawn from more than 25 suburbs and includes over 40 nationalities. Enrolments fluctuate between 590 – 610 students from Prep – Year 6. The school operates under an Enrolment Management Plan which ensures that the enrolment is maintained at a sustainable level. The student enrolment capacity is recognised as 617 students.

In addition to 24 classroom teachers, our school has specialists in STEM, Music, Physical Education, Teacher Librarian, Dance and French. A full-time Support Teacher for Literacy and Numeracy, and English as a Second Language (ESL) teacher, visiting Guidance Officer and Speech Language Pathologist are available to assist children. A Chaplaincy program operates in the school to support families with both physical and emotional needs 2 days a week.

Parent and community participation in the school is strong, through involvement in the Parents' and Citizens' Association and related activities including volunteer work in classrooms and other school activities.

The school enjoys close links with Corinda State High School, Rotary Club – sponsoring the Junior Rotarian program in Year 6, the local RSL, PCYC, Oxley United Football Club, local churches and businesses.

Our school has a flexible committee structure which focuses on the strategic and management operations of the school. Genuine partnerships with students, parents and the community have successfully resulted in the spirit of co-operation existing in our school.

School Progress – towards its goals in 2018

The 2018 Corinda Improvement Agenda was based on a commitment to four fundamentals.

> ***Developing the Literate Student***
> ***Maximising Formative Assessment***
> ***Implementing the Australian Curriculum***
> ***Metacognition***

These fundamentals were continually referenced in the school planning documents, the school newsletter, staff meetings, cohort interactions and P&C meetings. It is through continually articulating these to the school community that we continue to create awareness, ownership and a deep understanding of their worth in our school context, and their potential for positive impact on learning growth.

As reported in the 2018 End of Year Snapshot, the school successfully implemented all prioritised strategies articulated in the Annual Improvement Plan and *Investing for Success* Initiative.

The significant strategies for 2018 that were enacted to support the four fundamentals included:

1. The retention of a second Full-time Deputy Principal; with a focus on the leadership of teaching and learning across the whole school.

2. A full-time *Head of Curriculum* position to build teacher capacity in delivering effective and efficient teaching practices. All teachers now display more consistent and productive practices in the design and delivery of instruction. Teachers are now effectively using formative, summative and diagnostic assessment to track student learning and inform ongoing teaching priorities. This role will look to be maintained via *Investing for Success* funding (likely to be at a reduced FTE).

3. The retention of dedicated STEM Teacher to co-teach the Technology learning area and build strong learning links to the General Capabilities articulated in the Australian Curriculum.

4. Continued use of short-term monitoring tasks (micro-data sets) to track children's learning journey, and to enable targeted teaching encounters.

5. Additional school-purchased staffing allocations to deliver focussed oral language support. Prep Year and Year 1 children identified as being at-risk were provided weekly support throughout the year. The ongoing data generated by these children in the program was reviewed and analysed, with a subsequent report being provided to parents and class teachers. This program of support will be maintained via *Investing for Success* funding.

6. Employing additional teacher aide time to assist classroom teachers ensured concurrent Guided Reading sessions were provided in all classrooms each week. These Guided Reading sessions were invaluable as accurate Reading Behaviour Observations were regularly gathered on all students. This program of support will be maintained via *Investing for Success* funding.

For the start of 2018 the school confirmed the following performance targets (specifically relating to NAPLAN results). These targets were required to be articulated in the *2018 Investing for Success Agreement*.

Focus Area	2018 I4S Target		2018 Actual Achievement	
Reading NMS	Year 3: 100%		Year 3: 100% #	Year 5: 100% #
Reading U2B	Year 3: 70%+		Year 3: 73.3% #	Year 5: 60.8% #
Numeracy NMS	Year 3: 100%		Year 3: 100% #	Year 5: 100% #
Numeracy U2B	Year 3: 65%+		Year 3: 69.4% #	Year 5: 44.3%
Writing NMS	Year 3: 100%		Year 3: 100% #	Year 5: 97.4% #
Writing MSS	Year 3: 445	Year 5: 490	Year 3: 441.2 #	Year 5: 500.8 #
NMS = National Minimum Standards **U2B** = Upper Two Bands **MSS** = Mean Scale Score **#** Corinda's Highest % Performance to date (historical data from 2008)				

Future outlook

To ensure Corinda State School continues to provide quality learning experiences for all students, we will continue to engage in the following undertakings throughout 2019 and beyond:

1. Continue to embed the Inclusive Education Policy implications; through the dedicated use of our School-based Social Outcomes Framework. The school will look to retain a Therapy Dog to support complex case management and general student well-being.

2. The use of additional Learning Frameworks (based on 'The Culture of Thinking' by Ron Richardt) to support higher order thinking habits and achieve deeper levels of student understanding in learning.

3. BYOx Model – we will engage with the school community to determine the support for a potential model; to further leverage technology to immerse children in the best learning experiences.

4. Creation of a STEM Garden – to allow for a greater range of STEM related learning encounters – focussed on water, energy and soil management; plant cycles and weather studies.

5. Continued investment in Middle Leadership and Aspirant Leaders through dedicated Coaching programs.

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	573	575	601
Girls	282	292	305
Boys	291	283	296
Indigenous	13	14	21
Enrolment continuity (Feb. – Nov.)	96%	97%	98%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a formal full-time pre-Prep program.

Characteristics of the student body

Overview

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 25 suburbs and over 40 ethnic populations. Over 35% of students speak English as a Second Language with over 40 languages spoken at home. A small 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 (approximately 2%).

The school is the base location for a cluster Special Education Program supporting students with Autistic Spectrum Disorders, Intellectual Disabilities, Physical Impairments and Speech Language Impairments. Students included in the program attend Corinda, Graceville, Oxley and Sherwood State Schools; Students and staff involved in the Oxley Road Program are well supported through the Head of Special Education Services role (HOSES).

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	27	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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

We cater for these Learning Areas in an engaging and 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.

Instructional Design and Delivery

At Corinda, Teachers utilise the *Corinda Explicit Instruction Model* to help ensure student engagement in learning.

The Corinda EIM interpretation promotes the use of daily warm-ups in Reading, Writing and Maths to build student understanding in learning concepts (recite, recall and apply). These warm-ups help transition the understanding of concepts from short-term to long-term memory.

This pedagogy of engagement requires teachers to use measures to elicit student responses, to determine the level of student understanding and quality of teaching instruction (including verbal and physical responses).

This model involves teachers providing opportunities that continue to reflect a Gradual Release of Responsibility in learning, inclusive of the cueing and prompting guiding student thinking and learning, to the collaboration and conferencing that ensures deeper levels of student understanding.
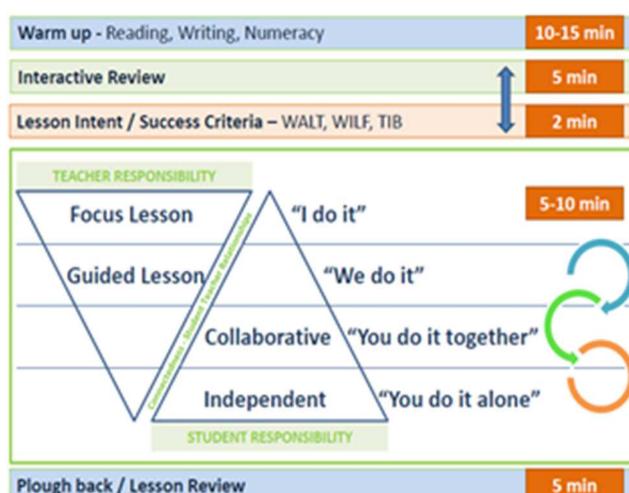
A *Re-do Culture* is continually promoted throughout the learning cycles at Corinda State School. Children having the opportunity to re-do an aspect of learning, taking on the feedback that their teacher (or peer) has provided regarding that work is a valuable tool. Through this additional information (feedback), children have the ability to take their learning to a new level of accomplishment. This complements the notion that collaboration and conferencing enhances student understanding of learning (as embedded in the Corinda EIM).

Other distinctive offerings at Corinda 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 Six), National Write for Fun Competition and Poetry Competitions and the Reader's Cup District Competition. Teachers use a School-based English Program (derived from the Australian Curriculum) to base their daily learning encounters.

Mathematics: Student participation in the ICAS competitions (Years Three to Six), and the BIWSSA Cluster Team Challenge. Teachers use a School-based Maths Program (derived from the Australian Curriculum) to base their daily learning encounters.

Science: Student participation in the ICAS Competitions (Years Three to Six), Science Week activities, dedicated STEM (Science, Technology, Engineering and Mathematics) lessons for P-6 and incursions/ excursions (typically for Years 5 & 6), Recycling project (Prep to Year Six).

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

The Arts: Student participation in specialised choral groups including choirs (Years One to Three, and Years Four to Six), 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 Four 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 Two through to Year Six. Students participate in cultural festivals including Bastille Day Activities and French Concert.

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

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

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).

Super Saturdays: The Super Saturday concept started in 2016. It is one of a range of opportunities that we provide students from Years 1 to 6 for new and varied learning. We retain staff and experts to provide a range of open-ended and multi-disciplinary rich tasks for our students on identified Saturday mornings. Children nominate a workshop that is available on the given morning (from 9am to 12pm).

To date we have provided the following workshops as options in the Super Saturday concept.

- Journalism Workshop
- Writers' Workshop
- Illustrators' Workshop
- Lego Robotics
- Lego Construction
- Chess
- Coding
- Ukulele/ Guitar
- DJ – Looping
- Dance
- Junior Dance
- iMovie
- Cultural Cuisine
- First Aid

Playgroup

In Term 4 each year, the schools hosts a playgroup for pre-prep children. This 5-week program is hosted on a Friday morning from weeks 3 to 7. It offers the future students and parents an opportunity to orientate themselves to the school. This playgroup also allows for school staff to better plan for the needs of children for the following year. Feedback from families about the Playgroup has been very positive to date.

Co-curricular 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 (including Debating)
- Community participation activities – *Corinda Goes Community*
- Rotary International Leadership Program
- Micro-byte Club
- Team Maths Challenge / Readers' Cup
- Writers' Club / Homework Club / Readers' Club – before school activities
- 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 & Communication Technologies are used to improve 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 Six.

Significant importance is placed on providing support for staff so they can embrace effective new technologies. It is our belief that the inclusion of ICTs into teacher planning and practice models to students' concept that using ICTs confidently and competently will be an integral part of their future lives.

Each teacher has their own laptop as part of the Computers for Teachers initiative. Each classroom has either an Inter-active Whiteboard or large LED Inter-active Screen to support teaching practices. All teachers have a digital visualiser that they use when relevant, to support an effective teaching and learning/ feedback cycle.

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.

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; the creation and ongoing use of EdStudio for the school-based English and Maths Programs is critical to the consistency and continuity of learning.

As Education Queensland's OneSchool 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.

Corinda State School currently utilises the on-line approach of administering and analysing the ACER PAT schemes (MathsPlus, Reading Comprehension, Reading Vocabulary and General Ability Testing). Corinda utilizes *Mathletics* and *Literacy Planet* as a consolidation learning tool across the whole school. These internet-based programs are currently subsidized by the school for each child.

The students have access to two Technology labs at Corinda. A User Lab is predominately focussed on research and on-line "user" learning. The STEM Lab is used to support digital design and creative learning encounters.

Sets of laptops and iPads networked wirelessly across the campus provides flexibility in learning contexts.

Social climate

Overview

Corinda State School introduced the 'Positive Behaviour for Learning' system in 2009. Since the introduction of the school's teaching of explicit behaviour expectations **CSTAR: Consideration, Safe & Smart, Try our Best, Appreciation, and Respect**, the wider community has also 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 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.

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 and the P&C Association subsidises existing Federal Government funding to retain a School Chaplain program for two days a week. The Chaplain provides social, emotional and physical support for the whole school community, running a breakfast club once a week, facilitating a range of lunch-time activities (Craft Club and Move-It Mondays), working in classrooms and providing physical and financial support to ensure students are able to participate in all aspects of their schooling.

The school has implemented a *Peer Mediator Program* to support the development of a positive climate within the playground. Nominated students from Years Five and Six are trained to assist their younger peers with conflict resolution and relational development.

Student Leadership development is based on a model whereby girls and boys in Year 6 are elected by staff and students into the Student Council Executive. Students from other year levels fulfil roles as class representatives.

Apart from the Student Council hosting the weekly school parades, this representative body organise fundraising ventures throughout the year generating money to support a range of social causes. The Student Council also makes a contribution back to the school each year.

An example of the Student Council's undertakings was payment for the drinking fountains on the school oval, and the installation of covered seating for the pick-up and drop-off area. The Student Council also makes a financial contribution to the camping program of the school.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	98%	100%
• this is a good school (S2035)	99%	99%	100%
• their child likes being at this school* (S2001)	98%	100%	99%
• their child feels safe at this school* (S2002)	100%	100%	99%
• their child's learning needs are being met at this school* (S2003)	94%	97%	100%
• their child is making good progress at this school* (S2004)	95%	98%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	98%
• teachers at this school motivate their child to learn* (S2007)	94%	98%	99%
• teachers at this school treat students fairly* (S2008)	99%	98%	98%
• they can talk to their child's teachers about their concerns* (S2009)	99%	99%	98%
• this school works with them to support their child's learning* (S2010)	96%	99%	97%
• this school takes parents' opinions seriously* (S2011)	94%	98%	100%
• student behaviour is well managed at this school* (S2012)	99%	99%	94%
• this school looks for ways to improve* (S2013)	96%	100%	100%
• this school is well maintained* (S2014)	98%	100%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	97%	100%
• they like being at their school* (S2036)	98%	100%	100%
• they feel safe at their school* (S2037)	98%	97%	100%
• their teachers motivate them to learn* (S2038)	100%	99%	98%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	98%
• teachers treat students fairly at their school* (S2041)	92%	94%	98%
• they can talk to their teachers about their concerns* (S2042)	84%	93%	100%
• their school takes students' opinions seriously* (S2043)	98%	99%	98%
• student behaviour is well managed at their school* (S2044)	100%	96%	100%
• their school looks for ways to improve* (S2045)	100%	100%	98%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	98%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	98%
• they receive useful feedback about their work at their school (S2071)	94%	95%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	100%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	100%	98%	100%
• staff are well supported at their school (S2075)	96%	95%	95%
• their school takes staff opinions seriously (S2076)	98%	93%	93%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	98%	98%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	95%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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, fifteen 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. Guest speakers are sometimes featured at meetings. Typically, these events are promoted via the newsletter and the P&C Facebook page.

A fortnightly newsletter ensures regular written communication with all parents and caregivers. The newsletter is provided in an e-newsletter format, with a language translation feature to support effective communication to our diverse school community. A paper copy for those who do not have access to the internet is available at the school office upon request.

The QSchools App is also used to ensure effective and consistent distribution of information throughout the Corinda State School community. Push Notifications are used by the school administration on a needs basis to promote critical information relating to student safety, special events and operational matters. With P&C support, and on a needs basis, the school administration provides input on the P&C Association's Facebook page.

The school website also has an enhancement that can offer language translation. When required the school will access a translation service to support any enrolment or student case management requirement.

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 – sent home via email
- Regular Showcase Events – Dance, French, Instrumental Music

We encourage feedback through the 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 Chaplain provides a support role to any family experiencing any hardship circumstances.

Respectful relationships education programs

Corinda State School has continued to implement programs that focus on appropriate, respectful and healthy relationships.

Respect is one of the key values articulated in the *Positive Behaviour for Learning* program that has operated at Corinda State School. The visual representation is in the CSTAR logo.

CSTAR being the acronym for the values of CONSIDERATION – SAFE & SMART – RESPECT – TRY YOUR BEST – APPRECIATION – RESPECT.

This logo is depicted on all school uniforms, stationary and online materials. The CSTAR is displayed in all areas of the school as a visual cue for the school community about the values which underpin our school and our expectation of high standards of behaviour for all. These values are also taught explicitly in a range of contexts at all year levels to ensure a shared understanding of the school ethos.

In addition to the CSTAR approach, other specific initiatives have been adopted at Corinda State School, they include:

- Fun Friends – a research based social and emotional development program delivered to Prep classes.
- Peer Mediators – sourced from the White Lion Foundation this program empowers student volunteers to support students experiencing conflict or social difficulty in playground settings.
- Internet Safe Education – educational programs delivered to students, staff and parents by leading experts in child safety and online behaviours.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	6	9
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Corinda Stated School has been in a period of growth with a gradual increase in student enrolment numbers over the past ten years.

School Data relevant to the environmental impact 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 Student Council manages the collection of all recycled paper each week through Vizybins. The P&C Association oversees the ongoing collection of recyclable drinking containers, with monies raised directed back to the P&C Association.

The students are currently involved in maintaining a Bust Tucker Garden. A STEM Garden facility has been earmarked for construction in 2019. By design, this facility will have children involved in a range of environmental and sustainability activities (as part of the STEM cross-curriculum learning program).

All lighting (including the Tennis Court lighting) adopts energy efficient measures. The school continues to employ power saving measures through the use of modern flat screens for computers and energy efficient bulbs in all data projectors in classrooms.

Air conditioned classrooms are fitted with timing devices to ensure that any cooling and heating needs are limited to within certain time parameters. At this stage of reporting, the school is approximately 70% air conditioned, with the P&C continuing to fundraise to install units in the remaining learning spaces.

The school continues to participate in *Trekking Treadling 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 prizes awarded on participation.

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	194,229	191,299	193,113
Water (kL)	1,025		

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	49	23	<5
Full-time equivalents	42	15	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	40
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds committed on teacher professional development in 2018 were $59,460.

This professional development was aimed at building a shared understanding and improved accountability across the teaching staff. The content included:

- QELi – Growth Coaching
- QELi – Harnessing Evidence & Formative Assessment
- Business Managers' Symposium
- Teaching of Writing
- STEM – Curriculum and Hardware
- Anita Archer – Active Engagement & Teaching of Reading
- Australian Curriculum – Achievement Standards
- Assessment Culture – Ron Berger
- Middle Leaders – Coaching Program
- First Aid and CPR certification
- Asbestos Management, Ethical Decision Making, Code of Conduct and Student Protection Training.

Professional Readings and Case Studies were also provided to teaching staff. The school continued its partnership with the University of Queensland in 2018 – with Year 4 & 5 cohorts involved in the action research project – *Feedback for Learning*.

Corinda State School also engaged in a regular cycle of Cohort Interaction Meetings (CIM) in 2018. 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, and an opportunity for the school strategic vision to be unpacked in a methodical and ongoing manner.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	89%	89%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	95%	94%
Year 1	96%	93%	95%
Year 2	93%	94%	94%
Year 3	93%	94%	95%
Year 4	94%	93%	95%
Year 5	94%	93%	92%
Year 6	95%	92%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	9	9	27	55
2017	10	11	27	52
2018	7	11	21	61

Proportion of Students
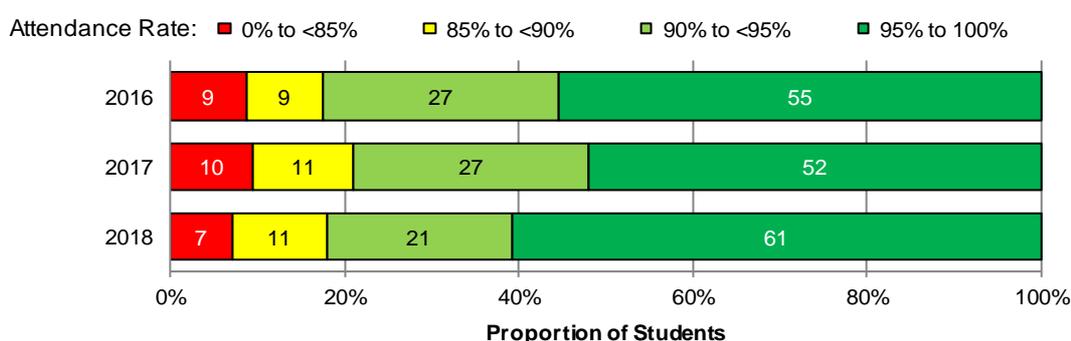
Description of how this school manages non-attendance

Non-attendance is managed in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Electronic rolls are marked daily in OneSchool by class teachers. Letter and emails explaining student absences are retained and processed via the school front office. These rolls are scrutinised by the Principal at regular intervals to ensure accuracy and compliance.

Same-day unexplained absence notification is a mandatory requirement for all state schools in Queensland. From the start of the 2017 school year, Corinda State School have used an SMS (text) service to start the communication process with families around managing any unexplained absences from school. Contact is made with parents/ guardians by SMS for any unexplained absences, typically before 10.00am each day.

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 instances of 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 access a late pass via the school office. The school manages an early departure process through an electronic interface located at the front office.

The Principal and Deputy Principal provide certificates and positive acknowledgement to children that have significantly improved their attendance at school over an extended period of time. Regular updates are included in the school newsletter highlight attendance patterns and promoting the "Every Day Counts" message.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.
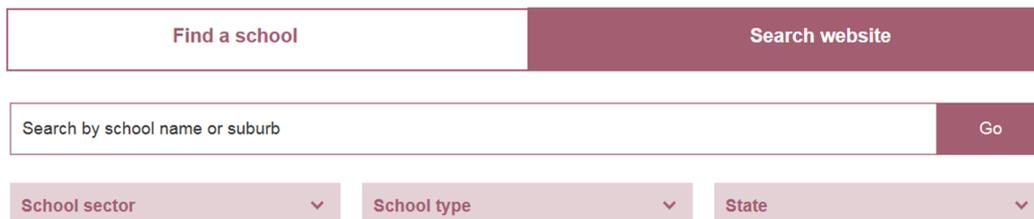
View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.