

Corinda State School

Queensland State School Reporting

2014 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 2014 School Annual Report. This report provides an orientation to our school and includes important information highlighting our endeavours from 2014.

School progress towards its goals in 2014

In 2014, Corinda State School benefitted greatly from the provision of the *Great Results Guarantee* funding.

In 2014, our ability to improve student learning outcomes was achieved through the implementation of the following strategies:

- The use of Pedagogical Coaches to build teacher capacity in delivering effective teaching practices. All teachers have now developed more consistent and productive practices in the design and delivery of instruction, these practices continue to align with the *Corinda Explicit Instruction Model*. This program of support will be maintained in 2015 through the new Master Teacher role.
- The use of a Data Coach to create a school-based framework looking at tracking ongoing literacy data. The Data Coach would then work with Class Teachers from the Year 1 and 2 cohorts to ensure quality analysis of learning outcomes occurred, and that the implications of the analysis were embedded into the next teaching cycle (building an *Assessment for Learning* culture). For 2015, this process will be overseen by the new Head of Curriculum role funded by the GRG 2015.
- The retention of additional staffing to deliver the oral language program *Read It Again*. Prep Year 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 GRG funding in 2015.

- Enabling every child access to the on-line learning program *Mathletics*, to further support the consolidation of learning concepts, and continue to provide opportunities for differentiation of learning in school and home environments. The retention of this on-line program in 2015 will be subsidized through the schools ICT funding and General Grant allocation. *Literacy Planet* will also be retained in 2015 across the whole school to support the consolidation of literacy skills via the on-line medium.

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 with the ACARA expectations. School-based English and Maths programs have been created and are used to consistently drive the teaching and attainment of the relevant Australian Achievement Standards.

At Corinda we have finalised the introduction of Geography as a stand-alone learning area. The LOTE program will continue to expand at Corinda State School. French will now be taught to children from Year 2 to Year 6 on a weekly basis.

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 Reading 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.

We will continue to 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 BIWSSA 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 2014: Prep Year - Year 6

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 571 | 288 | 283 | 94% |
| 2013 | 590 | 302 | 288 | 96% |
| 2014 | 620 | 319 | 301 | 95% |

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 30 suburbs and over 45 ethnic populations. Over 30% of students speak English as a Second Language with over 40 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 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 (HOSSES).

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 24 | 24 | 22 |
| Year 4 – Year 7 Primary | 26 | 23 | 23 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 33 | 10 | 17 |
| Long Suspensions - 6 to 20 days | 2 | 1 | 0 |
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

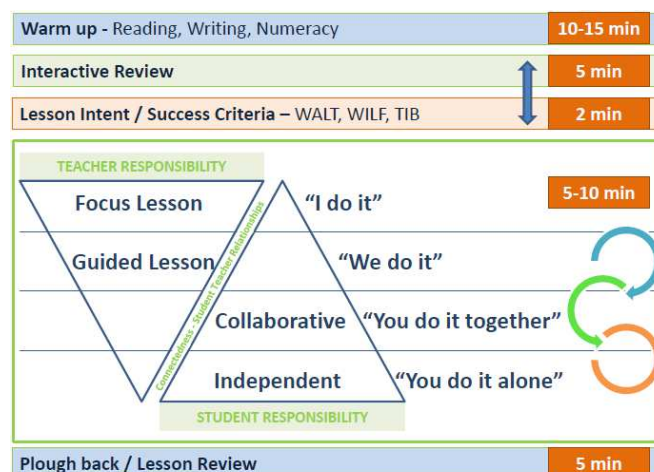
Our distinctive curriculum offerings

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.

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



Every student at Corinda State School will continue to access a personal whiteboard throughout instruction time to support the efficient and effective cycle of teaching and learning.

Dedicated Improvement and Reflection Time (DIRT): Teachers work with each child setting and tracking a personal goal that builds proficiency in reading. The goal for each child will be displayed in the classroom on a Reading Framework (that has been developed by the Corinda teachers). The framework will be a visual reminder to the child and teaching staff of the focus at any particular time. *Parents can also see on the framework what their child is focussing on when they visit the classroom.*

The other dimension of DIRT focuses on children having the opportunity to re-do an aspect of learning, taking on the feedback that their teacher has provided regarding that work. Through this additional information (feedback) from the teacher, 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 confirmed 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.

Mathematics: Student participation in the ICAS competitions (Years Three to Six), and the BIWSSA Cluster Team Challenge.

Science: Student participation in the ICAS Competitions (Years Three to Six), Science Week activities, the STEM (Science, Technology, Engineering and Mathematics) Conference (Years Six), Science Club (Years One to Six), Green Squad gardening project (Prep to Year Six), 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 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. This inclusive Instrumental Music program will transition to include only Year Four students from 2016 onwards.

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- 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 in partnership with the Brisbane City Council.

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).

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 / Readers' Cup
- Wise Ones (gifted and talented program); Brain-ways
- Writers' Club / Homework Club / Readers' Club – before school activities
- Highly Capable Learners Program (Years 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 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.

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).

A class set of laptops networked wirelessly across the campus provides flexibility in learning contexts. The school uses two computer labs to support whole class ICT learning.

Corinda now 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.

Social Climate

Corinda State School introduced the 'School Wide Positive Behaviour System' six 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 and the local community subsidises existing Federal Government funding to retain a School Chaplain 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.

During the past nine years, 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 significant 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 the financial support provided to schools damaged in recent cyclones in Queensland, and payment for the installation of drinking fountains on the school oval.

Parent, student and staff satisfaction with the school

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 97% | 89% | 97% |
| this is a good school (S2035) | 100% | 90% | 96% |
| their child likes being at this school* (S2001) | 100% | 93% | 95% |
| their child feels safe at this school* (S2002) | 100% | 93% | 99% |
| their child's learning needs are being met at this school* (S2003) | 97% | 93% | 88% |
| their child is making good progress at this school* (S2004) | 97% | 90% | 93% |
| teachers at this school expect their child to do his or her best* (S2005) | 97% | 96% | 93% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 84% | 94% |
| teachers at this school motivate their child to learn* (S2007) | 97% | 96% | 94% |
| teachers at this school treat students fairly* (S2008) | 93% | 86% | 93% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 97% | 95% |
| this school works with them to support their child's learning* (S2010) | 90% | 89% | 93% |
| this school takes parents' opinions seriously* (S2011) | 89% | 88% | 94% |
| student behaviour is well managed at this school* (S2012) | 87% | 81% | 95% |
| this school looks for ways to improve* (S2013) | 97% | 93% | 99% |
| this school is well maintained* (S2014) | 90% | 83% | 91% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 94% | 96% | 98% |
| they like being at their school* (S2036) | 95% | 96% | 96% |
| they feel safe at their school* (S2037) | 97% | 93% | 93% |
| their teachers motivate them to learn* (S2038) | 94% | 96% | 98% |
| their teachers expect them to do their best* (S2039) | 99% | 99% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 93% | 94% | 95% |
| teachers treat students fairly at their school* (S2041) | 89% | 91% | 93% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 85% | 91% |
| their school takes students' opinions seriously* (S2043) | 85% | 90% | 96% |
| student behaviour is well managed at their school* (S2044) | 87% | 83% | 91% |
| their school looks for ways to improve* (S2045) | 98% | 99% | 95% |
| their school is well maintained* (S2046) | 90% | 95% | 94% |
| their school gives them opportunities to do interesting things* (S2047) | 94% | 95% | 96% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 96% | 98% |
| they feel that their school is a safe place in which to work (S2070) | | 93% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 85% | 98% |
| students are encouraged to do their best at their school (S2072) | | 98% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 91% | 100% |
| staff are well supported at their school (S2075) | | 78% | 98% |
| their school takes staff opinions seriously (S2076) | | 73% | 98% |
| their school looks for ways to improve (S2077) | | 96% | 100% |
| their school is well maintained (S2078) | | 93% | 96% |
| their school gives them opportunities to do interesting things (S2079) | | 78% | 93% |

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

'Agree' represents the 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.

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 has previously ensured regular written communication with all parents and caregivers. The school will trialling a fortnightly approach to the newsletter in Semester 2 of 2015.

The newsletter is provided in an e-newsletter format. 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.

The school website and the school newsletter have 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
- Regular Showcase Events – Dance, French, Instrumental Music

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 Chaplain provides a support role to any family experiencing any hardship circumstances.

The school also provides access to the Parent and Community Volunteer Program – Ready Readers. In 2014 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 and growing 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 lighting has been transitioned to energy efficient fluorescent tubes. 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.

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 classes being awarded with the "Big Boot" (Years Four to Six) 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.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 5,839 | 798 |
| 2012-2013 | 174,518 | 2,698 |
| 2013-2014 | 173,009 | 504 |

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

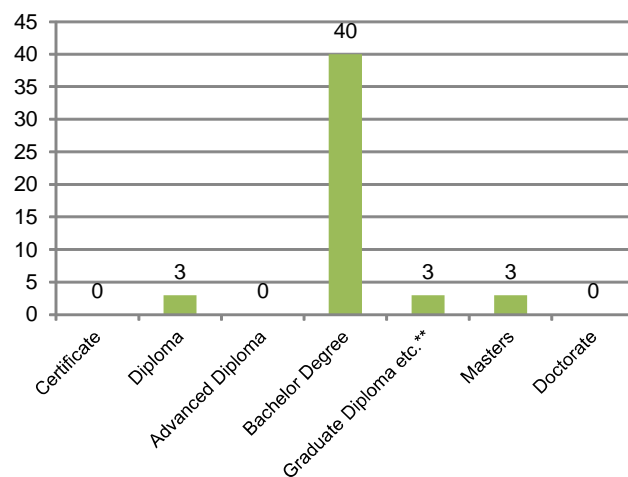
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 49 | 29 | <5 |
| Full-time equivalents | 39 | 16 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 3 |
| Advanced Diploma | 0 |
| Bachelor Degree | 40 |
| Graduate Diploma etc.** | 3 |
| Masters | 3 |
| Doctorate | 0 |
| Total | 49 |



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$229 000.

The major professional development initiatives for 2014 featured the following actions:

- 2.1 FTE Teachers were retained as Pedagogical Coaches and Data Coaches to support individual teacher and whole school needs; focussed on the attainment of Explicit Instruction Teaching indicators reflecting competent or mastery level and the building of teacher competent in the assessment-pedagogy loop.
- 0.4 FTE Teachers were retained as SWPBS Tier 2 Coaches to support individual teacher and whole school needs; focussed on the development of effective classroom profiling and the attainment of the Essential Skills Classroom Management (ESCM).

Professional Readings and Case Studies were also provided to teaching staff. This professional development was aimed at building a Shared Understanding and Improved Accountability across the teaching staff. The content included:

- John Hattie – Student Relative Gain
- Explicit Instruction – Warm-ups and Eliciting Responses
- Marginal Learning Gains
- Panorama Student Surveys
- Teaching of Spelling and Reading
- Probe Assessment & Running Records
- Close Reading
- Dyslexia
- OneSchool – Class Dashboard
- First Aid and CPR certification
- Ethical Decision Making, Code of Conduct and Student Protection Training.

Corinda State School also engaged in a regular cycle of Cohort Interaction Meetings (CIM Meetings) in 2014. 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.

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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 | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 95% | 95% | 94% |

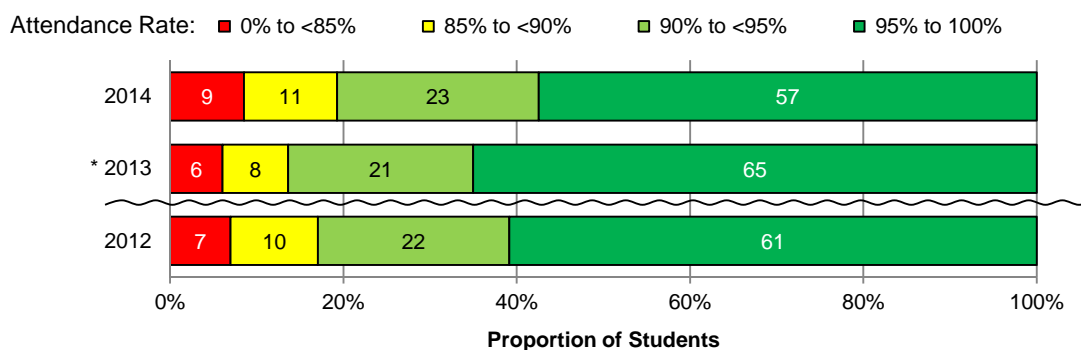
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| 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 |
| 2012 | 94% | 95% | 96% | 94% | 96% | 94% | 94% | | | | | |
| 2013 | 95% | 95% | 95% | 96% | 96% | 95% | 95% | | | | | |
| 2014 | 93% | 95% | 94% | 93% | 96% | 95% | 92% | | | | | |

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 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 must enter via the school office to access a late pass.

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.

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

There were 21 Indigenous students enrolled in Corinda State School in 2014, an increase from 16 students from the previous year.

School attendance for Indigenous students in 2014 was calculated at 94.9% compared to Non-Indigenous students at 94.1%.

In accordance with privacy provisions and to ensure confidentiality, *Closing the Gap* student data in 2014 NAPLAN Tests cannot be accurately analysed or compared to Metropolitan Region or State-wide performances in this School Annual Report; Corinda State School had one Year 3 and one Year 5 student identified as an Indigenous Student.

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.