Corinda State School
Queensland State School Reporting
2015 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 2015 School Annual Report. This report provides an orientation to our school and includes important information highlighting our endeavours from 2015.

School progress towards its goals in 2015

The 2015-2016 Corinda Improvement Agenda is based on a commitment to four fundamentals.

Connectedness

Explicit Instruction

High Expectations

Reading is the Foundation for Learning

These fundamentals are 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 2015 End of Year Snapshot, the school successfully implemented all prioritised strategies articulated in the Annual Improvement Plan and Great Results Guarantee.

The significant strategies for 2015 that were enacted to support the four fundamentals included:

1. The creation of a full-time *Head of Curriculum* position to build teacher capacity in delivering effective and efficient teaching practices. All teachers have now developed 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 be maintained via *Investing for Success* funding for 2016 & 2017.

2. The retention of additional staffing to deliver the oral language program *Read It Again*. 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 for 2016 & 2017.

3. 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 in 2016 & 2017.

For the start of 2015 the school confirmed the following performance targets (specifically relating to NAPLAN results). These targets were required to be articulated in the 2015 Annual Improvement Plan.

Focus Area	2015 AIP Target	2015 AIP Target	2015 Actual Achievement	2015 Actual Achievement
Reading NMS	Year 3: 96%+	Year 5: 96%+	Year 3: 100% #	Year 5: 97.6%
Reading U2B	Year 3: 50%+	Year 5: 45%+	Year 3: 55.6%	Year 5: 40.5% #
Numeracy NMS	Year 3: 96%+	Year 5: 96%+	Year 3: 100% #	Year 5: 97.6% #
Numeracy U2B	Year 3: 41%+	Year 5: 41%+	Year 3: 49.4% #	Year 5: 38.1% #
Writing NMS	Year 3: 95%+	Year 5: 95%+	Year 3: 100% #	Year 5: 94% #
Writing U2B	Year 3: 50%+	Year 5: 50%+	Year 3: 59.3%	Year 5: 23.8%
NMS = National Minimum Standards **U2B** = Upper Two Bands **#** Corinda's Highest % Performance to date (historical data from 2008)				

Future outlook

As part of the ongoing improvement agenda for Corinda State School we continue to establish new targets and strategies to reflect and support our continued pattern of growth.

The following Strategies will be implemented to build further success and growth at Corinda.

Staffing

- Continue the Head of Curriculum role – I4S Funded – full time position.
- Top-up the Master Teacher role to create a full time position; position will focus on Oral Language in 2016.
- Utilise the EAL/D, STLaN, HOSES & SEP Teacher roles with 95%+ time retained as in-class support (non-withdrawal approach).
- Continue to invest in School-purchased Teacher Aide time – targeting Guided Reading & Oral Language development.

School-based English & Maths Program

- Continue to build confidence in a new planning framework – with an ongoing focus on generating *Evidence for Targeted Teaching.*
- Continue to use C2C only as a reference/ resource where appropriate.

Planning

- Support short planning cycles; to build the mindset of *Know the Curriculum – Teach the Child*.
- Continue to build teacher capacity via Coaching sessions (5 week blocks).
- Dedicate 60% meeting times/ forums to effective and consistent cohort planning.
- Introduction of Fontas & Pinnell in 2016 (as a whole school Reading Benchmark Framework) to supplement ongoing undertakings of Teachers around the tracking of Individual Student Reading Behaviours.
- Build relevant cross curriculum connections to support a preview/ review culture (as a means of differentiated support).

Explicit Instruction (critical influence in design and delivery)

- Continue to promote High Expectations in our daily undertakings; embedded within this mindset is the need for effective scaffolding and a differentiated gradual release of responsibility.
- We will continue to embrace a "Not Yet" approach relating to any at-risk child. Reflecting the notion that all children are capable of learning when provided with the right teaching experiences.
- Promote a rigorous *Input-Response cycle* within the instructional delivery – allowing teachers the ability to continually check for understanding and provide relevant feedback.

Cognitive Load (Mindsets in Play)

- Continue to be an active participant in the Age-Appropriate Pedagogies Project; promoting a range and balance of learning experiences for our children.
- Engage teachers in a range of relevant Professional Readings; supporting this expectation with access to individual copies of reference material.
  - Explicit Instruction – Archer & Hughes
  - Teaching of Writing – Cameron
  - Continuum of Literacy Learning – Fountas & Pinnell
  - Open-Ended Maths Activities – Lilburn & Sullivan
- Continue to partner as a John Fleming – Case Study school; with a continued focus on effective Classroom Practice.
- Continue to utilise DIRT (Dedicated Improvement & Reflection Time) to build self-talk and self-efficacy within the students; promote a *Re-do* culture (Austin's Butterfly).
- Continue to promote the Marginal Learning Gain approach – continue to narrow the focus, to keep an improvement momentum.
- Utilise a Cohort Interaction Model (CIM) – to contextual and enhance teacher thinking, to minimise social loafing, to maximise accountable talk (conversations not presentations) within year level cohorts.

The following Learning targets and commitments have been created for the school to enable (and track) further success and growth at Corinda.

- Maintain the NMS for Reading, Writing and Numeracy for Year 3 to 100% for 2016 and 2017.
- Maintain the percentage of students meeting the NAPLAN Upper 2 Bands for Year 3 students in Reading above 55% in 2016 and increase to above 58% by 2017.
- Maintain the percentage of students meeting the NAPLAN Upper 2 Bands for Year 3 students in Numeracy above 46.5% in 2016 and increase to above 50% by 2017.
- Analyse learning difficulties for those students who are below the National Minimum Standards across all strands of English or Maths and develop an Individual Curriculum Plan.
- Continue to review student performance data (continue to build an Assessment as / of / for Learning culture); to include triangulation of PAT data, NAPLAN data and Fontas & Pinnell data

At Corinda we will 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	590	302	288	16	96%
2014	620	319	301	21	95%
2015	566	282	284	13	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	22	22
Year 4 – Year 7 Primary	23	23	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	10	17	5
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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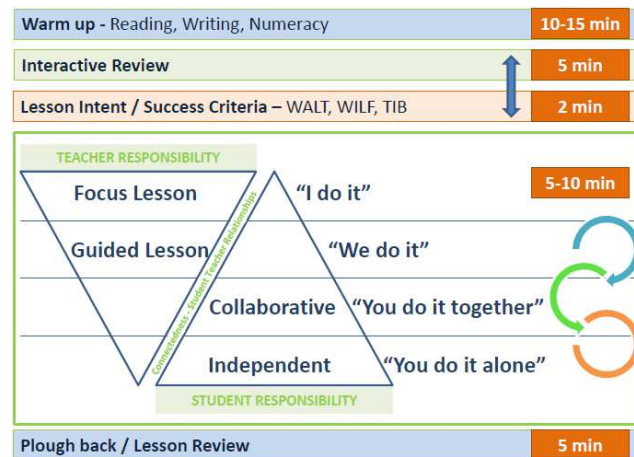
Every student at Corinda State School will continue to access a personal whiteboard throughout instruction time to support the efficient and effective cycle of teaching and learning.

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. 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, 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
- 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.
- 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 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).

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' seven 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 and a half 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, payment for the installation of drinking fountains on the school oval, and the installation of covered seating for the pick-up and drop-off area.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	97%	100%
this is a good school (S2035)	90%	96%	99%
their child likes being at this school (S2001)	93%	95%	98%
their child feels safe at this school (S2002)	93%	99%	100%
their child's learning needs are being met at this school (S2003)	93%	88%	93%
their child is making good progress at this school (S2004)	90%	93%	99%
teachers at this school expect their child to do his or her best (S2005)	96%	93%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	84%	94%	100%
teachers at this school motivate their child to learn (S2007)	96%	94%	99%
teachers at this school treat students fairly (S2008)	86%	93%	99%
they can talk to their child's teachers about their concerns (S2009)	97%	95%	100%
this school works with them to support their child's learning (S2010)	89%	93%	98%
this school takes parents' opinions seriously (S2011)	88%	94%	98%
student behaviour is well managed at this school (S2012)	81%	95%	98%
this school looks for ways to improve (S2013)	93%	99%	99%
this school is well maintained (S2014)	83%	91%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	98%	100%
they like being at their school (S2036)	96%	96%	100%
they feel safe at their school (S2037)	93%	93%	100%
their teachers motivate them to learn (S2038)	96%	98%	100%
their teachers expect them to do their best (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	95%	100%
teachers treat students fairly at their school (S2041)	91%	93%	100%
they can talk to their teachers about their concerns (S2042)	85%	91%	99%
their school takes students' opinions seriously (S2043)	90%	96%	100%
student behaviour is well managed at their school (S2044)	83%	91%	95%
their school looks for ways to improve (S2045)	99%	95%	100%
their school is well maintained (S2046)	95%	94%	100%
their school gives them opportunities to do interesting things (S2047)	95%	96%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	98%	98%
they feel that their school is a safe place in which to work (S2070)	93%	100%	98%
they receive useful feedback about their work at their school (S2071)	85%	98%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	97%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	91%	100%	98%
staff are well supported at their school (S2075)	78%	98%	98%
their school takes staff opinions seriously (S2076)	73%	98%	98%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	93%	96%	98%
their school gives them opportunities to do interesting things (S2079)	78%	93%	100%

# '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.

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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 the monthly meetings. Typically these events are promoted via the newsletter and the P&C Facebook page.

A fortnightly newsletter has previously ensured 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
- 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 2015 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 4 – 6) or the "Baby Boot" (Prep to Year 3), 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
2012-2013	174,518	2,698
2013-2014	173,009	504
2014-2015	183,886	303

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	47	28	<5
Full-time equivalents	39	15	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	3
Masters	3
Doctorate	0
Total	**47**
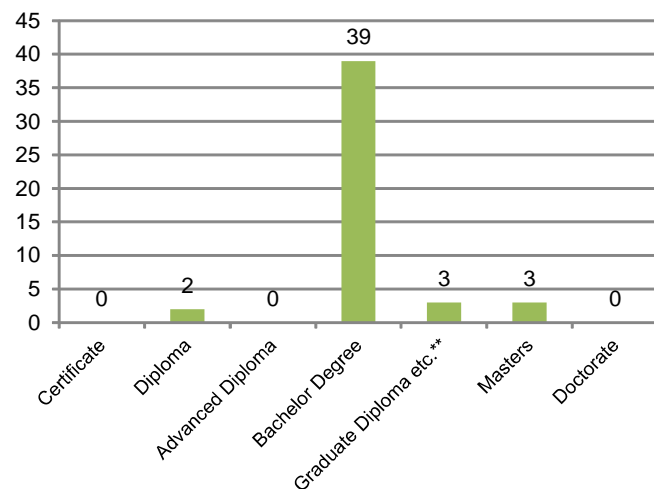
*Teaching staff includes School Leaders

**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 2015 were $31 445.

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:

- Explicit Instruction – Warm-ups and Eliciting Responses
- AiTSL Teaching and Leadership Reflection Tools
- Marginal Learning Gains
- Panorama Student Surveys
- Teaching of Writing
- DIRT Mindset – Ron Berger (Austin's Butterfly)
- Maths – Teacher Developed Assessments
- Australian Curriculum Standards
- Close Reading
- Growth Coaching Programs – Specialist Staff
- 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 2015. 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.

Other major professional development initiatives for 2015 featured the following staffing roles and undertakings:

- 1.0 FTE Head of Curriculum Role *(Funded through Great Results Guarantee)* focused on building staff capacity through:
    - The creation of a *Cohesive Curriculum Overview*
    - The creation of *School-Based English & Maths Programmes*
    - Building consistency and efficiency in teachers' delivery and assessment of the *Australian Curriculum Standards*
    - Continuing to a build culture – *Assessment as/of/for Learning* (tracking and use of data)
    - Supporting **Differentiation** Practices in *Daily Planning*
- 1.0 FTE (including a 0.6 FTE School Top-Up) to the new Master Teacher role supported staff development through:
    - Building efficiency & effectiveness in the *Design and Delivery of Instruction (Corinda Explicit Instruction Model)*
    - Supporting teachers' ability to make effective evidence-based decisions and judgements (teaching practice and student learning)
    - Supporting **Differentiation** Practices in the *Design and Delivery of Instruction*
- 0.2 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).

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

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SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	95%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

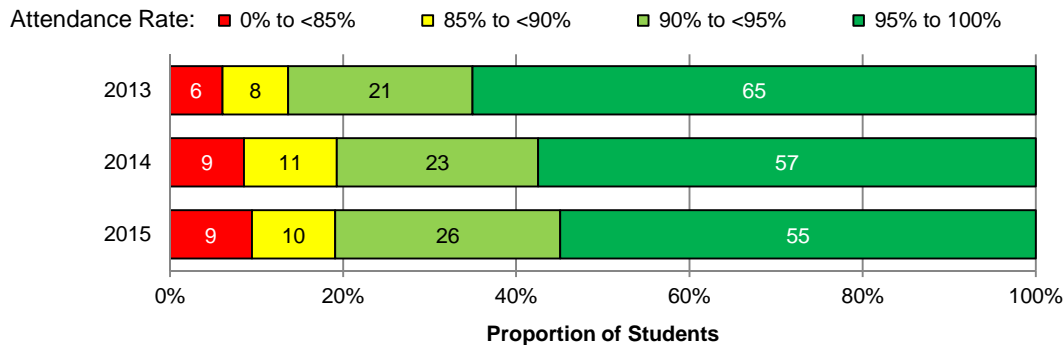| Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	95%	95%	95%	96%	96%	95%	95%					
2014	94%	93%	95%	94%	93%	96%	95%	92%					
2015	93%	93%	93%	93%	93%	94%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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%
2013	6	8	21	65
2014	9	11	23	57
2015	9	10	26	55

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools 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. 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.

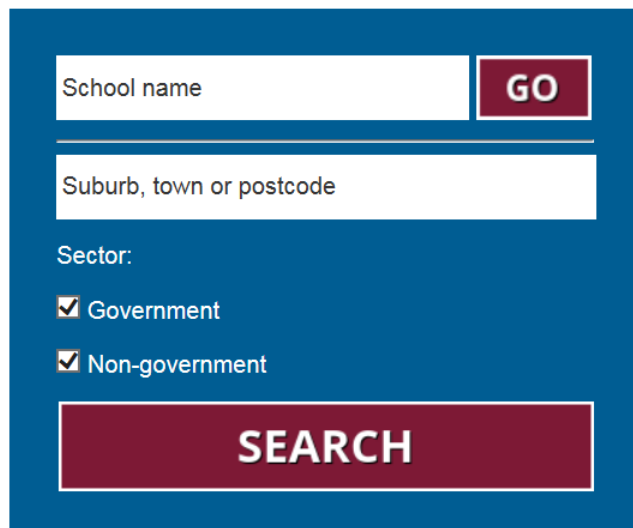Late arrivals to school must enter via the school office to access a late pass.

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

Note that the school is currently transitioning into *same day SMS messaging* to families to enhance the tracking and communication around student absenteeism. This transition will be completed prior to the end of the 2016 school year, consistent with the Departmental expectations.

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

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.