

# Corinda State High School

# ANNUAL REPORT

2018

2017 School Year



hello  
world



*Queensland State School Reporting*

***Inspiring minds. Creating opportunities. Shaping Queensland's future***

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview

Corinda State High School, located in the western Suburbs of Brisbane, provides a traditional Year 7 to Year 12 co-educational experience. The school enjoys a well-deserved reputation of academic excellence and innovation, a tradition which has spanned many years. High standards and expectations of students are considered an essential element in maintaining a culture of learning. The school aims to present a holistic education catering for the academic, social, emotional and physical well-being of our student's life. The school's vision is to create a place of learning that 'exceeds your expectations' and our aim is to revolutionise teaching and learning so that students are creative, curious problem solvers ready for a future that is unknown.



Our educational and aspirational values include innovative and exciting learning environments, skilled and committed Practitioners, Collaborative Authentic Partnerships, Enterprise and Stewardship and achieving Personal Excellence.

Corinda High School is well known for its achievements in the science disciplines and this is supported by a newly developed Science Innovation Centre and a Trade Training Centre which specialises in Laboratory Technology, Food Testing and Electrotechnology. The school has positioned itself as a school of choice for Science Education and has a proven record of excellence in this field. Corinda High School prides itself on the ability to provide a broad-ranging curriculum including a wide range of academic programs as well as Certificate III and IV pathways. This is based on the philosophy that students can reach their potential through many and varied pathways.

The school enjoys an enviable reputation as a school of excellence including elite Academic, Sporting and Arts programs. A key partnership with the Queensland Tennis Centre supports our unique Elite Tennis program, with nationally ranked players undertaking intensive coaching programs in addition to their academic program. All of our excellence programs are supported by strong reputable partnerships with key organisations and our school is an accredited partner school with the Queensland Academies.

The senior Academic Coaching program is recognised across the State for its innovation in supporting students to achieve their academic goals. This has resulted in major improvements in student achievement data in the senior school.

In 2015 Corinda State High School was recognised by the State School Improvement Unit for its improvements in sustainable gains in the NAPLAN reading data. This is a result of the school's unrelenting focus on reading in all classrooms across the school. The school is leading the State with its initiatives in reading.

A key feature of the school is the priority given to the five Foreign Language programs on offer and the very successful International Program. Students have the opportunity to engage with International students through hosting Study Tours and by participating in overseas study tours. Our retention rates with our Language Programs are very good and ensure we exceed the National targets for students undertaking language programs.

The Student Leadership Program is a major feature of the School and through this every student graduates with a Certificate II in Active Volunteering. The developmental program provides opportunities for students to develop their leadership potential as the school believes this is an important attribute to develop in addition to academic success. Students undertake projects within the school, in the community and through global engagement.

Our brand as a revolutionary school marks us as a leader in education and we constantly strive to engage and inspire our students towards successful futures. Every student graduates from Corinda globally engaged, competitive and credentialed.

## Principal's Forward

### INTRODUCTION: 2017 – HELLO WORLD

Corinda State High School is embracing many and varied opportunities to open our students' minds to the world that awaits them. Our strategic direction is to revolutionise education by engaging our learners judiciously and ethically with the world. Our sharp and focussed approach to globally engage our students is with the goal of ensuring our graduates are competitive and credentialed. This report represents a snapshot of the amazing opportunities that we are creating to make learning unique and authentic. Our relationships with the Asia Education Foundation have provided us with opportunities to develop our Teachers' capabilities in being 'Asia literate' – a prerequisite for understanding our global neighbours and embedding this in our classroom programs. These opportunities have allowed us to connect with classrooms in Indonesia, India, Thailand, Singapore, China, Japan and Korea. Our students appreciate that learning is similar across the globe and have been able to collaborate with students across the world to solve real world problems. They have solved mathematics problems together, held discussions about sustainability and water conservation – providing very rich and productive learning experiences for our students.





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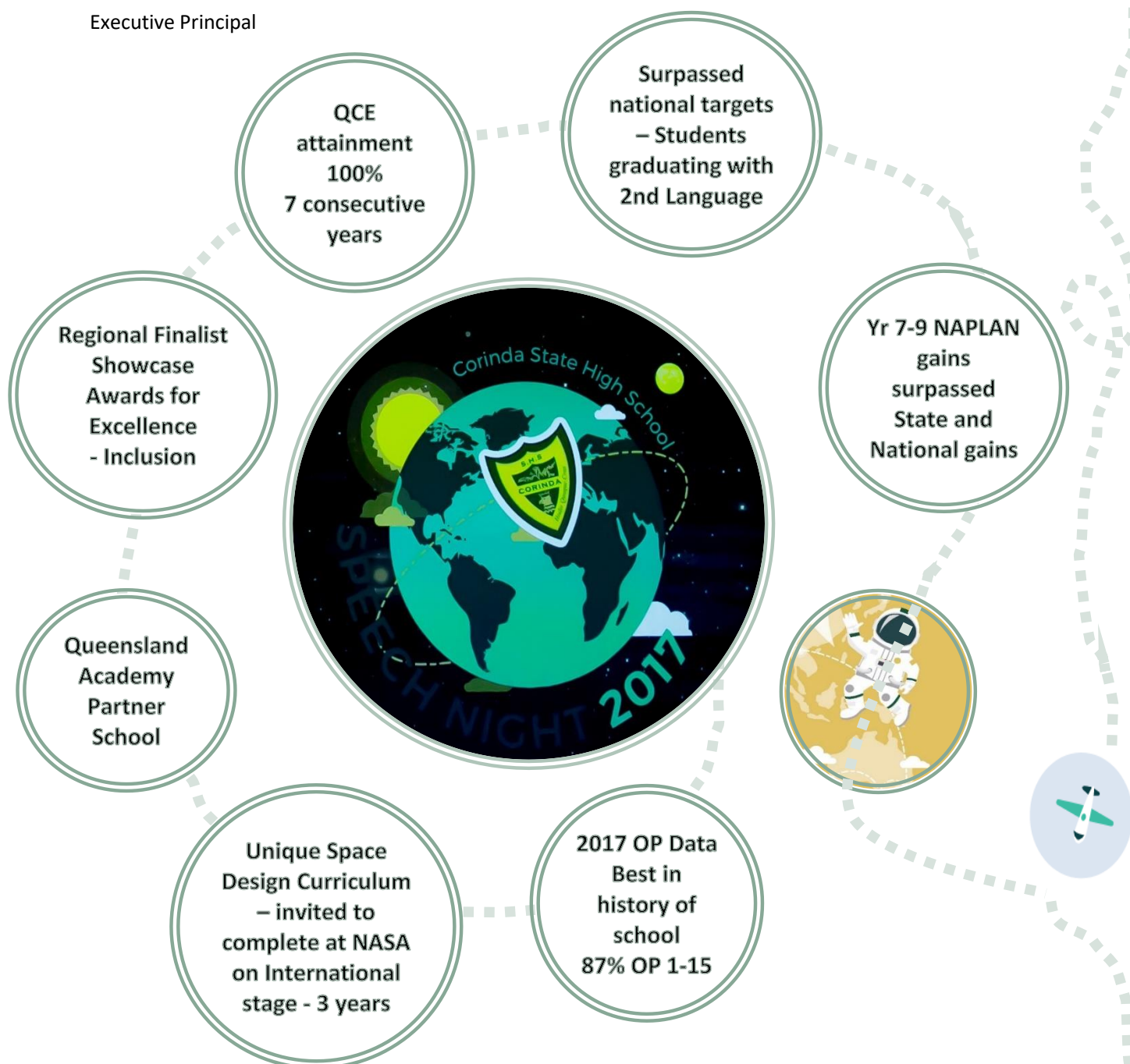


Our Speech Night theme 'Hello World', which is also carried over into this Annual Report, represents our culture at Corinda – our unrelenting focus on improving our student outcomes and destinations and building the foundations for success for every student. Corinda, the world is waiting for you all.

At this school learning is unlimited – for staff and students – our school, our world, our dream – to ensure that our students are ready for what is ahead, they are globally engaged and competitive, and most importantly will exceed your expectations – *I can feel it.....can you feel it.....*

*Our Vision – to Exceed Your Expectations!*

Helen Jamieson  
Executive Principal



## SCHOOL PROGRESS TOWARDS ITS GOALS IN 2017

The 2017 school year was the second year of implementation of our Strategic Plan - and we continued to strive to meet our aspirational targets:

Corinda State High School Improvement (Corporate Targets)							
Priority Area		Measures	Measurements	Achieved			
				2015	2016	2017	
SCHOOL CURRICULUM Powerful Learning and Innovative Curriculum	Year 12 outcomes	OP 1-5		16%	14%	19.7%	
		OP 1-15		70%	77.8%	86.3%	
		VET qualifications		100%	100%	100%	
		QTAC offers		99%	97.3%	99%	
		QCE/QCIA		100%	100%	100%	
		Next Step Data –% of students taking up university studies		41.69%	39.4%	43.7%	
		% of students in meaningful pathways		85.7%	77%	76.1%	
		Year 7 and 9 NAPLAN	Year 7	% students in upper 2 bands of each domain:			
	Reading			26.6%	29.2%	22.6%	
	Writing			20.7%	14.2%	17.2%	
	Spelling			43.9%	37.5%	39.1%	
	Grammar & punctuation			35.6%	32.8%	24.5%	
	Numeracy			26.6%	36.4%	33.7%	
	Eligible students above NMS						
	Reading			99.3%	96.9%	94.0%	
	Writing			91.0%	90.2%	90.1%	
	Spelling			94.5%	95.3%	96.0%	
	Grammar & punctuation			94.5%	95.3%	92.7%	
	Numeracy			99.0%	98.1%	97.7%	
	Year 9		% students in upper 2 bands of each domain:				
			Reading	19.2%	20.6%	19.7%	
			Writing	11.7%	8.5%	17.6%	
			Spelling	27.3%	24.0%	35.1%	
			Grammar & punctuation	20.6%	19.0%	27.7%	
			Numeracy	20.4%	27.3%	23.3%	
			Eligible students above NMS				
			Reading	94.3%	93.0%	95.6%	
			Writing	80.1%	81.5%	87.5%	
			Spelling	93.3%	94.0%	95.3%	
			Grammar & punctuation	88.7%	90.5%	94.3%	
			Numeracy	99.3%	99.0%	99.0%	
SCHOOL & COMMUNITY Sense of Community	Attendance	Average	Increase in average attendance rates	92.2%	92.9%	92.3%	
		Aboriginal and Torres Strait Islander Students	Increase in average attendance rates	89.1%	91.3%	90.7%	
	Satisfaction	Parents	% of parents satisfied they are getting a good education at CSHS	98.1%	92.2%	93.7%	
		Students	% of students satisfied they are getting a good education at CHS	94.3%	94.0%	93.5%	
		Leadership	% of students exiting with Level 2 AVL*	100%	100%	100%	
		TEACHING PRACTICE Exceptional Staff	Staff	% of school staff satisfied with access to professional development	89.2%	84.7%	85.2%
				% staff satisfied with morale in school	74.8%	69.4%	68.2%
This is a good school	97.1%			96.0%	91.9%		
I would recommend school to others	96.1%			91.8%	84.5%		

In 2017 there were 113 parents who responded to the School Opinion Survey. The survey was distributed to all parents and caregivers via electronic means. There are approximately 1100 families in our school. This data represents a small percentage of parents from our school community. We have no measure for comparing data across the years, as there is no way of tracking the sample of parents who respond across the years to assist with measuring improvements. Since the introduction of the electronic data collection and opening the survey to all parents, there has been a noted decline in satisfaction across most survey items.

Prior to the introduction of this approach a small percentage of sample parents were invited to provide feedback. In most cases there were only approximately 40 families who responded and the satisfaction ratings were very high.

A comparison of trends has been measured across the three sets of data from staff, students, and parents and caregivers to identify key areas for improvement in our school.

Areas identified for 2017 include:

- Behaviour Management - review current practices and embed Positive Education into our approaches, introduction of the new House Master structure to provide more proactive intervention and support.
- A review of our pre-conditions for learning, ensuring all teachers apply fair and consistent rules and procedures in the classroom.
- Classroom Climate Surveys - all teaching staff conduct classroom climate surveys with students each term to obtain feedback on their learning, engagement and classroom environment as part of their professional reflection and improvement and valuing student opinion.

It was noted that there was a correlation between all three data sets with very high satisfaction ratings for “Teachers at this school expect my child to do his or her best”. This supports the work we have been undertaking with our improvement agenda at Corinda.

## FUTURE OUTLOOK

We are very focused on delivering on our Strategic Plan – *Towards 2020*. Our strong focus on curriculum delivery and ensuring our teaching approaches are built on evidence based research are at the forefront of our core business. Our Strategic Project Plan for Information Communication and Technology also supports exceptional teaching approaches with a well-developed plan for ensuring our students are equipped with the most up to date digital skills and more importantly are responsible digital citizens. Enacting this plan is placing Corinda at the forefront of technology and education.

The future of the school’s STEM agenda will play a significant role in redefining excellence programs, agriculture and specialised immersion programs.

Our unrelenting focus on reading has proven to be very successful with the 2017 value add data for our first cohort of year 7 into 9. This work is now clearly embedded in our culture. Our future outlook will now focus on writing with the partnership with Write That Essay assisting in developing a whole school approach to improving writing.

Corinda is implementing a whole school approach to Positive Education. This program is based on evidence based research which has proven that student and staff wellbeing has a direct effect on improving student outcomes. In 2017 we began our journey by partnering with Geelong Grammar School to deliver their



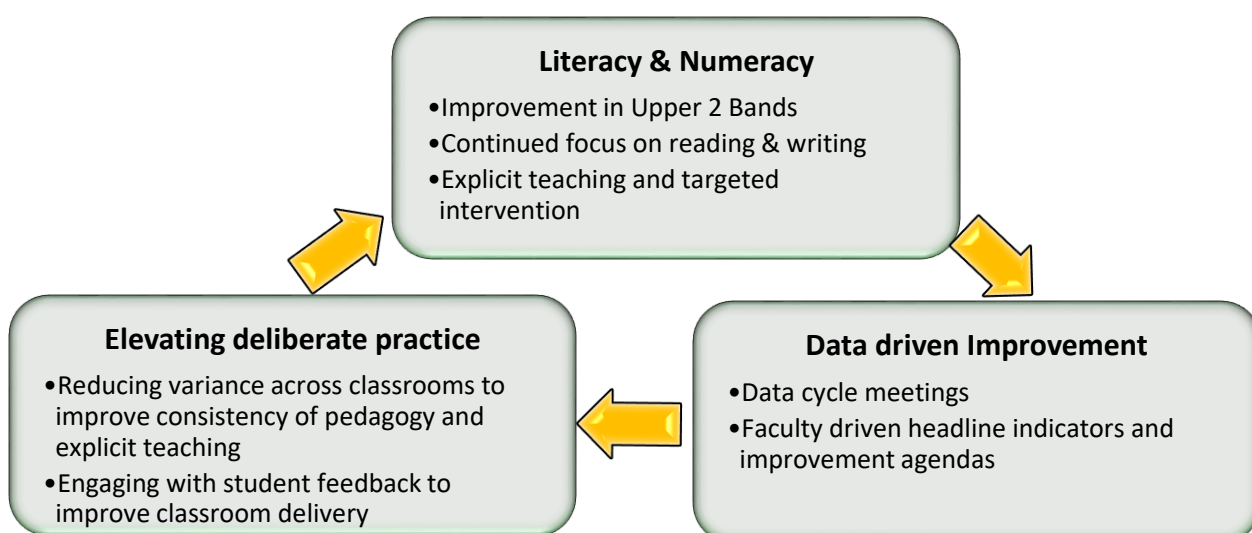


nationally recognised training. Over the next 3 years we will be implementing our framework across the school with staff and students.

Our preparation for the new SATE (Senior Assessment and Tertiary Entrance) system is well underway with a carefully developed plan of action for the management of student pathway choices, development of staff and program implementation. Heads of Department have had a strong focus on mapping teaching programs with the new Australian Curriculum in the junior school to ensure a streamlined transition into this new system. Year 10 curriculum has been carefully examined to ensure students are well prepared and are able to taste subject expectations to ensure they make appropriate choices. We are excited by this new reform and look forward to finally seeing its implementation in 2019.

The School Council will utilise the facilities Masterplan to strategically plan building projects and submit grant applications with a clear plan and identified priorities for the school. The newly elected Labor Government has committed over \$10m in funds to upgrade facilities in the coming years. In preparation, the school has undertaken consultation with staff, parents and students on the purpose and need for a new innovative library space. This has been identified as the school's highest priority with facilities.

## EXPLICIT IMPROVEMENT AGENDA



# Our School at a Glance

## SCHOOL PROFILE

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	1835

Enrolment Collection					
	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1842	892	950	47	97%
2016	1828	905	923	42	95%
2017	1786	872	914	41	97%
Student counts are based on the Census (August) enrolment collection.					

## COMPETITIVE ADVANTAGE

The key points of difference that distinguish Corinda State High School from its competitors are, and will continue to be:

- Our academic success – 2017 saw the best OP data in the history of the school, sustained reading gains and consistent and strong value add with NAPLAN
- An academic coach assists every student to achieve personal excellence
- Whole school approach to Positive Education – a key factor in improving student outcomes
- Exemplary teachers
- Strong leadership that is shared
- Many and varied pathways
- A strong focus on Actively Global learners and leaders
- Broad range of specialised programs
- Extensive Gifted and Talented program – including individual tailored programs
- An unrelenting focus on Literacy and Numeracy with every student
- School of choice for STEM Innovation
- Outstanding Arts Programs
- Innovative and progressive Agricultural Programs
- High Standards and Expectations.

## OUR VISION

# *Exceed Your Expectations*

## OUR PURPOSE

Corinda State High School develops young people who can participate in a dynamic society, take responsibility, engage in life-long learning and contribute to the stewardship of the earth.

## OUR VALUES

The school motto is “Hodie Quoque Cras” (Not only for today, but for tomorrow also). The following values support the motto:

- Innovative and Exciting Learning Environment
- Skilled and Committed Practitioners
- Collaborative Authentic Partnerships
- Enterprise and Stewardship
- Attaining Personal Excellence.

## WE BELIEVE

- Learning is a student’s fundamental right
- Learners need to experience enjoyment and success
- Learners need to be challenged
- Learning takes place in a support and safe environment
- Teachers are professionals and ongoing learners
- Students learn best using their diverse gifts and talents
- Students learn for the future.



## CHARACTERISTICS OF THE STUDENT BODY

### Overview

Enrolments at Corinda have had a steady growth over the past 5 years with a total of 1800 students attending. Students travel from a variety of suburbs in the Western corridor to attend the school. Local enrolments have increased but do not fill the school's capacity allowing enrolments to be sourced from a broad area outside of catchment. The school has an enrolment management plan for 1900 students.

The cultural makeup of the school is very diverse consisting of approximately 55 different cultures. Students come from a range of socioeconomic backgrounds and over the past few years the ICSEA rating has increased. The current ICSEA rating is 1004.



### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

Average Class Sizes			
Phase	2015*	2016	2017
Year 8 – Year 10	24	25	26
Year 11 – Year 12	20	20	19

### Environmental Context

The school relies on research into job trends and labour force demands to steer the curriculum direction for the student body. The student body consists of a balanced mix of academic and vocational students. Partnerships with Registered Training Organisations enable the school to ensure the vocational programs are highly reputable and focused on industry needs.

The local area is surrounded by industrial pockets in heavy industry, warehousing and transport. Archerfield Airport is in close proximity and provides opportunities to develop the new direction of Aerospace studies in the curriculum. The school is located closely to the Ipswich train line allowing students to access transport to a broad range of areas.

There has been a change in the local dynamic with the increase of unit dwellings in the surrounding areas. This has seen an increase in a range of cultural groups moving into the area. There are also new housing development areas in the surrounding suburbs where students are known to travel from to come to Corinda.

The local area is strongly supported by a private school culture with access to a large range of private schools in the area. There is a need to market the school in the local area to ensure parents are aware of the outstanding educational experiences we offer.





## CURRICULUM DELIVERY

Our school has a very broad ranging curriculum where students are able to choose between a highly academic program of study or a highly effective Vocational Education and Training (VET) pathway. We believe it is important to ensure that our curriculum provides for the broad range of learners in our school community and their desired pathways.

### Our Approach to Curriculum Delivery

#### *Junior Secondary Curriculum*

The philosophy of junior secondary years of schooling is to provide education that is responsive to the developmental needs of students in the early years of adolescence. Children in this age range are experiencing an unmatched period of cognitive, physical, social and emotional change and growth. Students are beginning to think more broadly about issues beyond the home and family; they want to engage in authentic, meaningful learning in a modern global context.

Our distinctive programs in Junior Secondary have been carefully planned to ensure the 6 principles of Junior Secondary are being addressed and that provision is made for all learning needs in the early years of high school. Extensive research and refinement of our programs have ensured that students in excellence programs are challenged and engaged in rich learning which maximises their potential to achieve the best educational outcomes.

The programs being offered include:

- Excellence Classes in – Mathematics and Science, English and Humanities, Language Acceleration – Mandarin
- Immersion and specialist classes in – Visual Arts, Music Excellence, Design & Built Environment and eLearning Immersion
- Sports Excellence in Soccer, Tennis and Dance.

Additional opportunities have been provided for all identified students through the Academies partnership to enrich their learning potential.

Diagnostic testing has become an essential part of our planning and preparation and all students undertake this testing through years 7 - 9. This allows staff to identify students in need of intervention and additional support. Specialised intervention has been implemented to improve student literacy and numeracy as a result of the testing. The five week data cycles for quick read and quick write provide valuable information for teachers in core subjects and this informs the strategies that they use in their classes .

The Reading program in Junior Secondary has been embedded in all classes across the school and we have seen significant sustained gains in our Reading data in National Testing. The whole school approach to this very important skill has allowed our students to develop their reading skills through focused reading for learning as well as reading for enjoyment.



## Senior Curriculum

Our Senior Curriculum continues to develop with an ever expanding range of Vocational Offerings being introduced into the senior school. Our main focus has been on the introduction of Certificate III and IV level courses and above. In 2017 we introduced the Diploma of Business program which enables students to receive a ranking equivalent to approximately an OP9. These courses allow students to continue their studies following high school or progress into full time employment or training. We are very proud of the scope of registration we have as a school-based VET provider, as well as the partnerships we have built in order to provide students with such a broad range of learning opportunities and pathways.

Below is a list of our scope of registration as a school provider as well as Vocational Courses we offer in partnership with other Registered Training Providers:

Qualifications	
Certificate I in Construction	Certificate II in Music Industry
Certificate I in Hospitality (Year 10)	Certificate II in Sampling and Measurement
Certificate I in Information, Digital Media and Technology	Certificate II in Tourism
Certificate II in Active Volunteering	Certificate II in Visual Arts
Certificate II in Automotive Vehicle Preparation	Certificate III in Allied Health Assistance
Certificate II in Business	Certificate III in Early Childhood Education and Care
Certificate II in Creative Industries (Media)	Certificate III in Fitness
Certificate II in Electrotechnology	Certificate III in Fitness (Football Excellence)
Certificate II in Engineering Pathways	Certificate III in Hospitality (includes Certificate II)
Certificate II in Health support	Certificate III in Laboratory Operations
Certificate II in Information, Digital Media and Technology	Certificate IV in Business+ 2 Diploma units
Certificate II in Rural Operations	Diploma of Business
Certificate II in Sport and Recreation	

Our Academic Course offerings are also very broad, allowing students to study Queensland Curriculum and Assessment Authority (QCAA) subjects. Individual subject performance across all domains has dramatically improved over the past two years, and we are very proud to be able to offer subjects in the following domains:

- Science – Physics, Chemistry, Earth Science, Biology
- Humanities – Legal Studies, Geography, Modern History, Ancient History, Economics, Philosophy & Reasoning
- English – English



- Languages – Japanese, French, German, Mandarin, Spanish
- Arts – Visual Art, Dance, Drama, Music, Music Extension
- Mathematics – Maths A, Maths B, Maths C
- Health & Physical Education – Senior Health & Physical Education, Health Education
- Business – Accounting, Information Processing and Technology
- Applied Studies – Home Economics
- Industrial Design & Technology – Graphics, Engineering Technology

In 2017, an extensive Queensland Core Skills Preparation program was provided to all OP eligible students with pre and post testing informing the areas that need developing. Student performance in the QCS test during 2017 proved very successful with a significant increase in students receiving As and Bs.

### *Year 10 Honours Program*

In 2017 Corinda introduced the Year 10 Honours Program for highly capable students transitioning from Excellence Programs in Junior Secondary. Identified students were invited to enrol in the program and this allowed for extensive enrichment and extension, preparing them for a rigorous senior academic program. Students were also offered the opportunity to enrol in a variable progression in the senior subject Philosophy and Reasoning. Once students complete this at the end of year 11, they will have the opportunity to undertake a University subject during their year 12 program. Students have embraced these opportunities and have excelled in their outcomes.

## Science & Mathematics – School Of Choice

Corinda is recognised as leading the way with its Science and Mathematics programs. Academic success in these two areas continues to grow. We are one of the few schools to offer Earth Science, Agricultural Programs and Laboratory Technology as Science subjects. Our curriculum also has a very strong focus on Environmental science across the junior and senior school. The Maths Science Challenge Excellence class in the Junior Secondary has a strong following and these students transition into the Honours Maths and Science program in year 10 preparing them for the highly academic Science strands in the Senior School. Student outcomes from these programs have remained strong and we continue to enjoy great success in Metropolitan Science competitions and research programs.

The strength of our science programs has also become evident as approximately 40% of our eligible students go on to study in the science disciplines at tertiary institutions.

## Extracurricular (Co-Curricular) Activities

Corinda State High School recognises the importance of educating the ‘whole child’ and provides an extensive range of extra-curricular activities. Our school has a strong sense of community and we actively encourage students to involve themselves in school life and take advantage of the many and varied opportunities, including:

- Instrumental Music Program, which includes music ensembles such as Chamber and Amadeus Strings, Big Band, Jazz Band, Symphonic Band, Woodwind Ensemble, Drumline, Saxophone Quartet and male and female vocal groups. Students can also participate in camps, concerts, cultural tours and community based competitions and performances.
- Participation in Creative Generations – State Schools on Stage for Featured and Massed Dance, Vocals, Music Ensemble and Visual Arts.
- Dance Ensembles featuring Junior and Senior Dance Troupe, Tap Troupe, Crew and Boy’s Troupe.

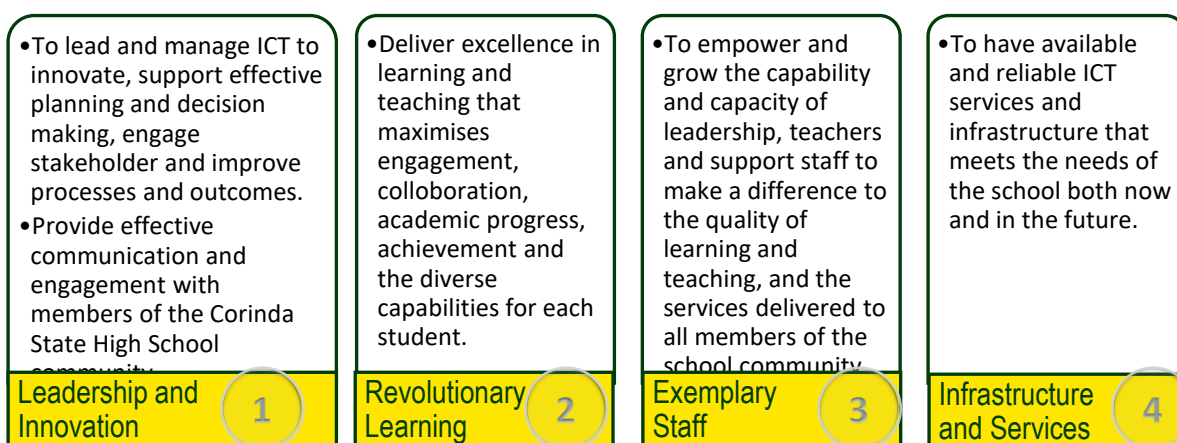


- State Mooting Competition (Legal Studies students)
- Constitutional Convention
- Inter-school debating competitions
- Lions Youth of the Year Competition
- Australian Space Design Competition – Junior & Senior
- Opportunities to compete at district, state and national levels in selected sports
- The Green Team (environmental club)
- Study Tours to overseas destinations
- Buddy programs for International Program
- School Socials
- Participation in Creative Generations – State Schools on Stage
- Readers Cup
- Human Powered Vehicles (HPV) competitions
- Student Leadership Opportunities
- Active Volunteering
- Farm Show Teams
- Cultural Celebrations such as Multicultural Day
- Excursions to places of educational significance and cultural enrichment
- Student Council

## How Information and Communication Technologies Are Used To Assist Learning

Corinda State High School aims to strengthen its already future focused vision for the use and integration of technology to support the teaching and learning taking place in the classroom every lesson. Our school's goal is to embed the use of rich interactive technologies that transform thinking in the classroom. Our focus is to use technology to develop digital wisdom, through collaborative creation, risk-taking and the construction of deep-understanding.

To fulfil Corinda State High School's ICT Strategic Vision, the goals below have been defined along with strategic actions that are recommended to deliver each goal. Detailed underneath each goal is a list of strategies that will allow the school to track and measure the success and an identifier that links back to specific school strategic needs.





We are constantly looking to deliver the best technology for students to use across the curriculum. Our school offers an array of software to support a broad range of teaching and learning areas.

Software that students have access to include:

- Autodesk (CAD development software/ DT)
- Adobe Master Suite Collection (Digital Design Classes)
- QuickBooks (Accounting software)
- Garage Band/ Musition/ Auralia (Arts specific software)
- Arduino (Digital Technologies/ Robotics)
- ReadCloud and Jacaranda LearnOn Suite (Digital textbook platform)

We have a number of pilot programs being implemented in 2018:

- HoloLens (Augmented Reality) and 3D modelling/ printing (used across the school to enrich the design process)
- Classroom OneNote for collaboration and organised learning resources
- Screen-casting and Video Recording Software for flipped classroom opportunities
- Drone programming for cross-curricular purposes
- Literatu (data collection and analysis tool)

Software being researched and investigated for future use, to help further improve teaching and learning:

- Phoenix (Agriculture Studies)

At Corinda State High School, we believe that technology can play a significant role in transforming the teaching and learning space to enable deeper learning and collaboration to occur. eLearning is the backbone of any successful school operating in the 21<sup>st</sup> Century and we strive to move beyond simply viewing technology as a substitution to redefining the way in which learning takes place. With this pedagogical approach, the teacher's role moves from transferring information to facilitating the construction of deep and meaningful understandings through the use of collaborative creation.

As we move toward the future the school has made significant progress with the BYOx Device strategy. We introduced this policy in 2016 and it has proved to be very positive with a large number of students taking up the opportunity to bring their own device. The improved accessibility for each student to have access to a device in every lesson across all subjects allows for an even better support network to be built to improve the academic outcomes of all students taking part. As the program develops the benefits will be seen across the school and will include:

- Learning that completely transforms what has occurred in approaches to learning in traditional classroom environments.
- Learning that is portable, personal, collaborative, interactive, instructive, differentiated and contextual.
- Learning that can be delivered anywhere at any time.
- Learning that creates a much stronger nexus between school and home.

### *BYO Support*

To support the implementation of the BYOx program, the school has provided dedicated charging stations, classroom support with IT technicians, hot-swap laptop loan program, Enhanced BYO support, and partnerships with carefully selected providers to assist parents with their decision making and technical support.



## SOCIAL CLIMATE

### Overview

Corinda State High School presents a holistic education that caters for every area of a young person's life – social, emotional and physical. One of the strategic thrusts in the school's Strategic Plan is *Community and Identity* to develop and retain authentic reciprocal relationships in our community and beyond which strengthens our ability to engage students locally, nationally and globally.

#### *Pastoral Care*

All students at Corinda State High School are assigned a Home Room teacher. A new vertical structure has been introduced breaking the school into 6 sub-schools. This will allow students to form relationships across the school as well as develop a rich House Culture. The Home Room teacher plays a crucial role in monitoring student welfare, attendance, uniform and school performance. They are a crucial link between school and home.

The House Master oversees wellbeing and social/emotional support for students. A relational model exists so that the House Master remains with the family throughout their high school years.

In addition to this the House Master coordinates specific programs which are relevant to the year level. Examples of this include:

- Year Level Camps and Team Building Days
- Leadership activities
- Cyber Safety Programs
- Life Skills programs – such as Drug Education / Personal Branding
- School Wide Positive Behaviour Lessons
- Certificate II in Active Volunteering.

#### *Inclusive Practices*

During 2017 additional resources continued to support the focus on inclusive practices. This included supporting staff to develop individual curriculum plans (ICPs), the development of co-teaching and supporting student learning needs in mainstream classes.

A comprehensive 'Students in Review Process' operates with all support staff and year level coordinators and Deputy Principals. This group meets regularly to identify students at risk or in need of case management in order to build success into each individual student's schooling. Specialised programs were coordinated through this to support identified needs of individual students. These included programs such as: Rock and Water, Drumbeat, Girl Genius Program, Anti Violence Programs and support for self-regulation.



## Parent, Student and Staff Satisfaction

### Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	92%	94%
this is a good school (S2035)	97%	96%	90%
their child likes being at this school* (S2001)	97%	94%	89%
their child feels safe at this school* (S2002)	96%	92%	90%
their child's learning needs are being met at this school* (S2003)	93%	91%	89%
their child is making good progress at this school* (S2004)	94%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	91%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	87%	86%
teachers at this school motivate their child to learn* (S2007)	89%	86%	81%
teachers at this school treat students fairly* (S2008)	89%	83%	76%
they can talk to their child's teachers about their concerns* (S2009)	92%	95%	88%
this school works with them to support their child's learning* (S2010)	92%	89%	84%
this school takes parents' opinions seriously* (S2011)	86%	82%	76%
student behaviour is well managed at this school* (S2012)	92%	90%	75%
this school looks for ways to improve* (S2013)	93%	94%	87%
this school is well maintained* (S2014)	94%	92%	88%



### Student Opinion Survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	94%	94%
they like being at their school* (S2036)	89%	86%	85%
they feel safe at their school* (S2037)	89%	90%	95%
their teachers motivate them to learn* (S2038)	90%	91%	91%
their teachers expect them to do their best* (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	86%	87%	89%
teachers treat students fairly at their school* (S2041)	71%	68%	73%
they can talk to their teachers about their concerns* (S2042)	76%	65%	72%
their school takes students' opinions seriously* (S2043)	78%	79%	70%
student behaviour is well managed at their school* (S2044)	75%	74%	66%
their school looks for ways to improve* (S2045)	92%	90%	89%
their school is well maintained* (S2046)	87%	87%	89%
their school gives them opportunities to do interesting things* (S2047)	95%	86%	87%

### Staff Opinion Survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	95%	95%
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)	81%	90%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	79%	83%
students are encouraged to do their best at their school (S2072)	99%	99%	97%
students are treated fairly at their school (S2073)	95%	96%	94%
student behaviour is well managed at their school (S2074)	91%	94%	89%
staff are well supported at their school (S2075)	78%	87%	83%
their school takes staff opinions seriously (S2076)	69%	80%	74%
their school looks for ways to improve (S2077)	96%	94%	95%
their school is well maintained (S2078)	93%	94%	94%
their school gives them opportunities to do interesting things (S2079)	84%	93%	91%
* 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.			



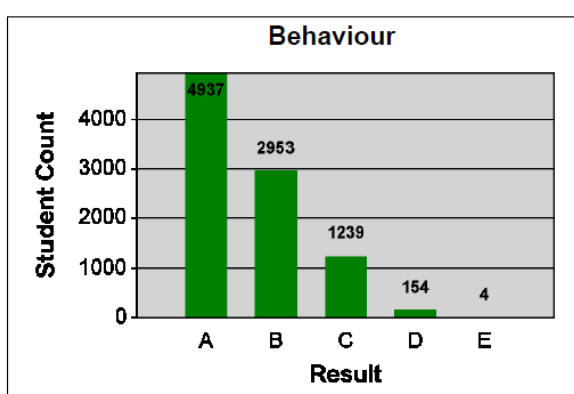
The school makes a conscientious effort to seek out as many respondents to the School Opinion Survey as possible. The data provides good feedback for our school community and is confirmation that what we are doing as a school is reflective of the school community's expectations around our school climate. Our satisfaction ratings are very high and in most cases above like schools and above the State's satisfaction ratings.

The graph below sets out semester 2, 2017 reporting data in relation to student behaviour and effort. This summarises the overall behaviour and effort ratings of the whole student population. This data is very pleasing.

Effort and Behaviour data informs student eligibility for school representation throughout the year.

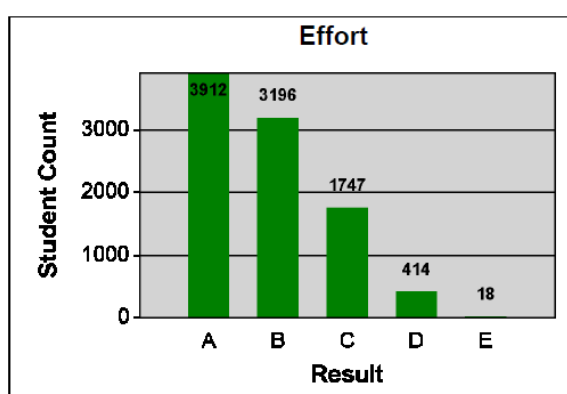
#### Behaviour Breakdown

Rating	A	B	C	D	E
Percentage	53.2%	31.8%	13.3%	1.7%	0%



#### Effort Breakdown

Rating	A	B	C	D	E
Percentage	42.1%	34.4%	18.8%	4.5%	0.2%



## Parent and Community Engagement

At Corinda State High School, we recognise that parents are the primary educators of their children. There are many opportunities for our parents to participate in their child's education. Our school calendar invites parents to:

- Orientation evenings and discussions
- Information evenings
- Parent / Teacher interviews
- Collaborative development of Learning Pathways Plans and Student Education and Training Plans (SETPs) with students
- Forums for school consultation and reviews
- Provide feedback on issues through the school newsletter
- School tours to observe the school in action
- Special performances such as Dance Nights, Music Performances, Drama Productions and Students Exhibitions
- Sporting Events
- Special ceremonies / celebrations.

We realise that effective parent / school communication is in the best interests of parents, students and staff. The school has embraced the utilisation of social media to communicate and celebrate the school's achievements and events and the school community is openly encouraged to contribute to this. An integrated approach to Facebook, Twitter and the school website ensures there is a direct link to the school website to encourage access to detailed information on our school.

Regular communication is provided through:

- Regular reports and updates at monthly P & C meetings
- Individual teacher communication of semester overviews to all parents and introductory letters
- Production of fortnightly newsletters – emailed and available on the school website
- Continual updates on the school's Facebook page
- Regular sharing of school achievements on the school's Twitter account
- Student planner communication
- Production of the Rising Phoenix publication each term
- Production of the school magazine "Koondoo"
- Making all relevant information such as curriculum handbooks and policies available on our website
- Media releases and promotion of student achievement
- Utilising the services of interpreters to strengthen communication
- Parent / teacher evenings
- Q Parents Mobile App
- Learning Pathway meetings between teachers, parents and students.

Parents are also encouraged to become involved with the various groups operating within the school. These include:

- P & C Association
- Music Sub-Committee
- Farm Sub-Committee
- Uniform Advisory Committee



## Respectful Relationships Programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is incorporated in the Student Leadership Program that every student participates in. These programs are designed in response to cohort specific social and emotional needs. Our House Masters played a significant role in promoting respectful relationships through inviting guest speakers to year level assemblies and celebrating special events such as Bullying No Way day.

During 2017 the school continued to communicate its high expectations for student behaviour. Our staff engaged in School wide Positive Behaviour strategies with all students reinforcing our positive behaviour expectations under the three Cs – Courtesy, Cooperation and Commitment. A rewards system is in place to encourage and acknowledge students for their commitment to the three Cs.

Through the school's referral systems, targeted intervention and support programs are offered to identified students to enable them to work on respectful relationships. A range of support staff offer these programs over the course of the year.

Our school representation policy plays a key role in communicating and reinforcing our standards and expectations for student behaviour, performance in class, personal presentation and attendance. Students who do not meet these requirements forfeit their right to participate in extracurricular activities or to represent the school. This policy encourages students to meet minimum requirements for behaviour expectations and reinforces respect for our school's values.



As a school we place importance on providing a physical setting that is safe, well organised and caring. Values of respect, tolerance and inclusion are promoted throughout the school. The school promotes a zero tolerance approach for physical violence and prohibited, unlawful substances.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

School Disciplinary Absences			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	129	133	173
Long Suspensions – 11 to 20 days	5	7	6
Exclusions	3	14	9
Cancellations of Enrolment	6	13	1

## Environmental Footprint

### *Reducing the School's Environmental Footprint*

Our school continues to strive to achieve its goal of becoming carbon neutral. During 2017 we undertook a number of initiatives to reduce our emissions. These included

- Encouraging and monitoring recycling stations
- Monitoring energy use across the school
- Collection of food scraps to make compost
- Participation in Clean Up Australia Day at Oxley
- Participating in the UQ Ambassador Program with student representatives
- Exploring options to increase our Solar Power to offset emissions
- Inviting Guest Speakers to conduct workshops with our local community
- The Green Team – student driven initiative to protect our environment
- Strategies to reduce paper usage across the school
- Strategies to include whole of life purchasing with a priority for sustainability.



We are passionate about behaviour change and our students are leading this in our quest to one day become a Carbon Neutral school. While this has presented us with many challenges, we believe we are making progress on this and are confident that we will achieve this target over the coming years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity - kWh	Water - kL
2014-2015	542,916	3,196
2015-2016	582,339	2,342
2016-2017	561,182	3,001

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.

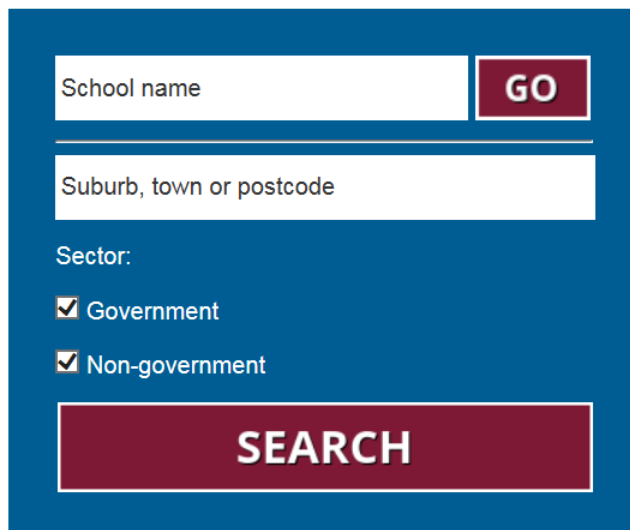
## School Funding

### *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 <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



The screenshot shows a search form on a blue background. It includes a text input field for 'School name' with a red 'GO' button next to it. Below this is another text input field for 'Suburb, town or postcode'. Underneath the second field, it says 'Sector:' followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

Where it states '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.



## Our Staff Profile

Corinda State High School has an exemplary Staff who are committed to making a difference with students. Staff immerse themselves in the Corinda community and go above and beyond to support students in extracurricular and co-curricular activities.

### WORKFORCE COMPOSITION

#### Staff Composition, Including Indigenous Staff

2017 Workforce Composition			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	139	55	<5
Full-time Equivalents	133	43	<5

#### Qualification of All Teachers

Teacher* Qualifications	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	21
Graduate Diploma etc.**	27
Bachelor degree	49
Diploma	4
Certificate	0
*Teaching staff includes School Leaders	
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	



Our school is committed to the pursuit of education expertise in order to confront the challenge of educating young people in a constantly change world.

Our staff demonstrate:

- A strong commitment to our School's Vision – *Exceed Your Expectations*
- A strong commitment to leadership and management as well as the development of high performing teams
- A strong focus on pedagogical practice namely the Art and Science of Teaching as our whole school pedagogical approach and a consistent approach to our school's Instructional Model.
- A strong commitment to the provision of extra-curricular activities and opportunities above and beyond their curriculum programs.
- A commitment to Positive Education
- A strong commitment to engaging in regular Professional Learning Communities (PLC) structure
- A willingness to model themselves as lifelong learners.



## PROFESSIONAL DEVELOPMENT

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$184 677.

In order to continue developing our staff as lifelong learners, it is our priority to ensure that professional development is provided to our teachers that will facilitate the delivery of innovative program and powerful learning.

The major professional development initiatives were as follows:

- Elevating Deliberate Practice – improving pedagogy and reducing variance across classrooms.
- Powerful Learning – David Hopkins – three year implementation program
- Putting Faces on the Data – Lyn Sharratt
- Literacy – Reading to Learn Training / Visible Literacy
- Numeracy – Improving explicit teaching of numeracy across classrooms
- ICT and eLearning Professional Development
- Queensland Studies Authority Training (New SATE)
- Syllabus Implementation
- Certificate IV in Training and Assessment
- Inclusion and differentiating the curriculum
- Australian Curriculum Professional Development
- Curriculum Specific Professional Development
- Positive Education Implementation
- International Collaboration
- Professional Learning Communities – PLC engagement.
- DET Compulsory Training Modules.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## STAFF ATTENDANCE AND RETENTION

### Staff Attendance

Average Staff Attendance (%)			
Description	2015	2016	2017
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, 95% of staff was retained by the school for the entire 2017.

# Performance of our students

## KEY STUDENT OUTCOMES

### Student Attendance

The table below shows the attendance information for all students at this school:

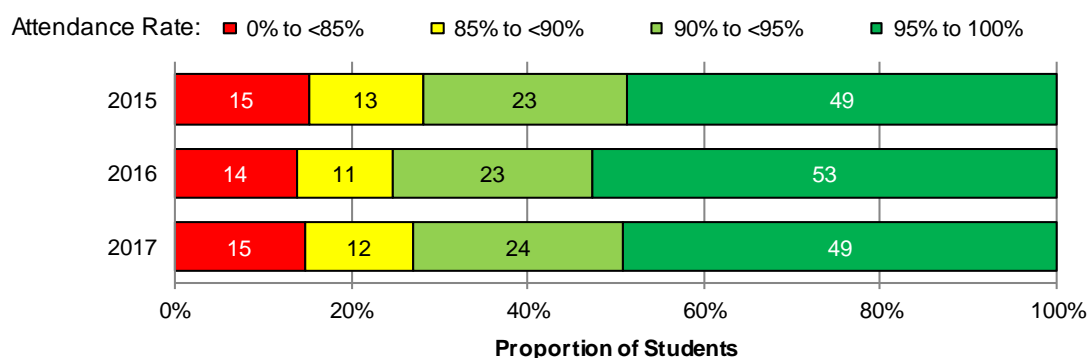
Student Attendance 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	91%
*The student attendance rate is generated by dividing 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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

Average student attendance rate* (%) for each year level						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	93%	91%	90%	92%
2016	95%	93%	92%	92%	92%	93%
2017	95%	92%	92%	91%	92%	92%
*Attendance rates effectively count 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:



## 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.

Corinda State High School has a very thorough set of attendance and performance procedures to maximise student achievement. This is reinforced through the School Representation Policy under which students are required to have a 95% attendance record in order to be eligible to represent the school.

Students at Corinda are encouraged to strive for 100% attendance and this is recognised in our annual awards ceremonies. In 2017 we awarded 66 Excellent Attendance Awards (not more than one explained absence for the school year), 84 Perfect Attendance Awards (100% attendance for the whole year), and 2 5 Years Perfect Attendance Awards (100% attendance for the five years).

Attendance data is regularly monitored by the year level Deputy Principals and followed through in the following way:

Action	Monitoring/Timeline
All students and parents are informed of absentee procedures at information nights (commencement year level) and during enrolment interview.	One in ten parents are surveyed to ensure this occurs.
Year Coordinators and Deputy Principals attend year level assemblies to remind students about the importance of attending school.	Fortnightly
Attendance data and or information session about attendance is presented at staff meetings.	Once a term
Students are taught absentee procedures during initial form classes. All diaries have procedures re absenteeism - "What do I do when" pages. There are notes in the back of the diary to assist in providing necessary information for students who are absent.	At the beginning of each term
All teachers mark their rolls each lesson. This is recorded on ID Attend. If an internal teacher is used for the supervision that teacher will complete ID Attend. If it is a supply teacher rolls are returned to the attendance officer and data is entered.	Every lesson or by the end of each day.
Classroom teachers use ID Attend to check unexplained absences throughout the day. If students have unexplained absences during the day classroom teachers follow up and find out why? If there is not a reasonable excuse, detention or a time card is issued. If truancy is detected this is recorded on OneSchool.	Every day
If a student is away for three or more days without explanation a letter is sent home or a phone call is made to that family to ask for explanation. This is initiated and followed up by the attendance officer and or Deputy Principal.	3 or more days absent – no explanation
Weekly a list of unexplained absences is placed in the form roll for form teachers to distribute. Parents are asked to explain these absences. If students do not respond, this is followed up by the attendance officer and Deputy Principals	Weekly
If student is away for five or more days (explained or unexplained) in a term, Year Coordinators will ring home to check on the welfare of the child.	When required

Action	Monitoring/Timeline
If student is away for 15 or more days unexplained or without a reasonable excuse in a term a "Form 4" is generated and sent home. More letters will follow if necessary.	When required
At the beginning of each term/semester, the Reporting Deputy Principal will compile and publish within the school's intranet a list of students who are not eligible to participate in extracurricular activities or school representation. This will last for the duration of the term or until the school administration is satisfied that the student has improved their academic standing by improving their behaviour, effort, attendance and personal presentation. Students who do not meet the 95% attendance requirement (unexplained absences) or students who choose to truant from lessons or school days. (Unauthorised absences) will be notified in writing of their ineligibility to participate in extracurricular activities or school representation.	Beginning of each term
Each term Year Coordinators are given a list of students who have 100% attendance – certificates are issued. This is reported on OneSchool.	Final Week of term
At the end of the year the school recognises 100% attendance for the entire year. This is placed on OneSchool.	Final week for each student

## NAPLAN

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

Where it states '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 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.

Corinda State High School prides itself on how well our students do on the NAPLAN test in each strand when comparing the Mean results for Corinda, Queensland and Australia. Our comparison to State for year 9 mean is excellent with us being above in all strands. Compared to the National we are either above or similar to the Nation. In year 7 where we have only had the students for a little over term we still make great gains particularly in some areas and at least similar in all strands to both state and nation.



## NAPLAN Mean Scale Scores by Strand for Year 9 Test 2017

School					All Students							
					Like Schools				State Schools		National	
Year	n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
<b>Reading</b>												
2017	295	579	<b>586</b>	593	545	<b>547</b>	549	↑	565	↑	581	↔
<b>Writing</b>												
2017	296	554	<b>563</b>	572	499	<b>502</b>	504	↑	523	↑	552	↑
<b>Spelling</b>												
2017	296	589	<b>597</b>	605	553	<b>555</b>	557	↑	571	↑	581	↑
<b>Grammar and Punctuation</b>												
2017	296	581	<b>589</b>	598	542	<b>544</b>	547	↑	565	↑	574	↑
<b>Numeracy</b>												
2017	296	590	<b>597</b>	604	561	<b>562</b>	563	↑	578	↑	592	↔

Student Distribution National Comparison

Bottom 20%			Middle 60%		Top 20%	
Year	%	n*	%	n*	%	n*
<b>Reading</b>						
2017	17.3	51	63.1	186	19.7	58
<b>Writing</b>						
2017	12.5	37	67.9	201	19.6	58
<b>Spelling</b>						
2017	11.8	35	60.8	180	27.4	81
<b>Grammar and Punctuation</b>						
2017	13.5	40	50.0	148	36.5	108
<b>Numeracy</b>						
2017	18.2	54	60.5	179	21.3	63

Colour Key Legend	
↑	Mean Above National
↔	Mean Similar to National
↓	Mean Below National

## NAPLAN Mean Scale Scores by Strand for Year 7 Test 2017

School					All Students							
					Like Schools				State Schools		National	
Year	n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
<b>Reading</b>												
2017	301	529	<b>537</b>	545	509	<b>511</b>	512	↑	531	↔	545	↔
<b>Writing</b>												
2017	302	497	<b>506</b>	515	468	<b>470</b>	472	↑	491	↑	513	↔
<b>Spelling</b>												
2017	302	545	<b>554</b>	562	521	<b>523</b>	524	↑	539	↑	550	↔
<b>Grammar and Punctuation</b>												
2017	302	529	<b>539</b>	549	505	<b>507</b>	509	↑	529	↔	542	↔
<b>Numeracy</b>												
2017	300	547	<b>555</b>	563	519	<b>521</b>	522	↑	541	↑	554	↔

Student Distribution National Comparison

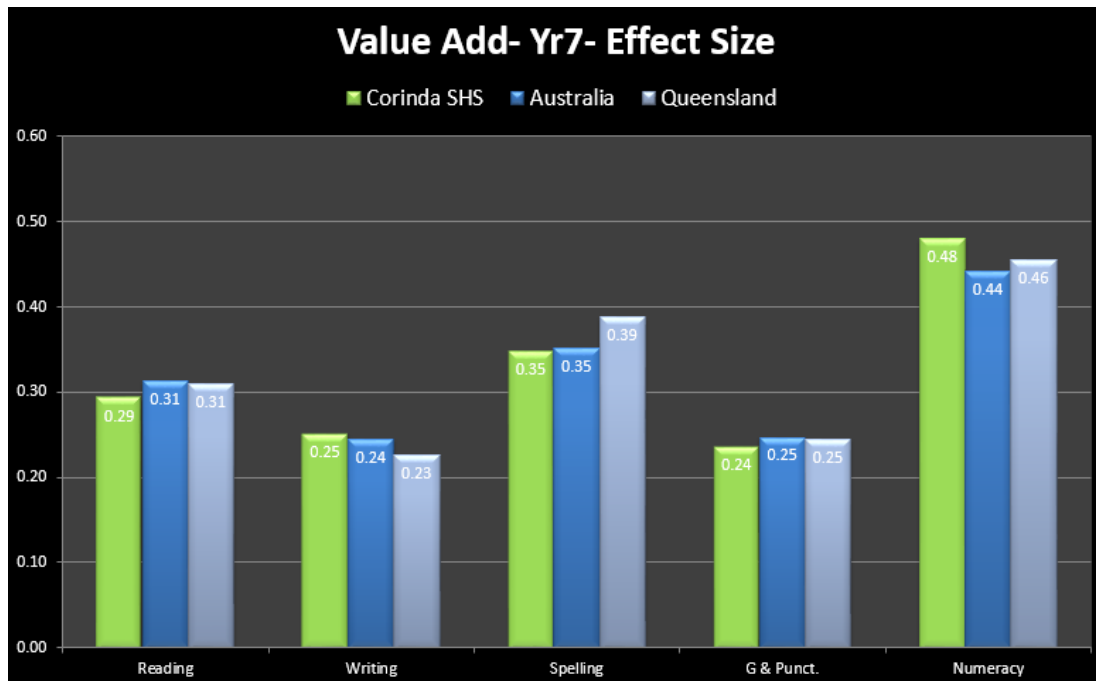
Bottom 20%			Middle 60%		Top 20%	
Year	%	n*	%	n*	%	n*
<b>Reading</b>						
2017	22.6	68	62.5	188	15.0	45
<b>Writing</b>						
2017	20.5	62	62.3	188	17.2	52
<b>Spelling</b>						
2017	19.9	60	58.3	176	21.9	66
<b>Grammar and Punctuation</b>						
2017	17.9	54	61.9	187	20.2	61
<b>Numeracy</b>						
2017	18.7	56	59.0	177	22.3	67

Colour Key Legend	
↑	Mean Above National
↔	Mean Similar to National
↓	Mean Below National

The second and important gauge of success is how much Corinda State High School moves the results or the value add we have for our students.

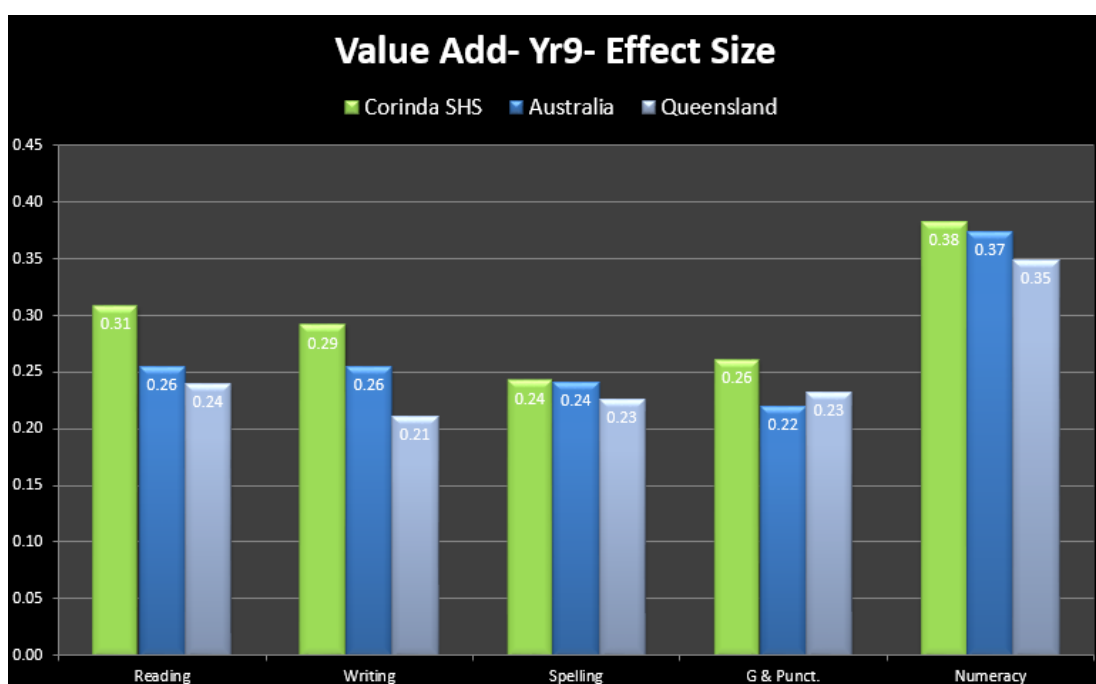
We measure this through effect size by comparing the change between consecutive NAPLAN tests for Corinda, Queensland and the nation in relation to the Standard Deviation for the Nation.

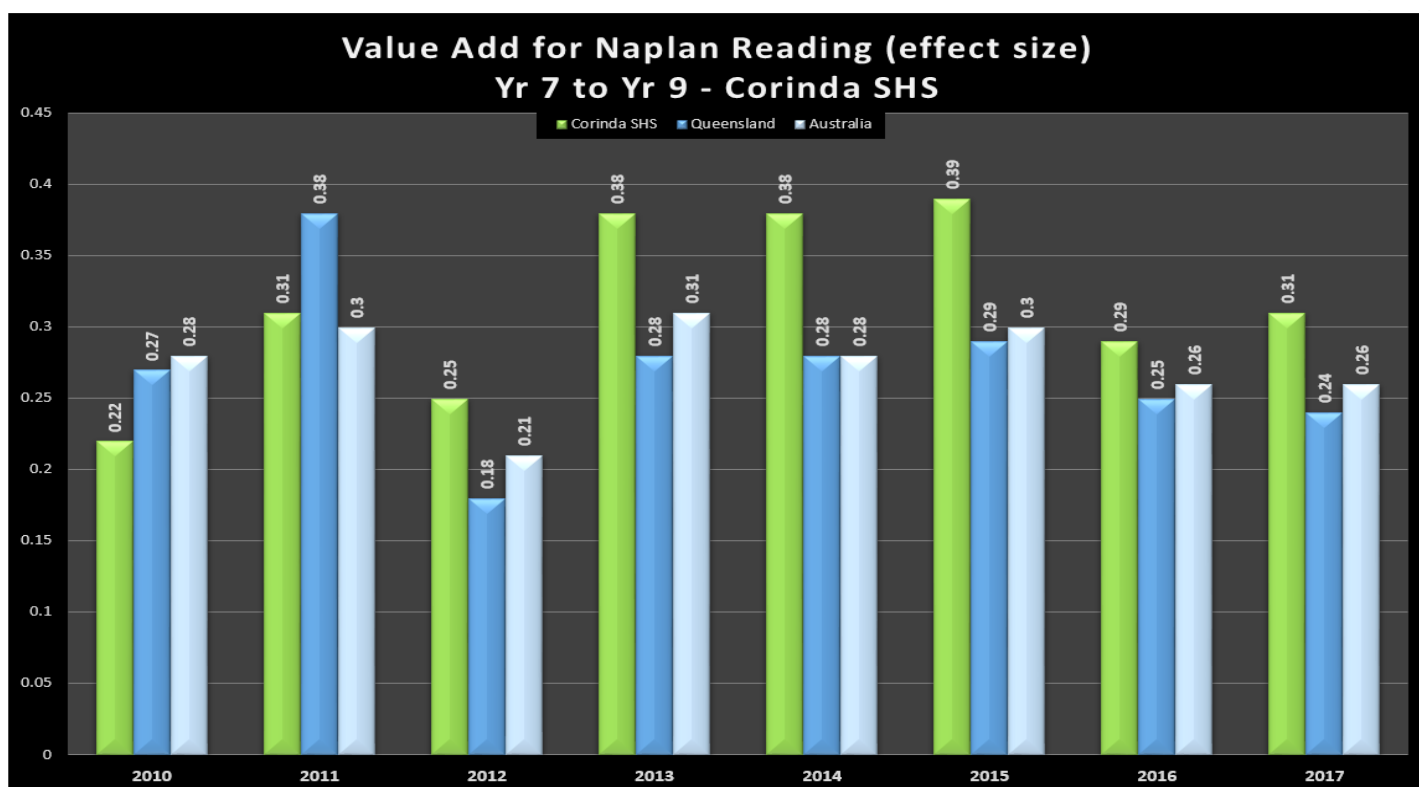
In year 7 Corinda is comparable to the state and national results in all strands but better or excelling in Writing and Numeracy.



By year 9 the effect of a Corinda SHS education is evident with Corinda SHS adding value to the student's abilities in all areas and similar in spelling.

When comparing the yr7 and yr9 value add effect size, it is very clear that in particular our reading programs give students a clear advantage over the state and nation.





## NUMERACY

The 2017 NAPLAN results are excellent. This is because Corinda has a strong Literacy and Numeracy agenda that includes an expectation for explicit teaching of reading and problem solving through our Literacy and Numeracy Café, and in all curriculum subject areas. Combined with our inclusive education practices, our ambitious, systematic approach has had a measurable impact on our students' performance over the past five years.

Our past performance shows us that the longer students have to work with us at Corinda, the better they perform in NAPLAN. Our Year 9 numeracy performance was pleasing. Corinda outperformed the state and nation with our mean scores as well as the percentage of students who are achieving *At or Above National Minimum Standards* (NMS) for the fifth consecutive year. The most gratifying result is that we achieved our highest relative gain exceeding the nation's relative gain for the first time in 5 years.

Year 9 Numeracy growth				
	Relative Gain		Mean Scale Score	
	CSHS	NAT	CSHS	NAT
2013	42.8	39.0	583.6	583.8
2014	48.0	49.7	↑ 586.0	587.8
2015	49.6	49.6	↑ 588.3	591.7
2016	41.8	43.0	↑ 592.9	588.9
2017	50.8	49.5	↑ 597.4	592.0

Year 7 data was pleasing given the short time we have had the students and we look forward to continuing to help this group improve over the next two years. Our upper two bands data was comparable to national

scores, but this is an area we would like to continue stretching upward. One thing is certain, our Year 7 Relative gain is always above the nations.

Year 7 Numeracy growth				
	Relative Gain		Mean Scale Score	
	CSHS	NAT	CSHS	NAT
2015	68.8	56.7	546.9	542.5
2016	79.8	62.1	↑ 559.6	549.7
2017	68.0	61.4	555.2	553.9

We are especially proud of our inclusive approach to NAPLAN, where all students are encouraged to participate, and we get a clear picture of the needs and abilities of everyone. 99% of our 2017 Year 7 cohort participated in the Numeracy testing with 0% Exemptions, compared to the national average of 94% participation rate and 2% Exemptions. In year 9, 96% of our students participated in the Numeracy testing with 0% Exemptions, compared to the national average of 89% participation rate and 1% Exemptions.

## Quick Data Snapshot

Year 7	Year 9
<b>97.7% At or Above National Minimum Standards.</b> Corinda is: 2% above QLDs average 2.3% above the nations average	<b>99% At or Above National Minimum Standards.</b> Corinda is: 3% above QLDs average 3.2% above the nations average
<b>33.7% Upper 2 Bands</b> Corinda is: 2.8% higher than QLDs average 0.8% higher than the nations average	<b>23.3% Upper 2 Bands</b> Corinda is: 8.4% higher than QLDs average 4.8% higher than the nations average



## YEAR 12 OUTCOMES

Our year 12 OP 1 – 5 data performed strongly with significant improvements in performance on the QCS test with this cohort. During 2017 a total of 20% of OP eligible students achieved an OP 1 – 5. In total 87% achieved an OP 1 – 15, 100% achieving a QCE and 100% of students exiting with a nationally recognised VET qualification. This is the seventh year in a row that 100% of the year 12 cohort graduated with a QCE. This is something that we are all very proud of.

In the Senior School we undertook intensive work to focus on improving academic outcomes in Senior OP subjects with significant improvements in our individual subject performance.

Intensive tracking with all VET subjects ensured students successfully completed their qualifications and were in appropriate pathway choices. In 2017 100% of students graduated with a Certificate II in Active Volunteering. There were 68 students who graduated with a Certificate III qualification and 15 students who graduated with a Certificate IV qualification.

An intensive QCS preparation program was implemented with students to prepare them for this rigorous testing. Our Academic Coaching program continued in its sixth year of implementation across years 11 and 12 where every senior student has been assigned an Academic Coach for their senior years of schooling. This has proved very successful and feedback from students has been very positive and they really value the process. A specialised program for high achieving students also continued to encourage our high achievers to aim high and stay focused.

The 2018 school year saw the release of some exciting results for our 2017 graduates. We were very proud of their OP outcomes – achieving the best in the history of our school. Our unrelenting improvement agenda to maximise student achievements resulted in the 2017 seniors achieving the highest OP scores and QCS test results through our intensive intervention with QCS preparation, ongoing academic coaching program and high expectations. Our students made us very proud as they rose to this challenge.

### *We celebrated:*

- 87% of students achieved an OP 1 – 15.
- 5 students achieved an OP 1.
- 17 students additionally achieved an OP 1 equivalent when calculated with rank bonus points (eg bonus points for Maths C and a language program).
- A significant increase in the number of students achieving either an A or B on the QCS test.
- 100% students achieved a Queensland Certificate of Education (QCE) – 7<sup>th</sup> consecutive year.
- Fifteen students graduated with a Certificate IV qualification, which is approximately equivalent to an OP 13 /14. Sixty one achieved a Certificate III qualification, which is approximately equivalent to an OP 15
- The QCAA awarded Certificates of Academic Commendation to 953 year 12 graduates for achieving Very High Achievements in the equivalent of at least six Authority subjects. Four of our graduates received this award in 2017.
- 99% of eligible students received a QTAC offer for University studies.

Our students are to be congratulated on their outstanding achievements.





Outcomes for our year 12 cohorts			
Description	2015	2016	2017
Number of students receiving a Senior Statement	291	309	299
Number of students awarded a Queensland Certificate of Individual Achievement.	5	4	1
Number of students receiving an Overall Position (OP)	136	144	147
Percentage of Indigenous students receiving an Overall Position (OP)	17%	44%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	21	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	289	308	299
Number of students awarded an Australian Qualification Framework Certificate II or above.	289	308	298
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	286	305	298
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	78%	86%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	96%	99%
The above values exclude VISA students.			

Overall Position Bands (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	16	43	37	36	4
2016	20	50	42	32	0
2017	29	46	52	19	1
As at 14 February 2018. The above values exclude VISA students.					

Vocational Educational Training Qualification (Vet)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	192	289	82
2016	191	307	92
2017	172	298	80
The above values exclude VISA students.			

Below is a list of Vocational Courses we offer in partnership with other Registered Training Providers. In 2017 students were able to achieve qualifications in the programs below:

Qualifications	
Certificate I in Construction	Certificate III in Early Childhood Education and Care
Certificate II in Agriculture	Certificate III in Fitness
Certificate II in Electrotechnology	Certificate III in Fitness (Football Excellence)
Certificate II in Engineering Pathways	Certificate III in Hospitality (includes Cert II)
Certificate II in Automotive Vehicle Preparation	Certificate IV in Business+ 2 Diploma units
Certificate II in Sampling and Measurement	Certificate III in Laboratory Operations
Certificate III in Allied Health Assistance	Diploma in Business

## Apparent Retention Rate – Year 10 to Year 12

Apparent Retention Rates* Year 10 To Year 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	96%	86%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	79%	100%
* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).			

## Student Destinations

### *Post-School Destination Information*

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

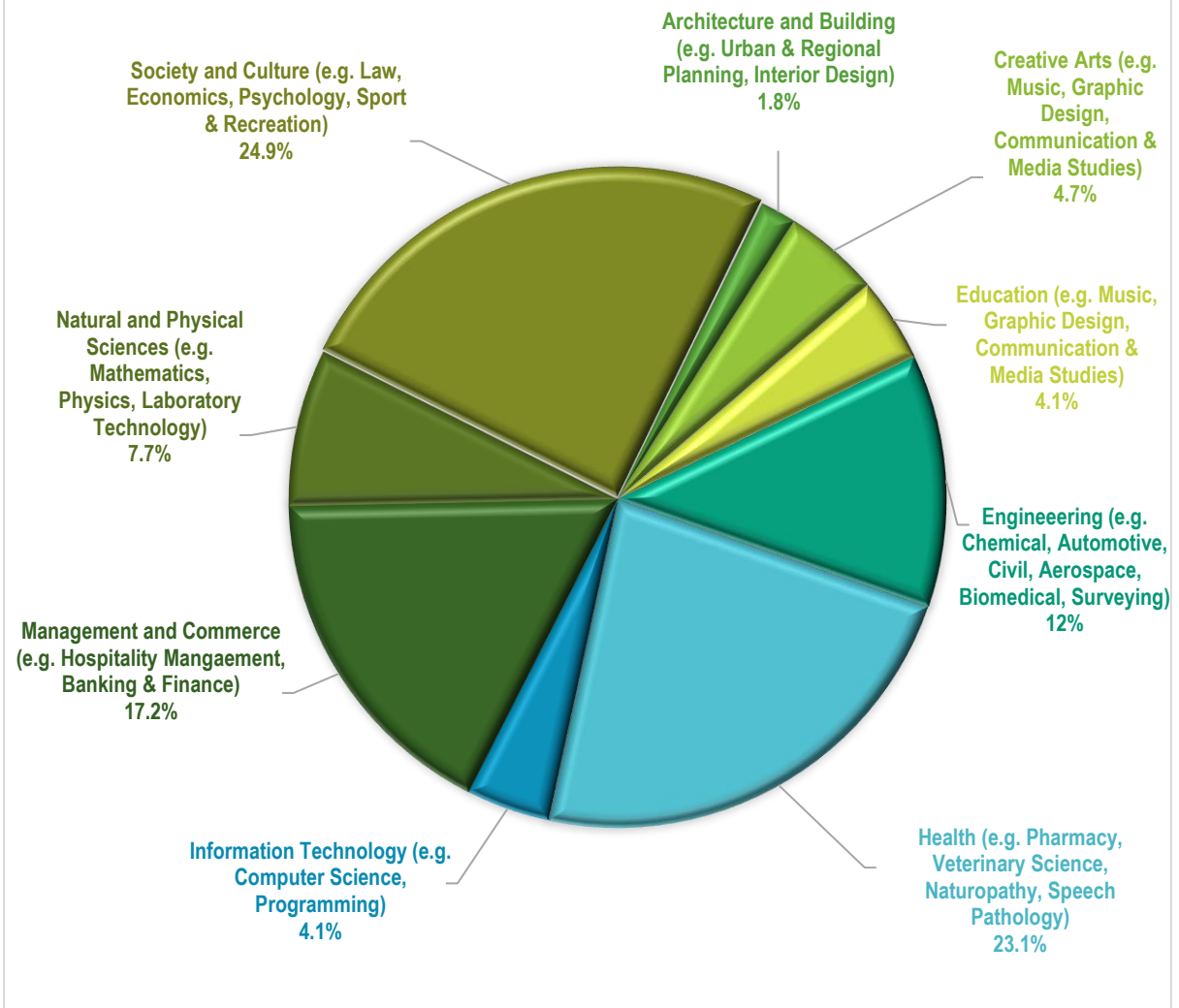
The report will be available from the school's website:

<https://corindashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Next-step-reports.aspx>

The data below has been collected by the school to give a general indication of tertiary education offers and choices:



## 2017 YEAR 12 QTAC OFFERS



### Early Leavers' Information

Corinda State High School works hard to ensure all students exit into a pathway. For some students this means exiting school before completion of year 12. These students are supported by our Guidance Officers, Senior Schooling staff and administration by assisting them with transition arrangements. The Youth Support Worker also works closely with students and has links with community job networks and Get Set for Work programs. Our priority is to ensure that students are placed in a program to assist them with transition to other training programs or employment programs.



## Other Key Outcomes

### ACHIEVEMENT OUTCOMES

The data set out below highlights the achievement data of all students in semester 2, 2017. This data shows that 94.1% of our students achieve satisfactory, good or excellent results. This is a reflection of the standards and their desire to achieve success at school. This data continues to improve each year.

#### Corinda State High School

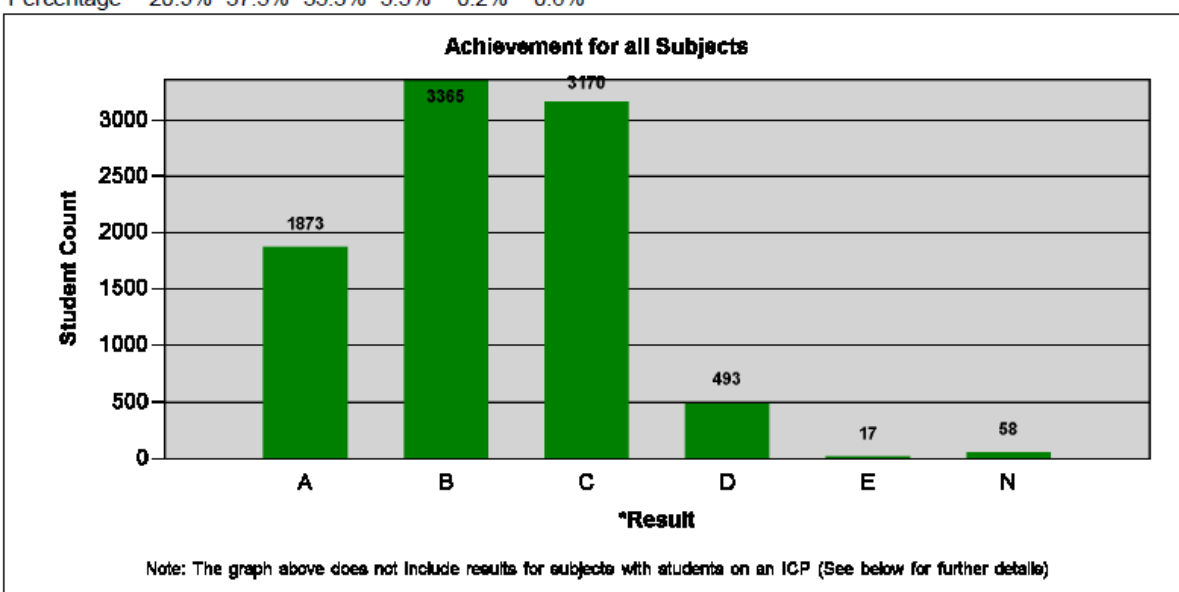
#### Assessment Results Whole School Summary

Semester 2 2017

Number of students: 1477

##### Achievement Breakdown

Rating	A	B	C	D	E	N
Percentage	20.9%	37.5%	35.3%	5.5%	0.2%	0.6%



### DEBATING

2017 was another very successful year of debating for Corinda State High students. This year, our competition expanded to include Moreton Bay Boys College and Kimberly College. 10 Corinda students received best speaker awards in their debates across the year. We had 15 year 7 students participate and the team ended up placing 5th overall. The year 8, 10 and 12 teams placed 4th overall and the year 11 team placed 2nd. The year 9 team took out first place and went through the competition undefeated until their final debate which was a very close one.



## SPORTING COMPETITIONS

In the last year of our four House structure, the fierce inter-house competition continued. The four houses, Bunar, Moori, Dibbil and Pirri competed against each other in swimming, cross country, and athletics. This year all three events were won by Pirri House.

House Championship Points				
	Bunar	Moori	Dibbil	Pirri
Swimming	2073.5	1451.5	1150	2174
X Country	1534	1308	1190	1539
Athletics	1920.5	1865	1639.5	1928
Grand Total	5528	4624.5	3979.5	5641



***Congratulations PIRRI  
2017 Champion House***

Age Champions						
	Swimming		X Country		Athletics	
	Boys	Girls	Boys	Girls	Boys	Girls
12 Years	Xander DUNN	Annabelle McKAY	Clay MACKENZIE	Annabelle McKAY	Opuni AGYAPONG	Henrietta MOORE
13 Years	Harry SIBLEY	Jessica MURPHY	Kieran ROCKS	Trinity DOOLAN	Paul FRANCIS	Kate McGHIE
14 Years	Caelan BUTCHER	Arieta KURUKITOGA	David ISHIMWE	Elissa RAYA	Lachlan MURE	Selu MAAMA
15 Years	Tristan NUTLEY	Mackenzie SIBLEY	Sean PACEY	Christina AMAJOUYI	Kobie RISELEY	Christina AMAJOUYI
16 Years	Billy PETERS	Eliza IRWIN	Gamoradine HASSAN	Rebecca GIBSON	Tristan MARTELL	Tasia LAMBERT
Open	Tomas LOTT	Masilina KURUKITOGA	Haruto MAKAI	Taliesha DERRICK	Cameron COOK	Taliesha DERRICK



Our House Masters (teachers) and Sports House Captains play a significant role in promoting House Spirit and organise lunch time sporting competitions in addition to the formal competitions.



### Inter-House Swimming

The 2017 Junior and Senior Swimming Carnivals took place at Dunlop Park Aquatic Centre. There were many outstanding performances on the day but a special mention to Pirri House, who dominated the Swimming Carnival, winning their first Swimming Championship since 2010!



**CONGRATULATIONS TO PIRRI, SWIMMING CHAMPIONS FOR 2017**



### Inter-House Cross Country

The 2017 Cross Country Carnival was held on site, with the weather being absolutely perfect for distance running. It was great to see such a large number of competitors running the course and see so many students out on the main oval in their house colours cheering on all runners as they started and finished! A great performance from Pirri House who followed up their swimming carnival victory, with a cross country title too, their first since 2003.

**CONGRATULATIONS PIRRI, CROSS COUNTRY CHAMPIONS FOR 2017**



### Inter-House Athletics

The 2017 Athletics Carnival took place at Ambiwerra Fields on the last day of term. The outstanding efforts of all students were inspiring to watch but the day culminated with the Principal's Gift which saw the fastest male and female sprinters stake their claim against Ms Jamieson. The race had a photo finish with Sara Daly, Corinda Sports Captain being crowned.

**CONGRATULATIONS PIRRI, WHO COMPLETED A CLEAN SWEEP OF THE CARNIVALS TO BE CROWNED 2017 ATHLETICS CHAMPIONS.**



## Value Add

### GIFTED AND TALENTED SNAPSHOT

2017 saw the inaugural Year 10 Honours Program commence which provided a further extension for our exceptional learners. Upon graduation from the Programs of Excellence in Junior Secondary students were invited to participate in one or more Honours Programs across Maths, English, Science and Humanities. These exceptional students took part in programs that extended their subject learning as well as broadening their creative and critical thinking skills.

This new program now extends our offerings for gifted learners by 50% to include both academic, sporting and creative programs for gifted learners in Years 7 to 10.

The formal identification, assessment and case management of gifted learners grew by 26% in 2017 as a more formal and transparent process was initiated. Student data is now actively reviewed, students identified and assessed and then case managed for individual curriculum provision as well as social and emotional support to ensure they are meeting their potential.

The specific training of teachers in Gifted Education has also been a focus in 2017 as our teacher enrolment in training specifically targeted to gifted provision grew by 36%. This means that teachers of gifted students are formally trained in identification, differentiation and case management to more effectively provision for our gifted learners.

	2013	2017	% Increase
Student Participants	549	672	22%
Programs Offered	6	9	50%
Staff PD enrolled	28	38	36%
Staff PD retention	30%	89%	59%
Gifted identification + management	0%	26%	26%
Gifted co teaching	0%	100%	100%

### THE ARTS AT CORINDA SHS

2017 saw another huge year of success in The Arts. We spent the year focusing on not only *Exceeding Expectations* but developing stronger connections to the community and showcasing our work.

#### Creative Generation Visual Art Excellence Success

Corinda continued its run of success with the Ministers Award in Art Excellence in 2017. In April we had both Elouise Hulme and Annabelle Wood (students from 2016 year 12) have their art works on display in GoMA at Southbank. Both these students were chosen to join 20 other students across the state from both private and public schools as part of the annual Excellence Awards. We also had success in the 2017 Creative Generation Visual Art Excellence Awards. Didi Mulligan, Leah Kelly and Chantelle Kone all received commendation



awards. Each school is only permitted to enter 4 entrants and all 4 of ours were successful! This is a first for Corinda and an exceptional achievement! In 2018 Jesse Makepeace's work was one of the 570 submitted that was awarded an Excellence Award, thus becoming a part of this elite exhibition. Student works from Corinda Visual Art Department have been selected in this exhibition for 5 consecutive years. Our school is one of only three schools throughout Queensland who have had works consistently selected in the last 5 years. In addition to this, last year's year 12 cohort was the only cohort in Queensland whereby all 4 works submitted were shortlisted.

### Raw Dance Company Partnership

2017 saw the growth of our partnership with Raw Dance Company. Students in year 10, 11 and 12 now have the opportunity to undertake a diploma in Musical Theatre or their Certificate III in Dance through the highly reputable Dance Company at Moorooka. The industry leading studio pushes students to their limits and crafts highly trained professionals who are ready to enter the work force after their graduating showcase. In 2016 we had one student partaking in this program and in 2017 we have increased to four full time dance students completing their courses.



### Dance Night 2017

During 2017 we held our Annual Dance Night, which was its 7<sup>th</sup> year and was yet another fantastic showcase of the talent at Corinda. Audiences were treated to a range of performances from Hip Hop to Musical Theatre. Students from all year levels performed, as did the Dance Troupe, Dance Crew and Dance Excellence classes.

The Corinda Dance Troupe has had a successful year at Dance Competitions across Brisbane and the Gold Coast taking home numerous ribbons from a variety of competitions. Achieving places in various events such as Brisbane and BPAC competitions. At each competition students have been competing against over 30 schools on stage and represented Corinda with pride.

- 2<sup>nd</sup> place BPAC Junior Troupe Hip Hop
- 2<sup>nd</sup> place BPAC Junior Musical Theatre
- 2<sup>nd</sup> place BPAC Senior Lyrical
- 3<sup>rd</sup> place BPAC – Tap Troupe
- Very Highly Commended BPAC Junior Contemporary
- 3<sup>rd</sup> place Beenleigh – 8 DNX Jazz
- 3<sup>rd</sup> place Beenleigh – 9 DNX Hip Hop
- 3<sup>rd</sup> place Beenleigh – 9 DNX contemporary
- Highly Commended Gold Coast – Snr Tap
- Very Highly Commended Gold Coast – Snr Jazz
- 3<sup>rd</sup> place Gold Coast – Snr Lyrical.



## Bravura Music Festival

2017 saw the launch of the annual Bravura Music Festival.

This unique festival is a joint venture for the schools in our local area to showcase their instrumental ensembles and receive formal feedback. For the first year we welcomed students from Oxley State School, Corinda State School, Sherwood State School, MacGregor and Corinda. This festival allows not only the students to perform publicly but also for them to see other students of varying abilities perform. It also allows the network of teachers in the area to work together in a formal setting and develop further opportunities for their instrumental students to grow as musicians.



## Corinda Primary Partnership

This year students from Corinda Primary were exposed to our High School Arts in numerous exciting ways. Our Instrumental Music students joined Ms Newham for specialist tutoring sessions of the junior music students. This allowed students on less familiar instruments to receive one on one instruction and ask a lot of questions about high school too!

Our Year 6 and year 5 students all completed a 5 week Art course with Ms Francis in our Art rooms. They developed a variety of Art works which they were able to take home as well as have them count towards their ACARA Reporting.

The senior Dance in Practice classes took their Musical Theatre Choreography pieces to the school to showcase what Dance is like in High School. The audience loved getting a few smaller performance items.

In addition, The Big Band and Strings students performed at the Festival of Nations Annual Event. It was strongly supported by the community and a great day out.

Great to see the High School and Primary School working so closely together!

## Homunculus Theatre Drama Partnership

In 2017 we were lucky enough to formalise a partnership with Homunculus Theatre and the incredibly talented Clint Bolster. Clint believes in expanding students' opportunities to play, express, be physical and discover the world through drama. A belief that our drama staff strongly hold also. The year 10 Drama class worked extremely hard with their Guest Director Clint and by the end of the creative process they celebrated how much they had developed. The workshops opened up the world of non-verbal communication to our students. They acknowledged how afraid they felt at first being spontaneous, taking risks and laughing at themselves. Their anxiousness about 'letting go' is partly to do with age but it is also a direct result of not having participated before in the comedy exercises and games that Clint offered. The workshops culminated in a unique and moving drama performance.

## Creative Generation Music and Dance

2017 saw some new additions to our usual Creative Generations performers. Alongside our dancers and singers, we also saw the first year of students auditioning and being accepted as part of the Orchestra!





Chung Pham, Tania Le and Kimberley Taylor Roberts were all successful in being offered positions in the Strings Ensemble and Patrick Drinkwater was offered a position in the Orchestra.

Once again, a student from Corinda was selected as a featured vocalist, Trinity Ng. This was Trinity's second year being offered a featured vocalist position.

We were also successful in placing two Featured dancer positions with Ashlee Berndt and Charlotte Broad.

## Instrumental Music 2017

2017 saw the introduction of the Wind Ensemble as well as our Drumline! We had a wonderful year continuing the tradition of music camp and also performing publicly on many occasions.



In addition to the fantastic performances we were also proud to experience student success with the SHEP program. The Queensland State Honours Ensemble Program brings together the finest young musicians, under the tutelage of a team of eminent international and national conductors, in a world-class environment. We had 8 students participate in SHEP this year. In addition to SHEP we had 6 students also successful in the Metro Symphonic Orchestra. This is a first for Corinda and we are proud to be a part of this wonderful Music Program. Quite an achievement for the instrumental department!

## Oxley Road Music Festival

The Oxley Road Music Festival began in 2007. The initiative fosters relationships between our secondary school's music program and those of the surrounding primary schools. Students who attend the festival benefit from the responsibility involved in mentoring and tutoring beginners. Furthermore, the experience creates a reflective dialogue between conductors and students about technique, rehearsal strategies and ensemble skills.

In Term 3 Corinda's dedicated Instrumental Music staff and students worked alongside special guests, Oxley State School (Mr Tom Stewart), Corinda State School (Mrs Karen Newham and Mrs Fiona Lougheed) and Sherwood State School (Mr Bevan Messenger and Mrs Fiona Lougheed), for the annual Oxley Road Music Festival. Corinda SHS hosted more than 400 students at the two day event. Visiting strings and concert band students were inspired by the Corinda SHS students' genuine enthusiasm and the calibre of their musicianship.



Monday featured senior ensembles and on Tuesday the junior groups were in attendance. Each full day workshop culminated in a series of massed performances for friends and families. Mrs Newham, Mr Stewart and Mr Messenger are a formidable musical trio who lead back-to-back massed concert bands through three challenging pieces per day, polishing and preparing students to play en masse. Primary school Concert Band students were treated to some impressive performances by the Corinda SHS Symphonic Band, Big Band and Wind Ensemble. Ms Margaret Caley, assisted by Ms Rebecca Starr, guest conducted two days of string ensemble workshops and rehearsals. Corinda SHS's Amadeus Strings and Chamber Strings delighted their audiences with a varied program of repertoire in the Drama Studio. Our percussion specialist Mr Sweeper assisted bands on Monday, tutoring senior percussionists and fine tuning technique as they tackled some challenging and independent percussion features in their pieces.

## SCHOOL SPORT

Our school enjoyed another dominant sporting display in 2017 within the West Brisbane District competitions. Corinda not only continued its winning way, but it also continued to produce multiple teams in all sports.


















The 2017 season saw Corinda achieve the following team performance results:

- 15 District Championships
- 1 Metropolitan Sport Championship

Individual Student Performance:

- 12 Metropolitan West Representatives
- 22 Queensland Representatives
- 3 Australian Representatives

Regional Representatives					
<b>Opuni Agyapong</b> MW Athletics	<b>Christina Amajouyi</b> MW Football	<b>Nickolas Bobbermien</b> MW AFL	<b>Ella Borcak</b> MW Tennis	<b>Olivia Brown</b> MW Tennis	<b>Harry Christie</b> MW Football
					
<b>Sara Daly</b> MW Football	<b>David Ishimwe</b> MW Football	<b>Gemma Kirwood</b> MW Athletics	<b>Natasha Le Bas</b> MW Basketball	<b>Ivan Pule</b> MW Rugby Union	<b>Lillian Sleiman</b> MW Touch
					

State Representatives					
<b>Christina Amajouyi</b> Queensland Futsal	<b>Micaela Anstey</b> Queensland Futsal	<b>Oscar Ash</b> Queensland Futsal	<b>Lukas Blahout</b> Queensland Futsal	<b>Lachie Bugeja</b> Queensland Futsal	<b>Harry Christie</b> Queensland Futsal
					
<b>Sara Daly</b> Queensland Futsal	<b>Thomas Hart</b> Queensland Futsal	<b>David Ishimwe</b> Queensland Futsal	<b>Cooper Newberry</b> Queensland Futsal	<b>Timothy Nguyen</b> Queensland Futsal	<b>Cody Oestreich</b> Queensland Futsal
					
<b>Ashley Philp</b> Queensland Futsal	<b>Kieran Rocks</b> Queensland Futsal	<b>Toby Smith</b> Queensland Futsal	<b>Lachlan Sutor</b> Queensland Futsal	<b>Alex Tweedie</b> Queensland Futsal	
					

National Representatives		
<b>Romain Aliphon</b> Australlian Futsal	<b>Keirrah Andrews-Young</b> Australlian Futsal	<b>Toby Smith</b> Australlian Futsal
		

## Tennis Program of Excellence

The number of students seeking entry into the Corinda State High School Tennis Excellence Program continued to grow in 2017. For the third year running our Tennis teams dominated other schools in the Metropolitan West Region. Our seven district championships resulted in two Metropolitan Grand Final appearances. With the grade 10 and under boys winning the school's second Metropolitan title. For the third year in a row Open Girls Tennis Team dominated the Queensland School Sports Teams Tennis Tournament and qualified as one of the few State Schools at the State Championships held in Rockhampton. Our girls finished fourth which is an excellent effort for a team comprised completely of Junior Secondary students.

Improvement is at the forefront of the Tennis Excellence Program at Corinda. We are focused on the process of making great tennis athletes, not just on the court but off the court too. We are committed to ensuring parents and students understand the importance of education as a foundation for success in any sphere of life. In 2017, two of our athletes were granted scholarships to Tennis Australia's National Academy and a past student received a Scholarship to Stirling University in Scotland. This is a reflection of what the program aims to achieve; to provide opportunities for students to become professional tennis players but also to keep options open by supporting their academic achievement and gaining some experience by training with other elite tennis players.



## Football Excellence Program

Corinda State High School and its Football Excellence Program continues to have success on and off the pitch.

We celebrated our four regional (Metropolitan West) football representatives – Sara Daly (U19 Girls), Christina Amajouyi (U15 Girls), Harry Christie, and David Ishimwe (both U15 Boys) – who represented Corinda SHS proudly at their respective QLD Schools Football Championships.

Our Futsal teams again saw success on the court – from the 12 teams entered into the South East QLD Futsal in early Term 1, we had 3 teams (U12 Boys, U13 Boys, and U14 Boys) achieve qualification to the QLD Champion of Champions tournament – as one of the top 8 ranked teams in SEQ. From this tournament, our U13 and U14 Boys qualified for the Australasian Futsal Titles as one of the top 4 ranked teams in QLD. At the Australasian Futsal Titles in November, our U13 Boys narrowly missed the semi-finals – placing 5<sup>th</sup> overall – while our U14 Boys won an unprecedented 3<sup>rd</sup> successive Australasian Title. Well done to coach Vaughan Hogan and the boys!





In district football competition, both our Year 8 Boys and Year 9 Boys were named West Brisbane District Champions - with both teams advancing to the latter stages of the Metropolitan Football Finals. Our Bill Turner Boys team had a very successful season – defeating Redbank Plains SHS, Ambrose Treacy College, The Gap SHS, St. Peter Claver College, and Marsden SHS on their way to being one of the final 8 teams in QLD. Our boys met Ipswich Grammar School in a tightly contested game where they were narrowly defeated 2 – 1 in extra-time. A great season though, with a number of U13 and U14 Boys who will still be eligible to play in 2018.



Off the field we celebrated establishing official partnerships with both Lions Football and RHP Physiotherapy. With the majority of Corinda 's Football Excellence students representing Lions FC at club level, it made sense to develop an official link with the club itself. The partnership has seen a number of additional Lions players join the Corinda SHS Football Excellence Program from other schools. Having RHP Physiotherapy on board as a partner has been great for our staff and students. Qualified physiotherapists worked regularly with our players, throughout the year, to educate them and develop their personal skills in regards to load management, injury prevention, and stretching among other topics.



As part of the Football Excellence Program, all students are required to meet high effort and behaviour expectations. From 2018, our senior Football Excellence students will begin working with the Leaders of Evolution (Athlete Leadership Program), where they will learn valuable life skills. Our Football coaching staff are all fully qualified, and all coaching at a National Premier League level. Our coaches are excited to continue developing and expanding the Football Excellence Program from 2018 and beyond.



## SCIENCE AND AGRICULTURE

### Agriculture Farm

The Sheep Show team competed at four agricultural shows throughout 2017 including Rocklea, Mt Gravatt, The EKKA, and just over the border at Murwillumbah. Our students benefited from working closely with other schools and gained an appreciation for what's required to be successful in the highly competitive area of stud sheep showing.

The agricultural curriculum had a very busy year with a strong focus on local, sustainable production. Our year 7 and 8 Agricultural Technology classes learnt about, designed and built solar powered aquaponics units to grow both plants and fish in a symbiotic closed system. Students were also assessed on their ability to build a shelter from locally sourced raw products such as bamboo. Plenty of problem solving and team work were required to produce a suitable final product.

### Maths and Science Excellence

Our Maths and Science Excellence classes visited QUT Cube for some “real world” challenges including understanding why Earth is in the “Goldilocks Zone” for habitable planets, palaeontological preservation techniques and how fossils are formed over millions of years.

### Primary School Outreach in Agriculture and Science

We ran two specialist programs in Agriculture and Science to provide unique opportunities for students from surrounding primary schools. The first program was called “Corinda SPA” (Soil, Plants & Animals) supported by the University of Queensland (UQ) School of Agricultural and Food Sciences (SAFS). Dr Bernhard Wehr from UQ SAFS explored soil chemistry and effect of compaction on plant health in a very interactive presentation. Students looked at the importance of bees to food production and then had the chance to identify and diagnose a pest infestation or nutrient deficiency issue.

The second program assisted year 2 students from Corinda State School to explore living, non-living and products from living things as part of their Australian Curriculum Science unit bringing an authentic learning experience to their learning.





## Stem

### *10 Science Honours*

Our Year 10 Science Honours students competed in the Science & Engineering challenge against some of Brisbane's most prestigious schools. Our students showed particular finesse in constructing a bionic hand capable of sign language gestures and carrying out several tasks requiring delicate dexterity. Our afternoon session team took first place in this challenge. Finally, when it came to uneven surfaces and constructing articulated platforms capable of manoeuvring across such terrain, we had it covered! Our full day "Mission to Mars" team achieved first place and managed to safely deliver the cargo on time.

### *Technology – How Technology Is Used and Infrastructure Work*

Digital data logging technology is used extensively in science to accurately quantify events that occur either too quickly or too slowly for us to record using our five senses. Year 12 physics students were able to use motion sensing technology to explore the factors that influence the terminal velocity of an object falling under gravity. This technology also allows all of our students to study light intensity, temperature, sound and many other phenomena that are otherwise difficult or impossible to put a number on. It opens up a world of deep questioning and thinking possibilities.



## INTERNATIONAL STUDENT PROGRAM

### Study Tours

Study Tours are an integral part of the International Program at Corinda. This year we have hosted four Study Tours with students coming from China, Thailand and Taiwan. Each tour group ranges from 15 to 30 students. When these students visit our school, they are involved in a number of activities: each group participates in English lessons, they visit various local tourist attractions and they buddy with our students as well as attending regular classes.

Families in our Corinda community who host our visiting students are very generous with their time and make the student feel part of the family. When a visiting student arrives they are partnered with a daytime 'buddy', a Corinda student who has agreed to look after that student for the duration of their visit. The outstanding benefits of having students visit the school include the friendships formed, the culture exchanged and the opportunity for Corinda students to use their newly acquired language skills.

Our longest and most intense Study Tour is the Suzhou tour that arrives every July from China. These students attend a language school in China that specialises in English classes. In order to support their English learning they travel overseas for six





weeks to immerse themselves in an overseas English speaking country's daily life and culture. During their visit to Corinda, the Chinese students attended Australian cooking lessons, visited the school farm, and went on excursions to Lone Pine, Mt Coot-tha Botanical Gardens, South Bank and the Gold Coast. They enthusiastically adopted the Australian way of life and their English improved on a daily basis.

Our Corinda students really embrace these visitors. This year the Chinese students worked with our own students in class on daily conversation in Chinese, they showed our students how to do Chinese calligraphy and the visitors performed the fan dance for our students. Life-long friendships were formed. Students are able to keep in contact so easily now and we hope in the future these students will have an opportunity to meet up again.



At this school learning is unlimited – for staff and students – our school, our world, our dream – to ensure that our students are ready for what is ahead, they are globally engaged and competitive, and most importantly will exceed your expectations.

I can feel it.....can you feel it.....

