

# Corinda State High School Annual Report 2018





## Table of Contents

Contact Information .....	3
School Overview .....	4
Principal's Foreword .....	5
Introduction: 2018 – Crack the Code .....	5
School Progress towards its goals in 2018 .....	8
Future Outlook .....	10
Explicit Improvement Agenda .....	10
Our School at a Glance .....	11
School Profile .....	11
Competitive advantage .....	11
Our vision .....	12
Our purpose .....	12
Our Values .....	12
We Believe .....	12
Characteristics of the Student Body .....	13
Overview .....	13
Average Class Sizes .....	13
Environmental Context .....	13
Curriculum Delivery .....	14
Our Approach to Curriculum Delivery .....	14
Science & Mathematics – School Of Choice .....	16
Extracurricular (Co-Curricular) Activities .....	16
How Information and Communication Technologies Are Used To Assist Learning .....	17
Social Climate .....	19
Overview .....	19
Parent, Student and Staff Satisfaction .....	21
Parent and Community Engagement .....	23
Respectful Relationships Programs .....	24
School Disciplinary Absences .....	25
Environmental Footprint .....	25
School Funding .....	26
Our Staff Profile .....	27
Workforce Composition .....	27
Staff Composition, Including Indigenous Staff .....	27
Qualification of All Teachers .....	27
Professional Development .....	28
Expenditure On and Teacher Participation in Professional Development .....	28
Staff Attendance and Retention .....	28
Staff Attendance .....	28
Proportion of Staff Retained from the Previous School Year .....	28
Performance of our students .....	29
Key Student Outcomes .....	29
Student Attendance .....	29
Student Attendance Distribution .....	29
Description of How Non-Attendance Is Managed by the School .....	30
NAPLAN .....	31

<i>NAPLAN Mean Scale Scores by Strand for Year 9 Test 2018</i>	32
<i>NAPLAN Mean Scale Scores by Strand for Year 7 Test 2018</i>	32
<i>Reading Comparisons – Value Add for Years 7 - 9:</i>	33
<i>Writing: Unpacking and Measuring Growth</i>	33
<i>Numeracy</i>	34
Year 12 Outcomes.....	34
<i>Apparent Retention Rate – Year 10 to Year 12</i>	37
<i>Student Destinations</i>	37
Other Key Outcomes.....	38
Achievement Outcomes .....	38
Debating.....	39
Sporting competitions .....	39
<i>Inter-House Swimming</i>	40
<i>Inter-House Cross Country</i>	40
<i>Inter-House Athletics</i>	41
Value Add.....	41
Gifted and Talented Snapshot .....	41
The Arts at Corinda SHS .....	44
<i>Visual Art Excellence</i>	44
<i>Media Department</i>	44
<i>Drama</i>	45
<i>Dance</i>	46
<i>Music</i>	47
<i>Creative Generation 2018</i>	47
<i>Instrumental Music 2018</i>	48
<i>Homunculus Theatre Drama Partnership</i>	48
<i>Oxley Road Music Festival</i>	49
Inter-School Sport.....	49
<i>Tennis Excellence Program</i>	51
<i>Football Excellence Program</i>	52
<i>Bill Turner Cup</i>	52
<i>Bill Turner Trophy</i>	53
<i>West Brisbane District and Metropolitan Finals</i>	53
Agriculture .....	54
<i>Agricultural Technology</i>	54
<i>Science</i>	55
<i>Stem</i>	57
Languages .....	58
<i>Scholarships</i>	58
<i>Competitions</i>	58
<i>Language Weeks</i>	58
<i>Confucius and our Chinese Program</i>	59
<i>Upcoming Study Tours</i>	59

## Contact Information

Postal address:	46 Pratten Street Corinda 4075
Phone:	(07) 3379 0222
Fax:	(07) 3379 6958
Email:	principal@corindashs.eq.edu.au
Webpages:	<p>www.corindashs.eq.edu.au</p> <p>Additional reporting information pertaining to Queensland state schools is located on</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
Contact Person:	Helen Jamieson, Executive Principal





## 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 in 2017.

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 2017 the school was acknowledged by the Courier Mail as one of the top ten most innovative schools in the state. This is a fully embedded practice in the school.

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 (SLP) 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 Foreword

### INTRODUCTION: 2018 – CRACK THE CODE



Our 2018 Speech Night theme 'Crack the Code' has carried over into this Annual Report and represents our culture at Corinda – our unrelenting focus on unlocking our student outcomes and destinations and creating a code for success for every student. Corinda is a unique code.

Our school is embracing the many and varied opportunities to open our students minds to the virtual reality that awaits them – and in doing this we live by our Code. Our strategic direction is encoded in all that we do and we are scoring high points as we navigate the various levels including; 100% QCE for 8 consecutive years; highest OP scores in the history of our school ranking us among the best performers; smashing trends in NAPLAN with exceptional value add in reading, writing and numeracy; award-winning programs and unique entrepreneurial opportunities. We are revolutionising education in this rapidly changing world and our students are equipped to navigate the complex levels of the game that awaits.

Our code consists of very deliberate algorithms with a focus on teaching and learning, ensuring we create real world, future-focussed learning experiences. Literacy and numeracy is at the forefront of our work – our code breaker. We celebrate our NAPLAN gains, recognising that it is not just about our school results but about individual learning and we examine and measure each individual students' gains. We as a school embrace NAPLAN to ensure our students have the right foundations for success, further unlocking the code.

We have unique programs on offer, which we are continuously improving. In 2018, we were awarded a Regional Showcase Award for our partnership with the Queensland Tennis Centre. This distinctive and highly specialised program provides a direct pathway to the Queensland Tennis Centre Performance Academy and our students have access to elite coaching staff and world class facilities. Student National rankings have significantly improved since commencement of this program. Our Biology students have the unique opportunity to apply their skills and RPL to a Certificate III in Laboratory Technology at Southbank TAFE giving them dual qualifications in Biology and Laboratory Technology. We provide flexible coding with multiple paths in the game – a unique partnership and opportunity only afforded at Corinda.

Corinda is an actively global school, which is another part of our strategic algorithm. Globally focussed opportunities are embedded in all classrooms. The Department of Education and Training International recognised this with the Connecting Globally award of a \$10,000 grant. We also won another \$10,000 award for the Internationalisation of our Curriculum. The school recognises the importance of preparing students to engage with the new opportunities of a connected and global economy – the interface of the global citizenship code.

Our Agricultural initiatives have reached new heights this year, with our unique partnership with Growers and Turners (G & T) and the Stephanie Alexander Garden Foundation. We are the first Australian high school to engage with G & T and are excited by the work we are championing with Paddock to Plate – linking our agricultural studies and food testing with our Hospitality programs. Our students are excited by these initiatives and relish the chance to immerse in this level of the game.


Entrepreneurial Excellence is another driving denominator in our algorithm and part of this is our work with our Carbon Neutral code. Thanks to the programming determination of 2018 School Captain, Dhruv Singh and our Business Manager Kelli Gallagher, Corinda has finally cracked the Carbon Neutral code. We are the first school in Queensland and the only school in Australia to hold current Carbon Neutral accreditation.

The Entrepreneurial Code is a future skillset required of this young generation and we recognise as a school the importance for staff and students to embrace entrepreneurial skills. Our future programmers showcase problem solving, innovation, and creative skills – key assets for this generation.

The Corinda Code is unique and we believe that in 2018 our students have demonstrated their ability to unlock this code.

Code is never found, it is only ever made by us and must be experienced at every level – we have cracked the code and unlocked the future. This is our Corinda – our home that we are very proud to be a part of and come to each day... we always aim to exceed your expectations.

*Our Vision – to Exceed Your Expectations!*



Helen Jamieson  
Executive Principal



# CORINDA STATE HIGH SCHOOL

**QUEENSLAND'S FIRST  
AND ONLY  
ACCREDITED CARBON  
NEUTRAL SCHOOL**



**QCE ATTAINMENT  
100%**

8 consecutive years



**REGIONAL WINNER  
SHOWCASE AWARDS  
FOR EXCELLENCE**

Tennis Excellence

**YEAR 7-9 NAPLAN  
GAINS SURPASSED  
STATE AND NATIONAL  
GAINS**



## EXPLICIT IMPROVEMENT AGENDA

**RECOGNISED BY COURIER  
MAIL AS THE MOST  
IMPROVED SCHOOL  
ACROSS THE STATE OVER  
THE PAST 10 YEARS**

**CONNECTING GLOBALLY  
AWARD &  
INTERNATIONALISATION  
OF CURRICULUM AWARD**



**2018 OP DATA BEST IN  
HISTORY OF SCHOOL**

27% OP 1-5

**UNIQUE SPACE  
DESIGN CURRICULUM**



Invited to compete at NASA on  
International stage – 3 years

**EXCEED YOUR EXPECTATIONS**



## SCHOOL PROGRESS TOWARDS ITS GOALS IN 2018

The 2018 school year was the third 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		
			2016	2017	2018
<b>SCHOOL CURRICULUM</b> Powerful Learning and Innovative Curriculum	Year 12 outcomes	OP 1-5	14%	19.7%	27%
		OP 1-15	77.8%	86.3%	85%
		VET qualifications	100%	100%	100%
		QTAC offers	97.3%	99%	99%
		QCE/QCIA	100%	100%	100%
		Next Step Data –% of students taking up university studies	39.4%	43.7%	unknown
		% of students in meaningful pathways	77%	76.1%	unknown
	Year 7 and 9 NAPLAN	% students in upper 2 bands of each domain:			
		Reading	29.2%	22.6%	30.7%
		Writing	14.2%	17.2%	14.2%
		Spelling	37.5%	39.1%	41.8%
		Grammar & punctuation	32.8%	24.5%	28.8%
		Numeracy	36.4%	33.7%	30.0%
		Eligible students above NMS			
		Reading	96.9%	94.0%	96.7%
		Writing	90.2%	90.1%	92.1%
		Spelling	95.3%	96.0%	96.4%
		Grammar & punctuation	95.3%	92.7%	95.5%
		Numeracy	98.1%	97.7%	98.8%
		% students in upper 2 bands of each domain:			
		Reading	20.6%	19.7%	22.3%
		Writing	8.5%	17.6%	10.7%
		Spelling	24.0%	35.1%	25.9%
		Grammar & punctuation	19.0%	27.7%	29.8%
		Numeracy	27.3%	23.3%	28.6%
		Eligible students above NMS			
		Reading	93.0%	95.6%	94.8%
		Writing	81.5%	87.5%	73.5%
		Spelling	94.0%	95.3%	93.6%
		Grammar & punctuation	90.5%	94.3%	92.1%
		Numeracy	99.0%	99.0%	99.1%
<b>SCHOOL &amp; COMMUNITY</b> Sense of Community	Attendance	Average	Increase in average attendance rates	92.9%	92.3%
		Aboriginal and Torres Strait Islander Students	Increase in average attendance rates	91.3%	90.7%
	Satisfaction	Parents	% of parents satisfied they are getting a good education at CSHS	92.2%	93.7%
		Students	% of students satisfied they are getting a good education at CHS	94.0%	93.5%
		Leadership	% of students exiting with Level 2 AVL*	100%	100%
<b>TEACHING PRACTICE</b> Exceptional Staff	Satisfaction	Staff	% of school staff satisfied with access to professional development	84.7%	85.2%
			% staff satisfied with morale in school	69.4%	68.2%
			This is a good school	96.0%	91.9%
			I would recommend school to others	91.8%	84.5%

In 2018 there were 86 parents who responded to the School Opinion Survey. The survey was distributed to all parents and caregivers via electronic means. There are approximately 1200 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 2018 include:

- Focus on improvement in attendance rates for all students.
- Mapping of Positive Education with Behaviour Management and Pastoral Care.
- 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.

The greatest positive gains from 2017 with our parents was the category “Student Behaviour is well managed at this school.” This resulted in an 11.8% improvement in satisfaction. This supports our work around high expectations and promoting an orderly learning environment.





## FUTURE OUTLOOK

We are very driven by 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 over the next twelve months.

Our unrelenting focus on reading has proven to be very successful with the 2018 value add data for our 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. Our partnership with Dr Ian Hunter with Write That Essay – a proven writing program that we believe will make significant improvements in our students' writing will be our 2019 focus. Already, our staff have enthusiastically embraced this initiative resulting in greater student uptake – stronger engagement in the pen to pixels hardware of writing. A deliberate strategic plan for the implementation of this significant piece of work is being implemented and we look forward to this being fully embedded across the school in the coming years and celebrating its gains.

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 2018 all staff completed formalised training through Geelong Grammar Positive Education Institute. Full school implementation will occur through 'living it' and 'teaching it' with students over the coming years. Student and staff health and wellbeing is a priority for our school as we develop resilient learners who can adapt with the potential challenges. A whole school approach is being implemented across the school, with the introduction of Positive Education pastoral care lessons being introduced over the next twelve months.

The implementation of the new QCE will continue to be a priority with considered monitoring of our Academic Coaching program, and feedback processes to ensure students are performing at their optimal level and are prepared for new approaches to assessment. This has strongly influenced our improvement agenda for the next twelve months.

## EXPLICIT IMPROVEMENT AGENDA

The new building program will allow us to explore innovative learning spaces and implement our learning from evidence based worldwide research. This, linked closely to our Pedagogical Improvement focus will enable us to focus on developing 21<sup>st</sup> century skills. The School Council is working closely with the staff to ensure the new facilities are appropriate for the modern learner. We are excited by this opportunity to develop exciting learning spaces.



## 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:	1846

#### Enrolment Collection

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2016	1828	905	923	42	95%
2017	1786	872	914	41	97%
2018	1846	922	924	40	95%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

### 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 – 2018 saw the best OP data in the history of the school, sustained reading gains and consistent and strong value add with NAPLAN
- Recognised by the Courier Mail as the most improved school over the past ten years
- Recognised by the Courier Mail in 2017 as one of the top ten most innovative schools in Queensland
- 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 – 100% QCE for the past 8 years
- First and only school to achieve Carbon Neutral status and the only accredited education institution in Australia
- 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 1836 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	2016	2017	2018
Year 7 – Year 10	25	26	25
Year 11 – Year 12	20	19	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, Visual Arts, Music Excellence, Design & Built Environment and Culinary Excellence
- 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 III in Early Childhood Education and Care
Certificate II in Rural Operations	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 Automotive Vehicle Preparation	Certificate III in Dance
Certificate II in Cabinet Making	Certificate III Beauty Services
Certificate II in Plumbing	Certificate III in Allied Health Assistance
Certificate II in Sampling and Measurement	Certificate III in Laboratory Operations
Certificate II Health Support Services/Certificate II in Community Services	Certificate III in Music Industry
Certificate II in Telecommunication/Technology	Certificate III in Makeup Artistry
Certificate II in Salon Assistance	Diploma in Business
Certificate III in Applied Fashion Design and Technology	

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 2018, 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 2018 proved very successful resulting in the strongest results ever achieved by a cohort.



### *Year 10 Honours Program*

The Year 10 Honours Program for highly capable students transitioning from Excellence Programs in Junior Secondary allowed students to extend beyond the curriculum and better prepare for their Senior academic studies. 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.

## 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)
- 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
- Readers Cup
- Human Powered Vehicles (HPV) competitions
- Student Leadership Opportunities
- Active Volunteering



- Farm Show Teams
- Excursions to places of educational significance and cultural enrichment
- Student Council
- Corinda Cares – Opportunities for community engagement/service

## 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.

<ul style="list-style-type: none"> <li>•To lead and manage ICT to innovate, support effective planning and decision making, engage stakeholder and improve processes and outcomes.</li> <li>•Provide effective communication and engagement with members of the Corinda State High School community.</li> </ul>	<ul style="list-style-type: none"> <li>•Deliver excellence in learning and teaching that maximises engagement, collaboration, academic progress, achievement and the diverse capabilities for each student.</li> </ul>	<ul style="list-style-type: none"> <li>•To empower and grow the capability and capacity of leadership, teachers and support staff to make a difference to the quality of learning and teaching, and the services delivered to all members of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>•To have available and reliable ICT services and infrastructure that meets the needs of the school both now and in the future.</li> </ul>
Leadership and Innovation 1	Revolutionary Learning 2	Exemplary Staff 3	Infrastructure and Services 4

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:

- Office 365 Suite, including OneDrive, OneNote, Class Notebooks, Outlook and Sharepoint
- Autodesk (CAD development software/ DT)
- Adobe Master Suite Collection (Digital Design Classes and Digital Technologies)
- MYOB (Accounting software)
- Garage Band/ Musition/ Auralia (Arts specific software)
- Arduino, Micro:bits, EzRobot Software, SQL Lite, CoDrone Programming Software, Python Programming and Visual Studio Code (Digital Technologies/ Robotics)
- ReadCloud, Jacaranda LearnOn Suite, Cambridge, Pearsons and Nelson/Cengage (Digital textbook platform)
- Paint 3D, SketchUp and MakerBot Printer Software (for 3D Printing)
- ClassVR for virtual and augmented reality (across all learning areas)
- STILE Learning Management System (Science)

- Efofex Mathematical Equation Creator Software (Maths)
- Education Perfect (Languages)
- Printer Services using Papercut

We have a number of pilot programs being implemented in 2019 and into 2020:

- Screen-casting and Video Recording Software for flipped classroom opportunities
- Drone programming for cross-curricular purposes
- Literatu (data collection and analysis tool)
- Artificial Intelligence and Smart Car Technology pilots
- Automation through robotics for cross-curricular purposes
- Embedding Digital Technologies curriculum in junior excellence classes to align with industry trends and real-world applications

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

- Phoenix (Agriculture Studies)
- Write That Essay online platform
- Education Perfect (cross-curricular) ‘
- Robotics AI Platforms - MiRo

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 proven to be very positive with over 97% 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

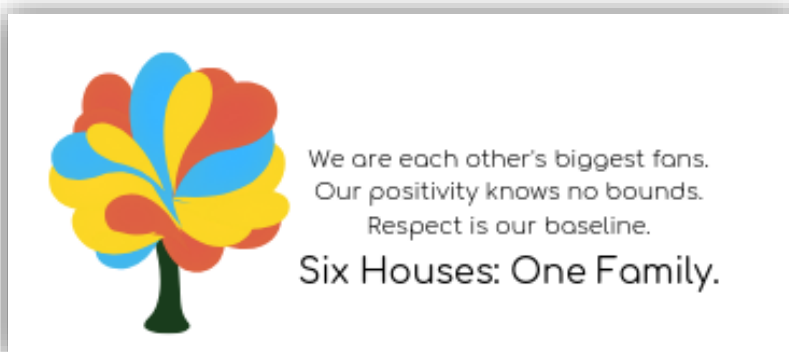
Corinda State High School presents a holistic education that caters for every area of a young person's life – social, emotional and physical. One of the strategic thrusts in the school's Strategic Plan is *Community and Identity* to develop and retain authentic reciprocal relationships in our community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

#### *Pastoral Care – Six Houses, One Family*

##### *The Vertical House System at Corinda State High School*

At Corinda, the school is divided into six houses – Bunar, Dibbil, Kabul, Moori, Pirri and Yarraman who are led by House Masters. We have vertical Home Groups, where there is a mix of students from Years 7 – 12 in the class who are all from the same House.

This system not only helps promote House Spirit, and leadership, but it provides support and social development for students as the students stay in their Home Groups throughout their schooling journey. Vertical Home Groups provide new opportunities for students to gain self-knowledge and friendships as they interact with older and younger peers. It is about finding their identity within Corinda's student body. Each House has its own core values, which are a part of students' language, shaping our conversations and student development.





Throughout life, people rarely operate in groups that are systematically separated by age. The range of social relationships students build in a multilevel classroom more closely reflects the diverse social situations individuals encounter in workplaces, communities, and families. By this factor alone, we are preparing our students for future successes. The role of the Home Group teacher is instrumental in helping to foster, lead and build in this environment. They help to monitor student welfare, attendance, uniform. They are a crucial link between school and home.

Thank you for being a cheerful home group. You have welcomed me every day with your cheeky smiles.  
-Vanessa, Kabul

It's been a pleasure experiencing this with you all. I couldn't have thought of a different group of people to start my day with.  
-Alice, Pirri

I hope that you guys will be able to develop a stronger and more intimate friendship within the upcoming years.  
-Maria, Bunar

When you strive to meet new people no matter the age, gender, or race, amazing things happen.  
-Jess, Yarraman

Thank you so much for helping me start off every day with a smile. I am blessed to have experienced 2018 alongside you all.  
-Aaron, Dibbil

Making home group a memory I will think of fondly.  
-Josh, Moori

Reflections from 2018 Year 12 Students on the Home Group Structure

The House Masters oversee 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. The House Masters work as a collegial team with a shared vision. Their mission statement is to provide a safe environment, which promotes and supports health and wellbeing and therefore academic outcomes and to create competitive and collegial House Identity (Six houses one family).

Across the year, House Masters investigate and address bullying reports and wellbeing concerns, some reported through the implementation of the Stymie resource program. House Masters have increased their contacts with students and parents to ensure that each child is working to the best of their ability in class. With academic coaching, behaviour support plans, case management, and development of student leadership, House Masters work on ensuring that each child access all they need at Corinda SHS to excel, not only for today, but for tomorrow.

### *Inclusive Practices*

During 2018 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 program 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**

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.

#### *Parent Opinion Survey*

Performance measure			
Percentage of parents/caregivers who agree# that:	2016	2017	2018
their child is getting a good education at school (S2016)	92%	94%	92%
this is a good school (S2035)	96%	90%	87%
their child likes being at this school* (S2001)	94%	89%	88%
their child feels safe at this school* (S2002)	92%	90%	86%
their child's learning needs are being met at this school* (S2003)	91%	89%	86%
their child is making good progress at this school* (S2004)	92%	95%	90%
teachers at this school expect their child to do his or her best* (S2005)	91%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	86%	91%
teachers at this school motivate their child to learn* (S2007)	86%	81%	86%
teachers at this school treat students fairly* (S2008)	83%	76%	80%
they can talk to their child's teachers about their concerns* (S2009)	95%	88%	94%
this school works with them to support their child's learning* (S2010)	89%	84%	84%
this school takes parents' opinions seriously* (S2011)	82%	76%	82%
student behaviour is well managed at this school* (S2012)	90%	75%	87%
this school looks for ways to improve* (S2013)	94%	87%	87%
this school is well maintained* (S2014)	92%	88%	89%
* 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.			

### Student Opinion Survey

Performance measure			
Percentage of students who agree# that:	2016	2017	2018
they are getting a good education at school (S2048)	94%	94%	96%
they like being at their school* (S2036)	86%	85%	89%
they feel safe at their school* (S2037)	90%	95%	90%
their teachers motivate them to learn* (S2038)	91%	91%	89%
their teachers expect them to do their best* (S2039)	97%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	89%	94%
teachers treat students fairly at their school* (S2041)	68%	73%	74%
they can talk to their teachers about their concerns* (S2042)	65%	72%	75%
their school takes students' opinions seriously* (S2043)	79%	70%	73%
student behaviour is well managed at their school* (S2044)	74%	66%	69%
their school looks for ways to improve* (S2045)	90%	89%	87%
their school is well maintained* (S2046)	87%	89%	77%
their school gives them opportunities to do interesting things* (S2047)	86%	87%	81%
* 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.			

### Staff Opinion Survey

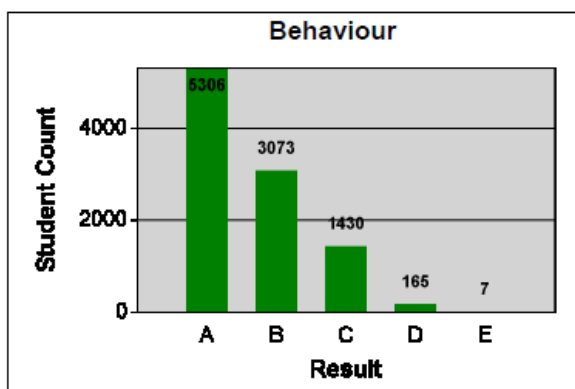
Performance measure			
Percentage of school staff who agree# that:	2016	2017	2018
they enjoy working at their school (S2069)	95%	91%	92%
they feel that their school is a safe place in which to work (S2070)	98%	93%	92%
they receive useful feedback about their work at their school (S2071)	83%	77%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	78%	77%
students are encouraged to do their best at their school (S2072)	97%	100%	96%
students are treated fairly at their school (S2073)	94%	99%	93%
student behaviour is well managed at their school (S2074)	89%	88%	82%
staff are well supported at their school (S2075)	83%	72%	73%
their school takes staff opinions seriously (S2076)	74%	71%	70%
their school looks for ways to improve (S2077)	95%	88%	92%
their school is well maintained (S2078)	94%	94%	89%
their school gives them opportunities to do interesting things (S2079)	91%	85%	79%
* 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 graph below sets out semester 2, 2018 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.

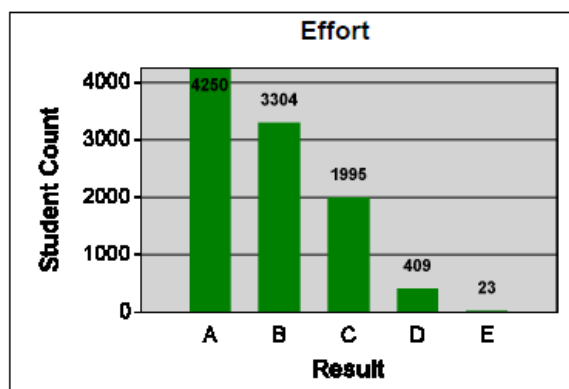
#### Behaviour Breakdown

Rating	A	B	C	D	E
Percentage	53.2%	30.8%	14.3%	1.7%	0.1%



#### Effort Breakdown

Rating	A	B	C	D	E
Percentage	42.6%	33.1%	20%	4.1%	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 designed to focus on appropriate, respectful and healthy relationships. These are 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 2018 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.

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	2016	2017	2018
Short Suspensions – 1 to 10 days	133	173	207
Long Suspensions – 11 to 20 days	7	6	12
Exclusions	14	9	20
Cancellations of Enrolment	13	1	4

The introduction of the Stymie anonymous reporting program resulted in an increase in actioned behaviour incidents. This assisted us in ensuring our high standards and expectations are enacted and maintained. During 2018 we experienced an increase across all school disciplinary absences as a result of students being able to anonymously report breaches. This has sent a very clear message to our school community that we are committed to providing a safe and supportive learning environment.

## Environmental Footprint

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

During 2018 we achieved our goal of being accredited as a Carbon Neutral School – the first and only school in Queensland to achieve this accreditation and the only accredited Education Institution in Australia. We are very proud of this achievement as it has been a long term goal. Some of the strategies we have implemented include:

- Encouraging and monitoring recycling stations
- Monitoring energy use across the school – using green energy
- 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
- Development of gardens within the school building structure to support paddock to plate
- Strategies to include whole of life purchasing with a priority for sustainability.



## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity - kWh	Water - kL
2015-2016	582,339	2,342
2016-2017	561,182	3,001
2017-2018	563,044	3,691

Note:

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

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

## School Funding

### *School Income Broken Down By Funding Source*

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

#### **How to access our income details**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

#### **Note:**

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

## Our Staff Profile

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

2018 Workforce Composition			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	141	54	<5
Full-time Equivalents	135	40	<5

\*Teaching staff includes School Leaders.

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

### Qualification of All Teachers

Teacher* Qualifications	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	25
Graduate Diploma etc.**	41
Bachelor degree	76
Diploma	3
Certificate	0
*Teaching staff includes School Leaders	
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. (Template doesn't include first *)	

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 2018 were \$284,032, which equates to approximately \$2180 per teaching staff member.

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.
- Write That Essay Training
- 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 QCE)
- Syllabus Implementation
- Certificate IV in Training and Assessment
- Inclusion and differentiating the curriculum
- Australian Curriculum Professional Development
- Curriculum Specific Professional Development
- Positive Education Training
- International Collaboration
- Professional Learning Communities – PLC engagement.
- DET Compulsory Training Modules.



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

## STAFF ATTENDANCE AND RETENTION

### Staff Attendance

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

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### KEY STUDENT OUTCOMES

#### Student Attendance

The overall student attendance rate in 2018 for all Queensland Secondary schools was 89%.

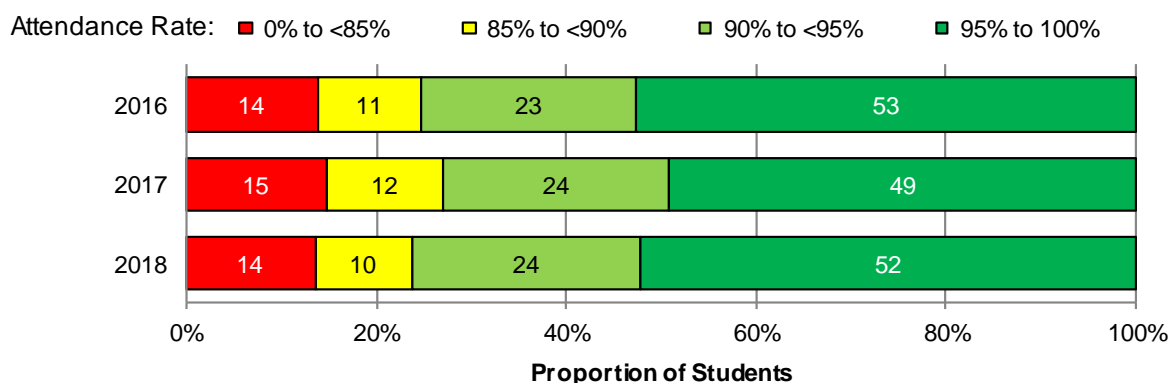
The table below shows the attendance rates at this school as percentages:

Student Attendance 2017			
Description	2016	2017	2018
The overall attendance rate* for the students at this school	93%	92%	93%
The attendance rate for Indigenous** students at this school	91%	91%	90%
<p>*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.</p> <p>** Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.</p>			

Average student attendance rate (%) for each year level						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2016	95%	93%	92%	92%	92%	93%
2017	95%	92%	92%	91%	92%	92%
2018	94%	93%	92%	92%	92%	94%
<p>Notes:</p> <p>Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.</p> <p>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.</p> <p>DW = Data withheld to ensure confidentiality.</p>						

#### Student Attendance Distribution

The proportions of students by attendance range: 2018



## 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 90% 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 2018 we awarded 48 Excellent Attendance Awards (not more than one explained absence for the school year), 78 Perfect Attendance Awards (100% attendance for the whole year), and 4 Five Years Perfect Attendance Awards (100% attendance for the five years).

Attendance data is regularly monitored by the Student Engagement Officer and House Masters 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.
House Masters and Deputy Principals attend House assemblies to remind students about the importance of attending school.	Fortnightly
Attendance data and or information session about attendance is presented at House Master meetings.	Once a term
Students are taught absentee procedures during Home Group. 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
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

Action	Monitoring/Timeline
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 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

- Click on the *My School* link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.

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

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

#### Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.

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 2018

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
Reading												
2018	327	578	586	593	545	547	549	↑	570	↑	584	↔
Writing												
2018	328	520	529	538	482	484	487	↑	512	↑	542	↓
Spelling												
2018	328	585	592	600	554	556	558	↑	575	↑	583	↔
Grammar and Punctuation												
2018	328	581	590	599	547	549	551	↑	572	↑	581	↔
Numeracy												
2018	322	591	598	605	558	559	561	↑	581	↑	596	↔

### Student Distribution National Comparison

Year	Bottom 20%		Middle 60%		Top 20%	
	%	n*	%	n*	%	n*
<b>Reading</b>						
2018	18.7	61	59.0	193	22.3	73
<b>Writing</b>						
2018	21.0	69	58.5	192	20.4	67
<b>Spelling</b>						
2018	18.9	62	55.2	181	25.9	85
<b>Grammar and Punctuation</b>						
2018	17.4	57	52.7	173	29.9	98
<b>Numeracy</b>						
2018	18.3	59	59.3	191	22.4	72

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

## NAPLAN Mean Scale Scores by Strand for Year 7 Test 2018

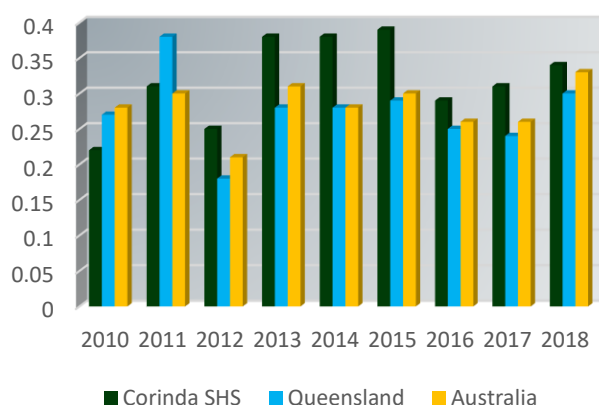
School					All Students							
					Like Schools				State Schools		National	
Year	n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
Reading												
2018	329	537	545	552	508	510	511	↑	529	↑	542	↔
Writing												
2018	330	499	506	512	460	462	464	↑	482	↑	505	↔
Spelling												
2018	330	558	565	572	520	521	523	↑	536	↑	545	↑
Grammar and Punctuation												
2018	330	539	548	557	509	511	512	↑	533	↑	544	↔
Numeracy												
2018	327	542	549	556	512	513	515	↑	533	↑	548	↔

### Student Distribution National Comparison

Year	Bottom 20%		Middle 60%		Top 20%	
	%	n*	%	n*	%	n*
<b>Reading</b>						
2018	17.9	59	58.7	193	23.4	77
<b>Writing</b>						
2018	14.2	47	67.6	223	18.2	60
<b>Spelling</b>						
2018	11.2	37	58.2	192	30.6	101
<b>Grammar and Punctuation</b>						
2018	18.2	60	61.8	204	20.0	66
<b>Numeracy</b>						
2018	20.2	66	59.6	195	20.2	66

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

Reading Effect Size over time on  
NAPLAN



The Reading Effect Size graph demonstrates the school value add with reading over time. The sustained gains have outperformed State and National gains since 2011. Year 9 2017 was the first cohort of year 7 into 9, with their year 7 schooling being the introduction of year 7 into high school in Queensland. This was the real measure of value add for our school, having measurable outcomes over the two-year period while at the school. The 2018 NAPLAN Reading data, confirms sustainable gains for the second year 7 cohort. The comparisons set out also highlight the movement in the number of students moving upwards from bottom 20% to the middle 60% and the number of students moving into the top 20% over the two-year period.

### Reading Comparisons – Value Add for Years 7 - 9:

CURRENT YEAR 9	Year	School Mean	National Mean	State Mean	Bottom 20%	Middle 60%	Top 20%	NMS% Nation	NMS State	NMS% Corinda
	Year 7 2015	545	546	534	22.1 (64)	65.2 (189)	12.8 (37)	95.4	95.8	99.3
	Year 9 2017	547	581	565	17.3 (51)	63.1 (186)	19.7 (58)	91.7	90.8	95.6
CURRENT YEAR 7	Year	School Mean	National Mean	State Mean	Bottom 20%	Middle 60%	Top 20%	NMS% Nation	NMS State	NMS% Corinda
	Year 7 2016	540	541	530	26.4 (84)	53.5 (170)	20.1 (64)	94.6	94.6	96.9
	Year 9 2018	586	584	569	18.7 (61)	59 (193)	22.3 (73)	93.4	88.1	94.8

### Writing: Unpacking and Measuring Growth

Year	Corinda Mean	National Mean	State Mean	Bottom 20%	Middle 60%	Top 20%	NMS% Nation	NMS State	NMS% Corinda
Year 7 2016	506	515	594	24.3 (77)	61.5 (195)	14.2 (45)	87.3	89.7	90.2
Year 9 2018	529	542	512	21.0 (69)	58.5 (192)	20.4 (67)	79.5	66.4	73.5

## Numeracy

School mean has continued to increase and perform above State and National means. Mean standard improvement (consistently positive with steady trajectory) 2008 - 2018 is measured at 11.2 while the State has measured 8.6 relative to the Nation.

In 2018 our Writing mean increased, but the National mean also increased. The other States have performed much better than Queensland to pull the National mean up. This comparison highlights percent at National mean has dropped but when looking at our school performance you can see the mean in writing increased since year 7, and the number of students in the top bands increase and reduced the number in the bottom. Work in progress.

## 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 2018 a total of 27% of OP eligible students achieved an OP 1 – 5. In total 85% achieved an OP 1 – 15, 100% achieving a QCE/QCIA and 100% of students exiting with a nationally recognised VET qualification. This is the eighth year in a row that 100% of the year 12 cohort graduated with a QCE/QCIA. This is something of which we are all very proud.



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 in terms of students using the CCEs.

Intensive tracking with all VET subjects ensured students successfully completed their qualifications and were in appropriate pathway choices. In 2018 100% of students graduated with a Certificate II in Active Volunteering. There were 95 students who graduated with a Certificate III qualification and 41 students who graduated with a Diploma qualification.

An intensive QCS preparation program was implemented with students to prepare them for this rigorous testing. Our Academic Coaching program continued in its seventh 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; 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 2019 school year saw the release of some exciting results for our 2018 graduates. We were very proud of their OP outcomes – achieving the best in the history of our school for 1 – 5 and QCS test result. Also being recognised as one of the most improved high schools in Queensland for academic performance in the last 8 years. Our unrelenting improvement agenda to maximise student achievements resulted in the 2018 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:

- 85% of students achieved an OP 1 – 15.
- Two students achieved an OP 1.
- A significant increase in the number of students achieving either an A or B on the QCS test with the best recorded QCS result in school history.
- 100% students achieved a Queensland Certificate of Education (QCE) or QCIA – 8<sup>th</sup> consecutive year.
- 41 students graduated with a Diploma qualification, which is approximately equivalent to an OP 9.
- 95 achieved a Certificate III qualification, which is approximately equivalent to an OP 15
- 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	2016	2017	2018
Number of students who received a Senior Statement	309	299	260
Number of students awarded a Queensland Certificate of Individual Achievement.	4	1	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	305	298	258
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	144	147	102
Percentage of Indigenous students who received an OP	44%	0%	22%
Number of students awarded one or more VET qualifications (including SAT)	308	299	259
Number of students awarded a VET Certificate II or above	308	298	259
Number of students who were completing/continuing a SAT	21	16	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	78%	86%	83%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	96%	99%	99%
Notes: <ul style="list-style-type: none"> <li>• The values above:               <ul style="list-style-type: none"> <li>– are as at 11 February 2019</li> <li>– exclude VISA students (students who are not Australian citizens or permanent residents of Australia).</li> </ul> </li> <li>• <i>Indigenous</i> refers to Aboriginal and Torres Strait Islander people of Australia.</li> </ul>			

## 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
<b>2016</b>	20	50	42	32	0
<b>2017</b>	29	46	52	19	1
<b>2018</b>	23	38	24	17	0

Note:

The values above:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Vocational Educational Training Qualification (Vet)

### Number of students awarded certificates under the Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or IV	Diploma
<b>2016</b>	191	307	80	21
<b>2017</b>	172	298	71	7
<b>2018</b>	136	258	95	50

Note:

The values above:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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 Rural Operations	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 Automotive Vehicle Preparation	Certificate III in Dance
Certificate II in Cabinet Making	Certificate III Beauty Services
Certificate II in Plumbing	Certificate III in Allied Health Assistance
Certificate II in Sampling and Measurement	Certificate III in Laboratory Operations
Certificate II Health Support Services/Certificate II in Community Services	Certificate III in Music Industry
Certificate II in Telecommunication/Technology	Certificate III in Makeup Artistry
Certificate II in Salon Assistance	Diploma in Business
Certificate III in Applied Fashion Design and Technology	



## Apparent Retention Rate – Year 10 to Year 12

Apparent Retention Rates* Year 10 To Year 12			
Description	2016	2017	2018
<b>Year 12 student enrolment as a percentage of the Year 10 student cohort</b>	86%	88%	91%
<b>Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort</b>	79%	100%	100%
Notes: 1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%). 2. <i>Indigenous</i> refers to Aboriginal and Torres Strait Islander people of Australia.			

## Student Destinations

### Post-School Destination Information

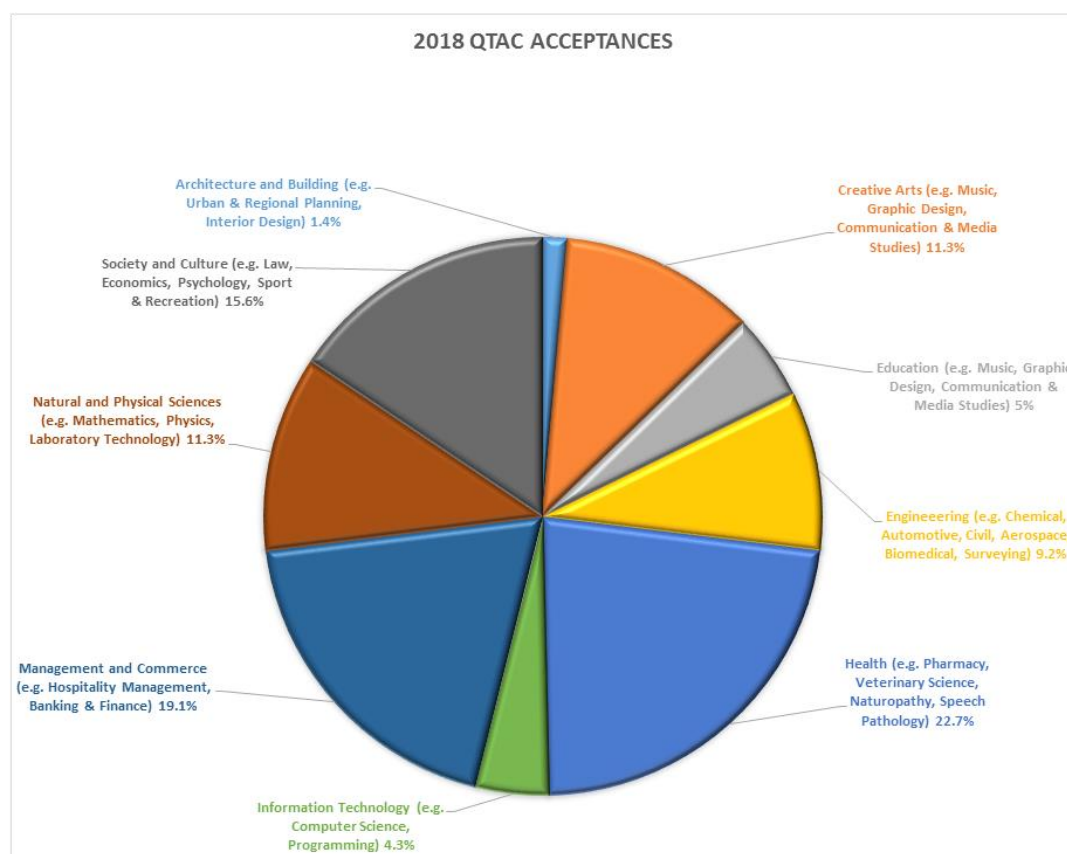
The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the school's website in September.

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:



### 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, 2018. This data shows that 92.5% 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

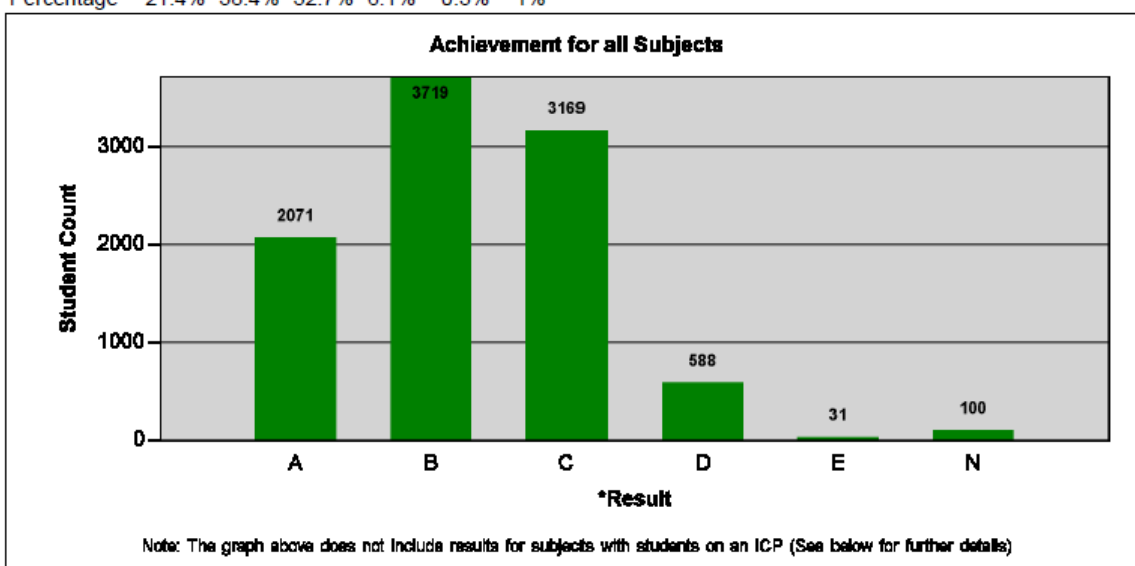
#### Assessment Results Whole School Summary

Semester 2 2018

Number of students: 1557

#### Achievement Breakdown

Rating	A	B	C	D	E	N
Percentage	21.4%	38.4%	32.7%	6.1%	0.3%	1%



## DEBATING

2018 was a very successful year of debating for the Corinda State High School debaters. Our year 7 team, consisting of beginners to debating, worked hard to improve across the year and finishing with a win. Amily Le Souvannam received two best speaker awards and Madeline Daly received one. The 8s were a more experienced team, with a year of debating under their belts. They won two of their debates and Shashi Kubsad received a best speaker



award. The 9s were another team of fresh faces to debating and Phoebe Do was the standout with a best speaker award. The 10s and 11s won a debate each and Jemima Noller, Eva Simon and Susi Rea were best speakers. Very special mention goes to the year 12 debaters of 2018 who went through the entire year undefeated, taking out the whole competition. Every member of the team, consisting of Caroline Nguyen, Hana Yavari, Dhruv Singh and Jennifer Bradder-Denning, won at least one best speaker award. What an amazing result!

## SPORTING COMPETITIONS

In the first year of our six House structure, the fierce inter-house competition continued. The six houses, Bunar, Moori, Dibbil, Pirri, Kabul, and Yarraman competed against each other in swimming, cross country, and athletics. This year all three events were won by different houses, although Pirri House defending their 2017 Champion House title through sheer consistency. Well Done Pirri!

House Championship Points						
	Bunar	Moori	Dibbil	Pirri	Yarraman	Kabul
Swimming	230	285	243	310	397	255
Cross Country	207	198	210	219	179	220
Athletics	469	432	413	448	365	386
Grand Total	906	915	866	977	941	861



**Congratulations PIRRI**  
**2018 Champion House**

Age Champions						
	Swimming		Cross Country		Athletics	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>12 Years</b>	Callum Rollinson	Olivia Hollis	Lachie Hart	Scarlett Purser-Bailey	Callum Rollinson	Miassar Kleibo
<b>13 Years</b>	Jordan Tunnah	Amy Freudenberg	Clay MACKENZIE	Micaela Anstey	Amien Kleibo	Amy Freudenberg
<b>14 Years</b>	Harry Sibley	Jessica Murphy	Bashar Salman	Trinity Doolan	Paul Francis	Kaviesha Barton
<b>15 Years</b>	Caelen Butcher	Arieta Kurukitoga	Kaleb Woudneh	Elissa Raya	Caelan Butcher	Selu Maama
<b>16 Years</b>	Tristen Nutley	Mackenzie Sibley	Aiden Snook	Christina Amajouyi	Cody Cush-Murphy	Christina Amajouyi
<b>Open</b>	Tomas Lott	Eliza Irwin	Gamradine Hassan	Talijah Blackman-Corowa	Jace Talefenua	Talijah Blackman-Corowa

### Inter-House Swimming

The 2018 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 Yarraman, who dominated the Swimming Carnival, winning their first ever carnival as one of our new houses!

**CONGRATULATIONS TO YARRAMAN, SWIMMING CHAMPIONS FOR 2018.**



### Inter-House Cross Country

The 2018 Cross Country Carnival was put on hold due to the wet weather. When the day finally arrived the weather was absolutely perfect for distance running. It was great to see so many students out on the main oval, cheering on all runners as they started and finished! A very close result with another first year house, Kabul, sneaking past last year's champions, Pirri, by just one point.



**CONGRATULATIONS KABUL, CROSS COUNTRY CHAMPIONS FOR 2018.**

## Inter-House Athletics

The 2018 Athletics Carnival ran for two days. The final day of the carnival was held at Ambiwerra Fields for the third year in a row. The outstanding efforts of all students were inspiring to watch. *Congratulations Bunar, who just pipped Pirri House, to be crowned 2018 Athletics Champions.*

**CONGRATULATIONS BUNAR,  
ATHLETICS CHAMPIONS FOR 2018.**



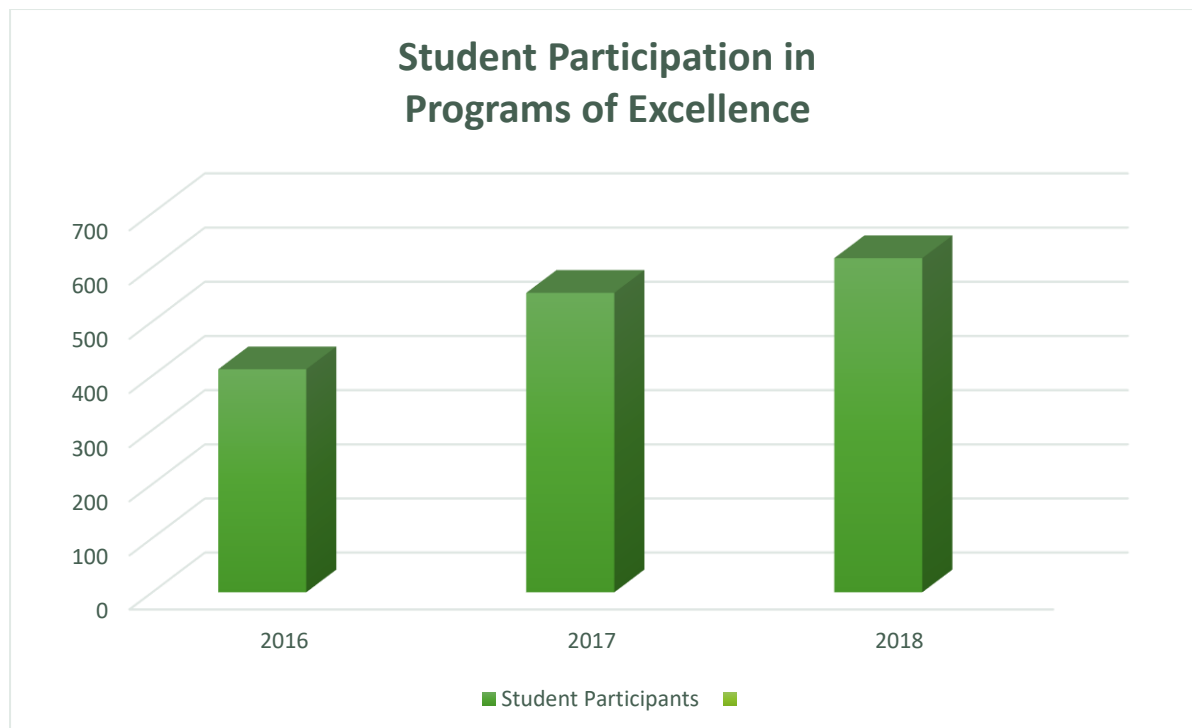
## Value Add

### GIFTED AND TALENTED SNAPSHOT

Gifted and Talented Education continues to thrive at Corinda SHS. 2018 saw the appointment of a Gifted and Talented Head of Curriculum to support staff and oversee the wide range of extension and enrichment opportunities available to our students including our Excellence Programs and year 10 Honours Program.

We have had great success in our Golden Opportunity Experiential Learning Days with 148 Primary school students attending in 2018. These days are designed to provide an opportunity for primary school students in the Corinda SHS catchment an opportunity to taste the range of excellence programs on offer. Golden Opportunity Experiential Learning Days focus on a higher order thinking skills including critical thinking, curiosity or collaborative problem solving. Refer to graph: *Students Attending Golden Opportunity Days 2018 by School.*

Our Excellence and Honours programs continue to be successful with high enrolments and interest from our primary schools.





An external review conducted on the Excellence Programs in early 2018 saw the development of an action plan using the inquiry cycle to improve the Gifted & Talented offerings at Corinda SHS. The actions included offering more targeted staff professional development, which resulted in the establishment of an Excellence Professional Learning Community.

Corinda's partnership with the Queensland Academy remains strong, with two members of the Senior Leadership Team being on the Queensland Academy Partnership Schools (QAPS) Executive Committee. This partnership allows open communication regarding gifted education across Brisbane schools with 2018 seeing the inaugural QAPS symposium take place. Ten Excellence teachers from Corinda SHS attended this event, two of these presenting their work with highly capable students to fellow educators.

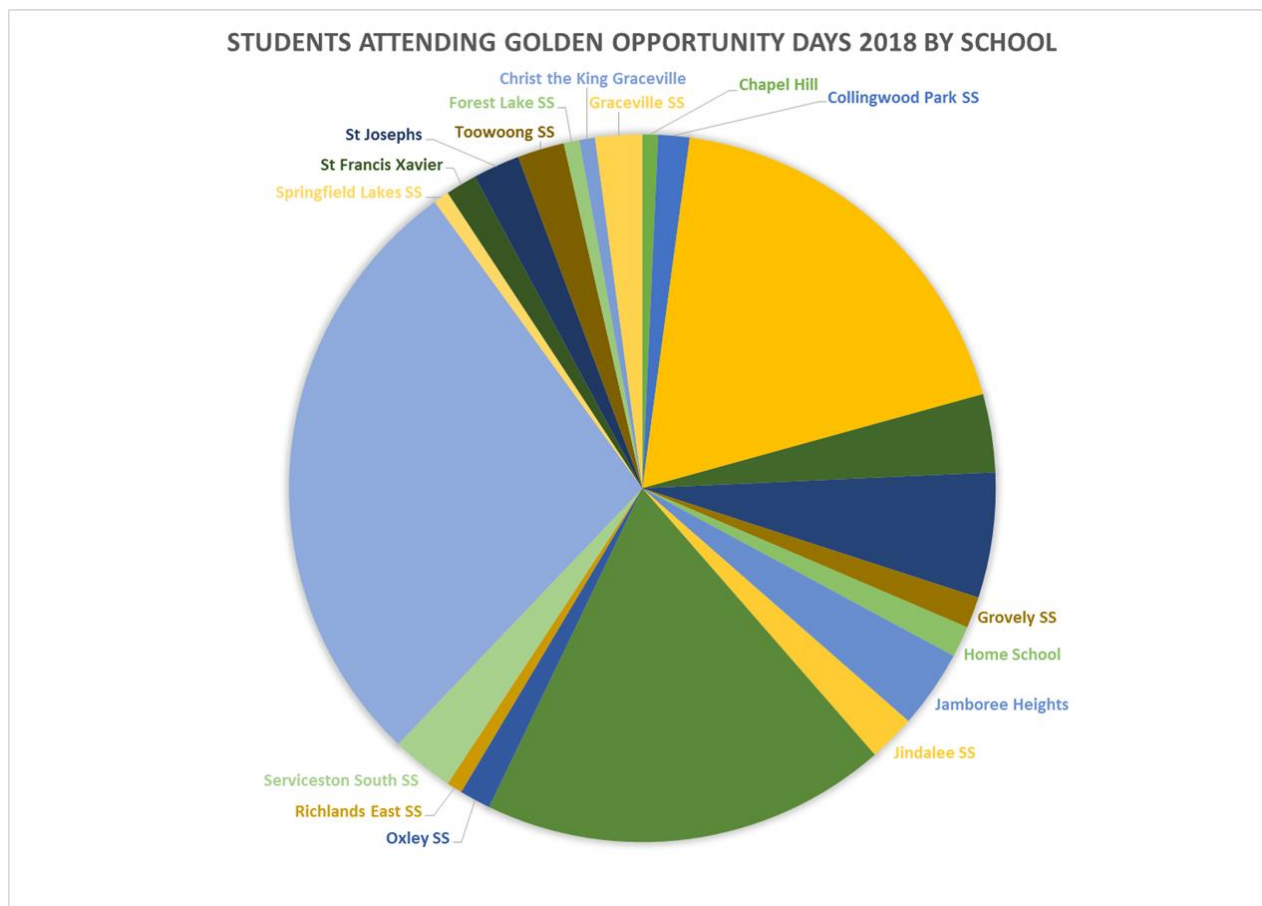
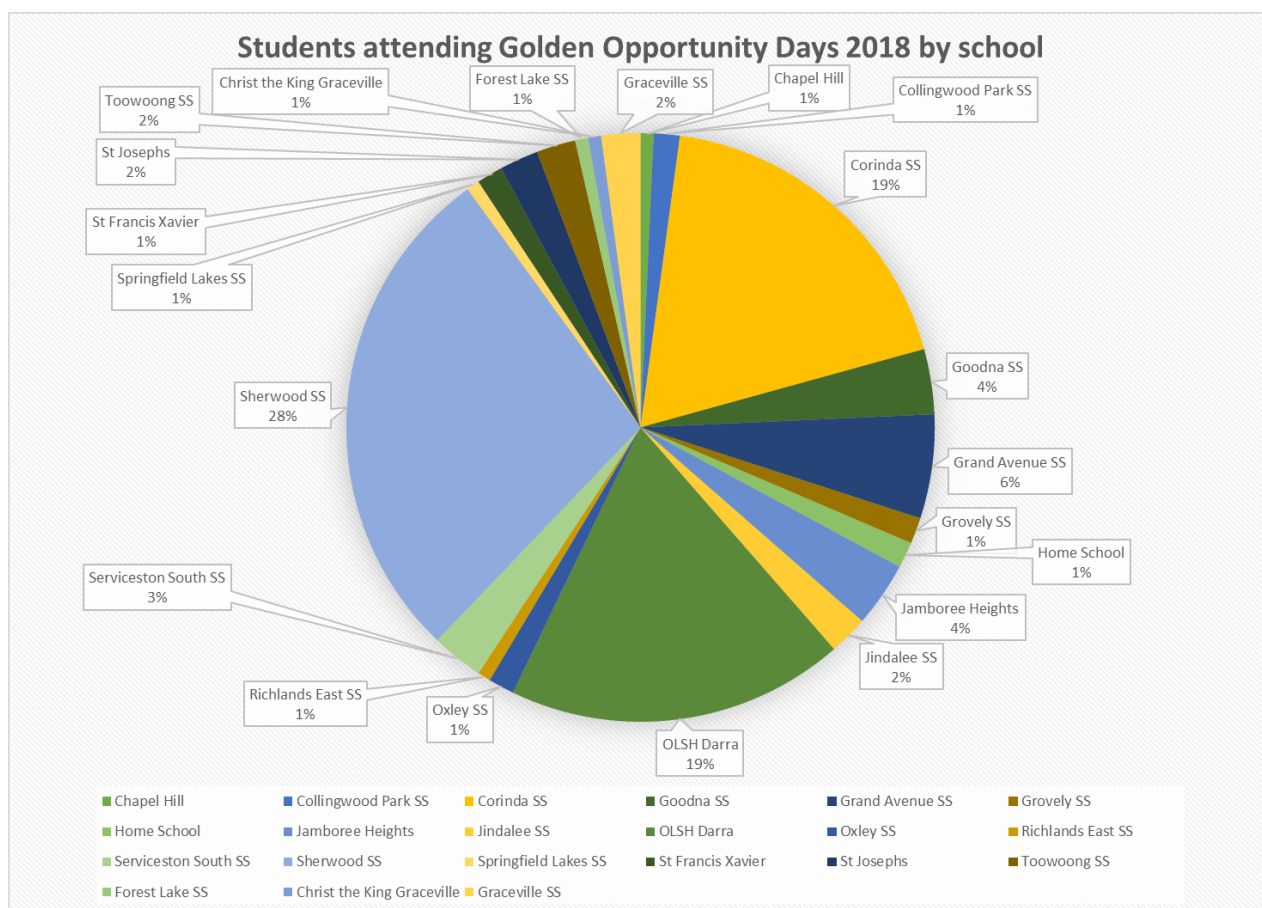
Case management of highly capable students across all year levels has continued with a range of formal and informal strategies used, including academic coaching and individual student mentoring and coaching. Year 10 students took part in the Allwell test, which is designed to identify the full range of abilities of students. With scope to provide this to all students in future years, this testing will ensure every student will be tested across a range of facets including general reasoning, verbal reasoning and non-verbal reasoning. Such standardised diagnostic tests will be used to support the identification process already in place.

The implementation of an enrichment and extension program prior to commencement of year 7 was developed ready for implementation on the Pupil Free Days in 2019. Planning for the implementation of a Culinary Excellence Program ready to start in 2020 is underway, boasting partnerships such as celebrity chef, Ben O'Donoghue from Billy Kart Kitchen and Training Direct.

A range of extracurricular programs were on offer including an after school coding partnership with the CIY Club (Code IT Yourself) offering enrichment to students from both Corinda SHS and our primary feeder schools. Students were also invited to participate in the Queensland Virtual STEM Academy provided by the Queensland Academies. We had seven highly capable students in Grade 7 and 8 complete a range of projects with an Audrino focus. One Literature team also competed in the annual Optiminds competition. This team, composed of five year 7 students, performed exceptionally in preparation and on the day of competition and were awarded Division II Honours.

For our verified as very superior and superior students we realised the need for an extension program that could target their exceptional abilities. From this need, the Maths Challenge Academy (Mathematics and STEM) and Pandora's Box Academy (English and Literature) were introduced to cater for the higher intellectual curiosity that these students craved.





## THE ARTS AT CORINDA SHS

2018 saw the Arts Department *Exceeding Expectations* through our excellent outcomes for students and strengthened programs with real world connections. The current trends in the workforce states that employers are seeking skills for the future. The most frequently identified by Australian companies in a recent survey conducted by the World Economic Forum listed Creativity, originality and initiative as their top skill. The Arts department has been focusing on how the Arts is creating critical thinkers who not only are creative but are resilient, innovative and are able to engage with communities to educate, question and provoke thought.



We have seen a growth in students choosing creative based career pathways and an increase in students being offered their first preference by QTAC. In 2018 Creative Arts students accounted for 11.3% of tertiary offers at CSHS, this was an increase from 4.7% in 2017. The Arts was successful in having a Dance Excellence student (Eliza Irwin) and Music Excellence student (Regan Dailey) be awarded Vice-Chancellor scholarships into the tertiary studies upon graduation in 2018.

### Visual Art Excellence



In 2018 the Visual Art department focused on the refinement of their programs to incorporate engaging and emerging technologies within the work programs. Our Digital Design Art classes now incorporate 3D Printing modules each year and students are able to design and develop products that are original and suited to a market.

Commissioned by the head librarian at the Corinda Council Library to create a display for book week, the Year 11 Visual Arts in Practice students were given a brief by their teacher to create artworks which either extended or complemented the stories in these picture books. This resulted in a series of creatively composed images and paintings that further embraced the story lines of these books. Students worked in the mediums of watercolour and collage to complement two shortlisted children's picture books – "Mopoke", and "The Second Sky".

### Media Department

2017 The media department strengthened its partnerships with USQ through the integration of our Media classes with state of the art facilities at USQ Springfield. Through our ongoing partnership with USQ students are able to use their recording studios, loan cameras and work with their lecturers. Students became students at the university for the day and access the university facilities and staff to create Videos for Change – short films which promote change in the wider community.

Media students were also given the opportunity to work with DV connect; a domestic violence group that connects women in need to support services. Last year DV connect had a partnership with the Brisbane



Broncos and needed a television advertisement which served as a PSA. Corinda was approached to support this event. Students from year 12 created an advertisement which was played throughout their games during their matches at Suncorp stadium.

In partnership with Oxley Primary, media students filmed the launch of their Indigenous community song. They created a film of the song launch for schools and the community as a record of the occasion.



On Term three USQ's Phoenix Radio recorded a live outside broadcast at second break from the school campus. Students were treated to performances from some of our best musicians. Staff and students were interviewed about their experiences at Corinda and the hosts got to try some of our exciting new tech, like the Class VR headsets. It was a wonderful experience to have our students perform live on the radio across USQ.

## Drama

This year saw the drama department take on a new adventure by taking part in The Scene Project. **The Scene Project** is a participatory style drama project, which involves schools in the creative process of performance, from rehearsal through to production. It is not a competition but a sharing of work, and acknowledges drama students and teachers as artists, encouraging live performance in a professional space and manner. *The Scene Project* involves students from Years 7 – 12, from Queensland Secondary Schools, private and state.

*The Scene Project* gave Corinda SHS the opportunity to access a newly commissioned unfinished script, "Good Grief"; written by Merlyn Tong. Creative License was given to us to analyse the script, as we wanted, choose bits, change, add and delete to create a work especially for our students and school. Groups had a term to work on their scenes. Corinda SHS participated as an extracurricular Drama project, working every Wednesday afternoon for two hours, with a cast of 19 from years 7, 9, 10, 11 & 12.

Being with like-minded young emerging artists and their teachers was an incredible experience. Our scheduled day was shared with the St Augustine's, Loganlea SHS, Springwood SHS and Somerset College. Each school's performance was different in style and dramatic meaning. Corinda SHS created a musical comedy that explored the script's political exploration of gender roles, entitled, "**Eternal Joy of Domesticity**". Travis Dowling, Associate Director, praised our school for its fresh and unique treatment of the script, saying that, "the risks we took turning a tragedy into a comedy created a more poignant artistic work."

When most off campus opportunities for the Arts are about competitions, we applaud the Queensland Theatre Company's initiative, which is more about appreciating the unique, individual artistic treatment of a script and the celebration of students having a voice.



## Dance

In 2018 the dance department continued to build upon its partnerships with RAW Dance Company and to strengthen our Dance Excellence program. We had one student graduate with their Certificate III in dance (Eliza Irwin) and two finish year 12 with their Diploma in Musical Theatre. Within our Dance cohort (Abbey Mackie and Riley Grigic). Additionally, Eliza Irwin was accepted into QUT's Bachelor of Fine Arts Dance and received one of the Vice-Chancellor Creative Industries Scholarships.

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. All awards at the dance competitions are amazing achievements as some categories feature up to 40 schools competing!

- Highly Commended Brisbane Eisteddfod - Junior Musical Theatre
- 5<sup>th</sup> place Brisbane Eisteddfod – Snr Jazz
- 6<sup>th</sup> Place Brisbane Eisteddfod – Snr Contemporary
- Brisbane Eisteddfod – Adjudicators award
- Highly Commended Brisbane Eisteddfod - Hip Hop Crew
- 2<sup>nd</sup> place BPAC – Jnr Musical Theatre
- 2<sup>nd</sup> place BPAC – Jnr Jazz
- Very Highly Commended BPAC – Hip Hop Crew
- Highly commended Gold Coast Eisteddfod – Jnr Jazz
- Highly commended Gold Coast Eisteddfod – Jnr Hip Hop
- 2<sup>nd</sup> place Gold Coast Eisteddfod – Snr Musical Theatre



The dance department has continued throughout 2018 to develop close ties with Corinda Primary school. Throughout Term 2 every Monday afternoon, one of our wonderful dance teachers, Mrs Boddice facilitated workshops for the Year 6 students at Sherwood State School. These students completed an ACARA dance performance task with Mrs Boddice for assessment and also performed at our Dance in Focus event. In Term 3, the Year 5 students worked with Mrs Boddice and the Year 4 students in Term 4. The students and teachers had a wonderful time working together to explore the dance curriculum.



## Music

Corinda's music department continued to shine in 2018 with our students achieving fantastic results. In particular, Regan Dailey, a Music Excellence student and Band Captain, was awarded the University of Queensland Vice Chancellor scholarship of \$10000 to study her bachelor of Fine Arts (Music) and Bachelor of Education.



Our Senior Music students worked on composition during Semester One, focusing on developing an original score for a short film. As part of their music studies the students were fortunate enough to work alongside Corinda SHS Music Excellence, Senior Music, Music Extension and Music Industry alumni Sam de Lange as a Composer in Residence. As a Corinda student Sam focused on Jazz Drum Kit performance and composition. In his senior year he successfully auditioned for a number of Music degrees at numerous Queensland universities and he accepted his first preference, a Bachelor of Popular Music at Griffith Conservatorium of Music. He worked closely with our students across the semester as they used the Music Department's suite of Macbook Pros and recording studio, assisting the students in workshopping their ideas and refining the production elements of their task.

## Creative Generation 2018

2018 saw six of our Dance students involved Creative Generations State Schools on stage. The students were engaged in rehearsals for the months leading up to the performance and lit up the stage in all of their performances. Three of our dancers were feature dancers in the program Abbey Mackie, Ashlee Berndt and Charlotte Broad. We commend them on their dedication to developing their industry dance skills by being involved in this large-scale professional performance.

## Instrumental Music 2018

2018 saw the introduction of a Jazz ensemble to our Instrumental Program taking our program up to eight ensembles:

- Chamber Strings
- Amadeus Strings
- Big Band
- Jazz Ensemble
- Wind Ensemble
- Symphonic Band
- Percussion Ensemble
- Drumline



We had a wonderful year continuing the tradition of music camp and also performing publicly on many occasions. 2018 was the year of Fanfare and Corinda hosted the state school ensembles showcase. Our fantastic ensembles led by our instrumental specialists achieved amazing results throughout the day.

- Percussion Ensemble – Gold award
- Symphonic Band - Gold award
- The Chamber strings – Silver award
- Amadeus Strings - Bronze award
- Big Band - Silver award

The Symphonic Band and Corinda Vocal ensemble has formed a partnership with the Boer War Association to perform as part of their annual memorial service in Anzac square. The event featured a very moving service with the band playing many hymns, including The Lord Is My Shepherd with our five senior vocalists.



It was a great honour to be invited to perform at this event and a testament to the reputation of our instrumental program.

In addition to the fantastic performances and success at Fanfare 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.

## 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.

## 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 Loughheed) and Sherwood State School (Mr Bevan Messenger and Mrs Fiona Loughheed), 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 Corinda SHS students' genuine enthusiasm and the calibre of their musicianship.

## INTER-SCHOOL SPORT

Our school enjoyed another dominant sporting display in 2018 within the West Brisbane and Eastern Taipans District competitions. Corinda not only continued its winning way, but it also continued to produce multiple teams in all sports.

The 2018 season saw Corinda achieve the following team performance results:




- 15 District Championships
- 3 Metropolitan Sport Championships (Year 10 Boys Tennis, Year 10 Girls Tennis, Year 9 Boys Football).


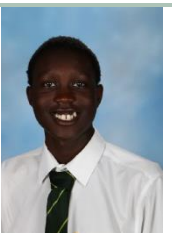








Individual Student Performance:



- 12 Metropolitan West Representatives
- 10 Queensland Representatives
- 4 Australian Representatives

Regional Representatives					
Opuni Agyapong MW Athletics	Christina Amajouyi MW Football	Santajiah Toa MW Rugby League	Tasha Toa MW Rugby League	Olivia Brown MW Tennis	Harry Christie MW Football
					



Regional Representatives					
<b>Arieta Kurukitoga</b> MW Netball	<b>James Le-McKay</b> MW Football	<b>Lachlan Mure</b> MW Football	<b>Trent Todd</b> MW Rugby Union	<b>Jace Talefenua</b> MW Rugby Union	<b>Jason Nguyen</b> MW Volleyball
					

State Representatives					
<b>Kieran Rocks</b> Queensland Football	<b>Mading Magot</b> Queensland Basketball	<b>Larzlo Sword</b> Queensland Rugby Union	<b>Harry Christie</b> Queensland Futsal	<b>Elijah Hardwick</b> Queensland Futsal	<b>Henry McPherson</b> Queensland Futsal
					
<b>Ashley Philp</b> Queensland Futsal	<b>Natasha Tran</b> Queensland Futsal	<b>Warren Harper</b> Queensland Futsal	<b>Michaela Williamson</b> Queensland Futsal		
					

National Representatives			
<b>Romain Aliphon</b> Australian Futsal	<b>Lachlan Suitor</b> Australian Futsal	<b>Lukas Blahout</b> Australian Futsal	<b>Maddison Dillon</b> Australlian U19 Womens Cyclocross Champion
			

## Tennis Excellence Program

### *West Brisbane District and Metropolitan Finals*

Corinda's Tennis Excellence teams were busy this year with the junior teams racking up an impressive 8 District Flags in the West Brisbane District Tennis Gala Days and Metropolitan Finals. Respectively, the year 7, 8, and 9 Girls teams and year 8 and 9 Boys teams won their games 6–0. The senior teams were also successful with both year 10 teams winning the District Title; impressively, the boys beat a determined Queensland Academy School in the final, 6–0. The Senior Girls beat Kenmore for the second year in a row, hardly dropping a game.

All games were played in good spirits with everyone enjoying a successful day at the courts. However, unfortunately the Senior Boys' team only just lost to Queensland Academy School in the final, 1-5. Overall, with 8 out of 10 teams winning their respective titles, it is something Corinda can be extremely proud of.



The year 10 Boys and year 10 Girls teams were a true success story of 2018, with their win in the U15's Metropolitan Competition. The finals were both played against Kelvin Grove who have dominated the competitions for the past 10 years. Our students were ecstatic when they got their hands on the 70-year-old cup after winning the competition. Given that Tennis is one of the four founding sports of the Metropolitan Competition, having the girls names appear on the cup for the first time and the boys, their second, is something to be extremely proud of. These players have worked so hard at their craft over the years and the proof is in their achievements in 2018. The students are looking forward to having a go at the Open Division in 2019.



## Football Excellence Program

### *South East Queensland Futsal Tournaments*

The first tournament of 2018 was the South East Queensland Australian Futsal Association Titles. This competition sees hundreds of teams from across South-East Queensland compete to be crowned SEQ Champions. This year Corinda entered 17 teams, with the U13 Girls & Boys, U14A Boys, U14B Boys, U15A Boys, U16A Boys, and Open Boys all qualifying for the top 16 Knockout Day playoffs.

Of these qualifiers, our U13 Girls, U14A Boys, U15A Boys advancing to SEQ semi-final playoffs with all 3 teams narrowly losing each game in fiercely contested matches. We had a record year with all 7 teams who made knockout day also qualifying for QLD Champion of Champions tournament. We saw 4 of those teams progress to quarter final games in their respective ages, with narrow losses in all 4 games. For the first time in 3 years we won't have a team progress to Australasian Titles, but still a great result for our school overall this year!



### **Most Valuable Player Awards**

**U12 Boys Futsal – Isaac Casemore**

**U13 Boys Futsal – Sachin Prasad**

**U14 Boys Futsal – Kieran Rocks**

**U15 Boys Futsal – Caleb Pavey**

**U16 Boys Futsal – Prefina Mabelo**

**Open Boys Futsal – Clay Jensen**

**U13 Girls Futsal – Michaela Anstey**

**U16 Girls Futsal – Christina Amajouyi**

**Open Girls Futsal – Talijah Blackman-Corowa**

## Bill Turner Cup

Corinda's U15 Boys saw positive results from this year's squad. In the nationwide U15 boys' competition – the Bill Turner Cup – Corinda defeated St. Peter Claver College and Marist Ashgrove in the group stages. An excellent performance in the Area Quarter-Finals, the boys defeated Marsden SHS 4 – 2. In the Area Semi-Final, Corinda played against Albany Creek State High School; with the boys performing very well, narrowly losing 4-3 in a close contest. A great result and performance matching last year's results. Well done boys!



**Most Valuable Player – Harry Christie**

## Bill Turner Trophy

The Bill Turner Trophy is the girls' equivalent of the Bill Turner Cup and involves some of the best footballing schools in U15's. This year the team was very young, mainly made up of year seven and eight students. After a first round bye, the girls came up against St. Peter Claver winning the game 3 – 1 with a dominating performance. The girls then faced a much older and stronger opposition, Beaudesert SHS. Although the girls played well they lost the game to Beaudesert SHS, 7 – 0. The experience gained was invaluable for this young talented, up and coming team.



### Most Valuable Player – Micaela Anstey



## West Brisbane District and Metropolitan Finals

The West Brisbane District Football Gala Days and the Metropolitan Finals brought some success for Corinda's Football program. Our year 7, 8, and 9 Boys were all successful in taking out the West Brisbane District title. All three teams progressed into the elimination rounds of the Metropolitan Finals as the best sides in the district. Our year 8 Boys made it all the way to the Metropolitan Semi-Final before being narrowly defeated by Cleveland State High School. Our year 7 Boys who defeated Clairvaux Mackillop College in their Metropolitan Semi-Final and took an early lead in the Grand Final vs Cavendish Road SHS, before finishing as runners-up. Our year 9 Boys went a step further – defeating Clairvaux Mackillop College 2 - 0 in their Metropolitan Semi-Final. In the Grand Final the boys came back from a goal down and defeated Cavendish Road SHS 2 – 1, becoming Metropolitan Finals Champions! A great effort and result for all our Junior Boys teams. Our Junior Girls teams continue to improve yearly. We look forward to 2019 where our teams will strengthen again, with a number of new girls entering our Football Excellence Program.

### Most Valuable Player Awards

**Year 7 Boys Football – Warren Harper**

**Year 8 Boys Football – Sachin Prasad**

**Year 9 Boys Football – Kieran Rocks**

**Year 10 Boys Football – Harry Christie**

**Open Boys Football – Paul Mertes**

**Year 8 Girls Football – Chloe Butler**

**Year 9 Girls Football – Yorsalem Tesfamiceil**

**Open Girls Football – Elizabeth Francis**





## AGRICULTURE

### Agricultural Technology

#### *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.



### *Golden Opportunities in Agriculture*

The Agricultural Section proved itself a unique setting for learning. Students from our feeder primary schools attended a special 'Golden Opportunities' session which linked to a 'Twenty First Century Thinking Skill – Problem Solving.' The first of the rotations was on the topic of mosquitoes and we were very lucky to have Dr Brian Montgomery from Queensland Health (Metro South) and Dr Jill Fernandez from the University of QLD Centre for Food and Fibre Innovation as our guest presenters. Students examined features used to classify mosquitoes under a microscope and learnt about the mosquito life cycle in order to understand how they can act as vectors of disease. The second rotation was structured around fungi as students examined and sorted different specimens as well as growing a culture of yeast in a conical flask. The day closed with a combined group jigsaw activity where students put their problem solving skills to work to solve a real world conundrum.



### **Science**

2018 was very much a year of transition for Science with the impending implementation of the new senior science syllabuses. A great deal of effort and upskilling was invested in understanding the nature of the new curriculum and assessment expectations and what these would look like when applied to years 7 – 10. Science faculty staff explored the complexities of the Data Test, Research Investigation, Student Experiment and External Exam paying particular attention to the literacy, numeracy and cognitive demands of each technique. Assistance from the HoD Teaching and Learning as well as the Literacy and Numeracy HoCs proved invaluable. The post-assessment reviews highlighted areas for improvement in how students worked with the tasks and ways we, as teachers, can unpack each task more effectively to improve student outcomes.

Our partnership with CSIRO when from strength-to-strength in 2018. Our Science Department has the longest standing partnership with the CSIRO – STEM Professionals in Schools program in Queensland which we've been nurturing over the past five years. Our STEM Professional in School is Dr Randeep Agarwal from the Origin (Energy) Foundation. Dr Agarwal is passionate about pushing the boundaries of STEM education and finding ways to apply what we know to solving real-world problems in developing countries.

Dr Agarwal worked with our year 7 and 8 Science Excellence classes to dig deeper into issues facing the planet by exploring practical solutions to many problems. Volunteers from Engineers Without Borders worked with our year 7 excellence class to develop a water filtration device for use in third world countries. A truly immersive and unique experience for our youngest scientists.





Our Science Excellence students in 7 – 9 also visited QUT Cube throughout the year to stretch and extend their learning through rich and engaging problem-solving activities. Other learning experiences included visiting Toohey Forest Environmental Education Centre, participation in the Science ICAS tests and engaging with microbiological principals at the Translational Research Institution.

A small group of year 12 chemistry students went to the Smith's Snack food company factory at Tingalpa to explore and understand the time-critical nature of fats and oils in the food industry through our longstanding partnership with Pepsico. This experience guided their Extended Experimental Investigations whereby they formed, refined and ultimately answered, a research question of significance to the context and student. The context of Pool Chemistry opens up a world of possible questions relating to rates of change, chemical reactions and the effect of external factors on chemical process. Our senior chemistry students have access to sophisticated technology such as our dual-beam spectrophotometer and high-speed centrifuge to assist in the gathering and processing of primary data.



On the “Actively Global” front, we had three gifted and talented students attend the International Science Fair in South Australia in August to experience maths and science education at the cutting edge. The Australian School of Maths and Science campus is part of the Flinders University Campus in Adelaide where our students experienced collaboration and innovation in a unique learning environment. Truly a memorable time for all involved with thanks going to Mrs Beamish for preparing and supporting our students.

One of our strategic focusses in Science is to collaborate with our primary feeder schools. The best way to learn science is to *do* science and that’s exactly what we did with year 6 students from Corinda State School. Teachers from both schools collaboratively planned rigorous and engaging learning experiences aligned to the Australian Curriculum to allow students to explore the fascinating world of electricity. The program which ran over 8 weeks, guided students through the basics of conductors and insulators, simple circuits as well as generating electricity using renewable technologies. We are grateful for the time and effort Mr Liam Pilkington is dedicating to the program and we appreciate the terrific response we are getting from the students and staff from Corinda State School.



The 2018 Senior Biology excursion to Stradbroke Island saw over 80 year 12 students engaged in a variety of activities ranging from studying the delicate ecology of the sand dunes to understanding the formation of Stradbroke's famous fresh water lakes. The two day excursion took the students to a variety of unique habitats on the island enabling them to gain a greater appreciation of the adaptations of and interactions between organisms in these areas. Trudging through mud to gather data in the mangrove habitat at Myora Springs, searching rock pools for organisms at Black Widow rocks and the gelato stop at point lookout were just some of the many highlights of this year's trip.

Approaching half a century of engagement with the University of Queensland Heron Island Research Station delivered another magical experience for the lucky students who attended the Heron Island Camp. Students spent a week hypothesising, researching, investigating, snorkelling, data gathering, writing, reading and preparing in-depth reports about a specific aspect of coral ecology in this unique environment. We are grateful for the time that Mr Callaghan and Mrs Clough invested to make this experience a reality again this year.



## 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.



## LANGUAGES

Corinda State High School has a very strong languages program.

In 2018, Corinda had almost tripled the national second language study goal of 13% with 34% of students graduating with a second language. Language study is compulsory for Years 7 to 9 and an elective from Year 10 to 12. In 2019 38% of students elected to continue studying a language into Year 10 and 76% of students in Year 10 continued into their senior schooling. Currently there are 1252 students studying a second language.



### Scholarships

Kyarah Keane (Year 10) was successful in gaining a scholarship to China. The 2018 Queensland Student Study Tour to Jiangsu China took place in September. This trip was fully funded and Kyarah she had an opportunity to visit famous landmarks, she immersed herself in the culture and of course used her Chinese language.

### Competitions

At the end of May the majority of our language students took part in the Education Perfect World language Championships. Over 100 students received a certificate. In particular we would like to congratulate Cindy Cao and Andy Le for earning over 10 000 points and receiving an Elite Award. Students who participate in

this competition see a marked improvement in their language results.

### Language Weeks

In 2018 we celebrated each language by showcasing a language for an entire week. During Chinese week we had Lion Dancers visit the school, Japanese week saw an inaugural Tug of War, German week allowed students to be involved in a house soccer competition, during French week students were immersed in literature and arts and in Spanish week students watched Spanish films. The canteen also showcased food from each country during the week we were celebrating. It is imperative that when students learn a language they understand the culture of the country. These special weeks at Corinda allow language students to have a deeper understanding of the culture but also introduce the entire school to a variety of cultures.



## Confucius and our Chinese Program

At the end of 2018 we were told Corinda is an official Queensland Confucius school. This affiliation will give our students many opportunities. The Confucius Institute fund scholarships for our students to attend a Chinese Camp run by QUT, the school will be provided with resources and help us to improve our language classroom facilities. We have a growing number of students studying Chinese and with the support of the Confucius Institute the students will have every opportunity to have success in this subject.



## Upcoming Study Tours

In 2019, French students will have an opportunity to visit New Caledonia. The focus of the trip is language acquisition. Students will homestay and attend a language school each day. This will be an excellent opportunity for students to immerse themselves in the French Polynesian culture.

The Japan trip is scheduled for December, 2019. This trip we will visit a school in Niigata, this is a reciprocal visit and many of our students will know students from this school. It is a 13 day trip and much of the main island will be seen by the students. A trip to Japan will allow students to use their language and gain a deeper insight into the Japanese culture.





