



CORINDA
STATE HIGH SCHOOL

ANNUAL REPORT
2019





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School Overview

Corinda State High School, located in the Western Suburbs of Brisbane, provides a traditional year 7 to year 12 co-educational experience. The school enjoys a well-deserved reputation of academic excellence and innovation, a tradition which has spanned many years. High standards and expectations of students are considered an essential element in maintaining a culture of learning. The school aims to present a holistic education catering for the academic, social, emotional and physical wellbeing of student 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 State 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 State 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, Certificate IV and Diploma 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 and Elite Sports Trainers 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.

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 over the past eight years.

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 as evidenced in our new Strategic Plan.

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. Student results in Languages will make a valuable contribution to the new ATAR.

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 mindful, competitive and credentialed.





Principal's Foreword



Our 2019 Speech Night theme 'We are the Champions' has carried over into this Annual Report and represents our year at Corinda.

We champion at every level whether it is in the classroom, on the sporting fields or in the Arts. Everything we do is next level and that is the making of true champions.

Corinda is leading the way – the first school in Queensland to achieve Carbon Neutral status and the only educational institution in Australia accredited with this status. We do not wait for our world leaders to take action on climate change – we take responsibility and reconcile tensions and dilemmas, creating new value – a true champion mindset. This would not be possible without the unique partnerships we have with external organisations. This was celebrated throughout the year with our Partnership Business Lunches – a meeting of

minds and collaboration between staff and students. With over 100 partner organisations working with us to grow our champions here at Corinda, we believe this is a significant resource in delivering real world meaningful programs for Future You, this being the theme for our new Strategic Plan. This new plan is about developing transformative competencies in our young people to enable them to thrive in our world and shape a better future, hence our theme – Future You.

Speaking of futuristic themes, our exposure to emerging technologies is opening our students' minds up to champion innovation. Our partnership with MOQ digital has enabled this and our students are deeply engaged in coding, virtual reality experiences across faculties and artificial intelligence working with MIRO, our AI Robot pet. In addition to this our plan for developing our Smart Farm with our Agricultural programs is an exciting space we are currently developing. Smart Farming is our STEM and will call on a variety of disciplines to develop future skillsets for the Australian Agricultural sector. Our partnerships with CQ University, University of Southern Queensland and University of New England are emerging in this space and we are excited at the opportunities this amazing resource presents for our students. We aspire to be champions of Australia's future in agriculture.

Corinda not only produces champions, but aspires to be recognised as a champion school in Queensland. At the beginning of 2019 we were recognised as one of the most improved schools in relation to student outcomes. The Courier Mail compiled Queensland schools data over the past eight years and Corinda was acknowledged as the number one most improved school in the state. This is not because of one thing, but the collective improvement agenda we have embraced to focus on improving student outcomes. In addition to this recognition, Corinda was awarded a Regional Showcase Award for Excellence in Secondary Years. We are proud Regional Champions – acknowledgement for our achievements. In the words of T. Alan Armstrong: "Champions do not become champions when they win, but in the hours, weeks, months and years they spend preparing for it. The victorious performance itself is merely the demonstration of our championship characters."

We do this because our students deserve this opportunity to perform at their optimum level and we are proud of our champions – our students.

I am very proud to be a part of a team of champions and celebrate our successes here at Corinda. We are the champions, we have conquered what no other school has conquered, we believe in what others have doubted, we uphold our values to exceed your expectations and we honour and respect what Corinda stands for.

[illegible]



Carbon Neutral

Queensland's first and only carbon neutral accredited school



100% QCE Attainment

12 consecutive years



Regional Winner

Showcase Awards for Excellence in Secondary Years



Senior OP Data

Profiled as the most improved school over the past ten years



VET Qualification

100% of students achieved at least one VET Qualification



School Progress Towards its Goals in 2019

The 2019 school year was the fourth 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 | | | |
| | | | | 2017 | 2018 | 2019 | |
| SCHOOL CURRICULUM Powerful Learning and Innovative Curriculum | Year 12 outcomes | OP 1-5 | | 19.7% | 27% | 22% | |
| | | OP 1-15 | | 86.3% | 85% | 80% | |
| | | VET qualifications | | 100% | 100% | 100% | |
| | | QTAC offers | | 99% | 99% | 97% | |
| | | QCE/QCIA | | 100% | 100% | 100% | |
| | | Next Step Data –% of students taking up university studies | | 43.7% | 43.1% | See pg. 47 | |
| | | % of students in meaningful pathways | | 76.1% | 86.6% | See pg. 47 | |
| | Year 7 and 9 NAPLAN | Year 7 | % students in upper 2 bands of each domain: | | | | |
| | | | Reading | | 22.6% | 30.7% | 30.7% |
| | | | Writing | | 17.2% | 14.2% | 17.9% |
| | | | Spelling | | 39.1% | 41.8% | 36.7% |
| | | | Grammar & punctuation | | 24.5% | 28.8% | 33.2% |
| | | | Numeracy | | 33.7% | 30.0% | 38.5% |
| | | | Eligible students above NMS | | | | |
| | | | Reading | | 94.0% | 96.7% | 98.4% |
| | | | Writing | | 90.1% | 92.1% | 94.4% |
| | | | Spelling | | 96.0% | 96.4% | 97.9% |
| | | Year 9 | % students in upper 2 bands of each domain: | | | | |
| | | | Reading | | 19.7% | 22.3% | 20.7% |
| | | | Writing | | 17.6% | 10.7% | 4.8% |
| | | | Spelling | | 35.1% | 25.9% | 21.4% |
| | | | Grammar & punctuation | | 27.7% | 29.8% | 20.4% |
| | | | Numeracy | | 23.3% | 28.6% | 23.8% |
| | | | Eligible students above NMS | | | | |
| | | | Reading | | 95.6% | 94.8% | 92.7% |
| | | | Writing | | 87.5% | 73.5% | 79.9% |
| | | | Spelling | | 95.3% | 93.6% | 92.3% |
| Grammar & punctuation | | 94.3% | 92.1% | 91.7% | | | |
| Numeracy | | 99.0% | 99.1% | 99.3% | | | |
| SCHOOL & COMMUNITY Sense of Community | Attendance | Average | | Increase in average attendance rates | 92.9% | 92.3% | 93.1% |
| | | Aboriginal and Torres Strait Islander Students | | Increase in average attendance rates | 91.3% | 90.7% | 90.3% |
| | Satisfaction | Parents | | % of parents satisfied they are getting a good education at CSHS | 92.2% | 93.7% | 94.4% |
| | | Students | | % of students satisfied they are getting a good education at CSHS | 94.0% | 93.5% | 93.9% |
| | | Leadership | | % of students exiting with Level 2 AVL* | 100% | 100% | 100% |
| | TEACHING PRACTICE 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% | 66.7% | |
| | | | This is a good school | 96.0% | 91.9% | 95.5% | |
| | | | I would recommend school to others | 91.8% | 84.5% | 84.5% | |



Future Outlook

We are energised by our new Strategic Plan – Future You. Our school is faced with the challenge to prepare students for rapid economic, environmental and social changes, for jobs that have not been invented and to solve problems that have not been anticipated. Our new plan is focussed on the knowledge, skills, attitudes and values today's students will need to shape and thrive in their world beyond school. We acknowledge the need to build on solid foundations where Numeracy and Literacy remain crucial as an essential skill, while equipping students with transferrable skills they need to become active, responsible and engaged citizens. We are committed to developing total fitness, which reflects individual and societal wellbeing in readiness for 'Future You'.

Continuing to strengthen instructional practice through a whole school Curriculum Framework, assessment and high impact teaching strategies will remain a priority in our renewed direction. Our staff will embark on research around the development of personalised learning where students are supported to nurture their passions, make connections between learning experiences and opportunities and design learning projects in collaboration with their peers.

The future of the school's STEM agenda will play an integral role in the reshaped curriculum, incorporating Smart Farming and Entrepreneurial Innovation. This will be supported by the construction of the school's new Innovation and Resource Centre, which is due to be completed by the end of 2020.

The school is embracing the Global Competencies project with Department of Education International (DETi). This will support our plans to develop Global Mindfulness in the coming years. This priority has never been more important as our learners are required to navigate through a complex and uncertain world.



Our school's focus on Writing will continue to be a high priority as we embed the full school implementation of Write That Essay. The school has already seen a marked improvement across the school with staff fully committed to using a consistent tool and language around writing with students.

Corinda's renewed Information Communication Technology (ICT) Strategy provides a holistic view of the school's future ICT direction. It provides clear links to the overall school strategic plan and shows how ICT assists the school in achieving its goals. This plan is about being future ready and enabling 'Future You'.

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 21st 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 2019: | Year 7 - Year 12 |

| Year | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2017 | 1786 | 872 | 914 | 41 | 97% |
| 2018 | 1846 | 922 | 924 | 40 | 95% |
| 2019 | 1916 | 965 | 951 | 46 | 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.

| | | | | |
|--|---|---|---|---|
| <p>...need for students to learn to navigate themselves through unfamiliar contexts.</p>  | <p>...a holistic and personalised learning agenda that motivates and supports students.</p>  | <p>... learning framework where everyone is considered a learner.</p>  | <p>...a culture where individual and societal wellbeing is lived.</p>  | <p>...adaptable learning environments enabling students to pursue their passions.</p>  |
| <p>...living the principles of global mindfulness.</p>  | <p>"I control the future even though it is unknown."</p>  | <p>...embrace our partnerships in learning.</p>  | | |

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 – 2019 saw a consistent OP data set supporting the school's unrelenting focus on academic success
- In 2019 Corinda State High School was 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 – we embrace a culture of learning and develop our staff with research based practice
- Strong leadership that is shared
- Many and varied pathways – 100% QCE for the past 9 years
- First and only school to achieve Carbon Neutral status in QLS and the only currently accredited education institution in Australia
- A strong focus on Actively Global learners and leaders
- Broad range of specialised programs leading to identified skills shortages
- Extensive Gifted and Talented Programs – including individual tailored programs: Academic, Sporting, Arts and Engineering
- An unrelenting focus on Literacy and Numeracy with every student
- Sustained reading gains and whole school approach to improvement in writing
- School of choice for STEM Innovation
- Outstanding Arts Programs
- Innovative and progressive Agricultural Programs, Smart Farming
- High standards and expectations.



Our Vision

Exceed Your Expectations



Our Mission

To prepare future ready students who exercise agency in their own education and throughout life.



Our Values

Educational Values

- Learner Agency
- Learning Partnerships – teachers, peers, families and communities
- Individual and Societal Wellbeing

Aspirational Values

- Every student will nurture his or her passions by making connections between different learning environments, and thrive towards attaining their personal learning goals.



Characteristics of the Student Body

Overview

Enrolments at Corinda State High School have seen a steady growth over the past five years with a total of 1916 students attending in 2019. 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 1926 students. Corinda has ten highly reputable Programs of Excellence, which draws enrolments from surrounding suburbs and beyond.

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 1014.



Average Class Sizes

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

| Phase | 2017 | 2018 | 2019 |
|-------------------|------|------|------|
| Year 7 – Year 10 | 26 | 25 | 25 |
| Year 11 – Year 12 | 19 | 19 | 18 |



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 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 close 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 six 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 Programs of Excellence are challenged and engaged in rich learning, which maximises their potential to achieve the best educational outcomes.

The Programs of Excellence on offer include:

- Excellence classes in Mathematics and Science, English and Humanities, Platinum Excellence, Engineering and Design Technologies, Visual Arts, Music, and Culinary;
- Sports Excellence in Football, Tennis and Dance.

Additional opportunities have been provided for all identified students through external agencies and universities.





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 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 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 allows for direct entry into many leading universities and offers some opportunity to transfer credits toward their future studies in Business. 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:

- Certificate I in Information, Design, Media and Technology
- Certificate II in Business
- Certificate II in Active Volunteering
- Certificate II in Tourism
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Information, Design, Media 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 – Biology, Chemistry, Physics, Science in Practice
- Humanities – Legal studies, Geography, Modern History, Ancient History, Economics, Philosophy and Reasoning, Social and Community Studies.
- English – General English, Essential English, Literature
- Languages – Japanese, French, German, Chinese, Spanish
- Arts – Visual Art, Visual Art in Practice, Media Arts in Practice, Drama, Dance, Music, Music in practice, Music Extension
- Mathematics – Essential Maths, General Maths, Mathematical Methods, Specialist Maths
- Health and Physical Education – Health, Physical Education, Sport and Recreation
- Business – Accounting, Business Studies, Digital Solutions
- SIFT – Agricultural Practices, Food & Nutrition, Hospitality Practices, Design
- INTAD – Building and Construction skills, Engineering, Engineering skills, Furnishing skills, Industrial Graphics skills



In 2019, 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 2019 proved very successful with above state average results supporting the cohort to achieve quality outcomes.

Year 10 Honours Program

The Year 10 Honours Program, for highly capable students transitioning from Programs of Excellence 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 State High School 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 students
- School Socials
- Readers Cup
- Human Powered Vehicles (HPV) competitions
- Student Leadership Opportunities
- Active Volunteering
- Farm Show Teams
- Lunchtime farm teams – chickens, cattle, sheep, alpacas and horticulture
- Excursions to places of educational significance and cultural enrichment
- Student Council
- Corinda Cares – opportunities for community engagement and 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.

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

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



Software and online platforms that students have access to include:

- Office 365 Suite, including OneDrive, OneNote, Class Notebooks, Outlook, Sharepoint and Teams
- 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, Oxford, 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)
- Write that Essay (online writing tool)
- Flipgrid (for peer to peer video feedback)
- TurnItIn (for senior assessment submissions and plagiarism reports)
- Robotics, AI, and Drone Programming Platforms



We have a number of pilot programs being implemented in 2020 and into 2021:

- Screen-casting and Video Recording Software for flipped classroom opportunities
- 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
- Cross-curricular integration of STEM activities in year 7 subjects using micro:bits
- Smart Farm Technologies including E-Smart tags for livestock, Geotag mapping of livestock applications and Hydrowise Smart Irrigation software
- HTC Vive VR technology
- A/V Interactive Screen collaboration tools

The following opportunities are being investigated and researched for future integration into our eLearn initiatives:

- Personalised Learning Platforms
- Digital Feedback Tools
- Makerspaces and specialised robotics classrooms
- Flexible learning spaces and innovative teaching and learning practices
- Student and teacher ICT general capability workshops



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 21st 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 each led by a House Master. We have vertical Home Groups, where there is a mix of students from years 7 – 12, who are all from the same House. This system not only helps promote House Spirit, and leadership, but provides support and social development for students as they remain in their Home Group 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 part of the students' language, shaping our conversations and student development.



We are each other's biggest fans.
Our positivity knows no bounds.
Respect is our baseline.

Six Houses: One Family.





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 and are a crucial link between school and home.

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. 2019 saw an increased influence to promote Positive Education across the school through the House Master portfolio structure. This has seen an uptake of wellbeing practices in staff meetings and staff rooms, with an increase in exposure to positive education concepts across curriculum and support planning.

Their mission statement is to provide a safe environment, which promotes and supports health and wellbeing, therefore influencing academic outcomes. A competitive yet collegial House Identity is a result of this union.

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, student Strength Development Plans, case management, development of student leadership, and a strengths-based approach utilising the underlying philosophy of Positive Psychology and Positive Education, House Masters work on ensuring that each child can access support provisions they may need at Corinda State High School to excel, not only for today, but for tomorrow.

Student Reflections on Home Group

"My Home Group teacher really engages with the class and makes it interesting. She keeps us involved and creates a social and interactive atmosphere."

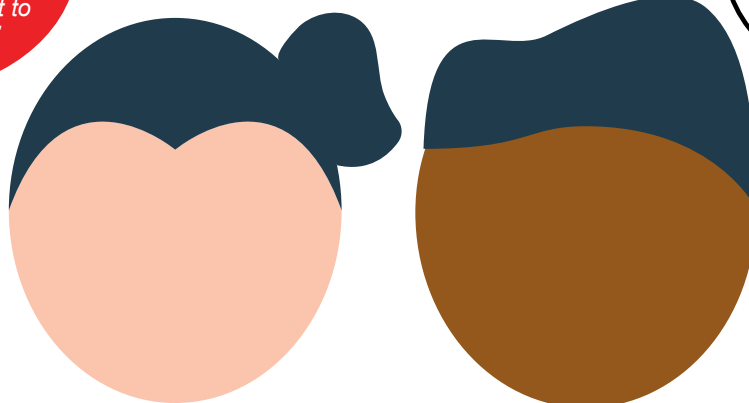
"I love my Home Group - everyday they make me smile and laugh in a way I didn't think was possible."

"Your Home Group is like your family, you don't get to pick them but over the years you grow closer with them and gain trustful relationships."

"During Home Group, the juniors are guided by the seniors. The seniors also reflect back on their past years and laugh and share memories with the juniors."

"What I really like about Home Group is that it makes me talk to people outside my year group and age level so I get to know them more."

"Home Group is a good amount of time to give us a little break before period 3. It makes us feel relaxed and it brings all the grades together."





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 from 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

| Percentage of parents/caregivers who agree# that: | 2017 | 2018 | 2019 |
|--|------|------|------|
| their child is getting a good education at school (S2016) | 94% | 92% | 94% |
| this is a good school (S2035) | 90% | 87% | 92% |
| their child likes being at this school* (S2001) | 89% | 88% | 88% |
| their child feels safe at this school* (S2002) | 90% | 86% | 87% |
| their child's learning needs are being met at this school* (S2003) | 89% | 86% | 89% |
| their child is making good progress at this school* (S2004) | 95% | 90% | 92% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 97% | 93% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 86% | 91% | 85% |
| teachers at this school motivate their child to learn* (S2007) | 81% | 86% | 85% |
| teachers at this school treat students fairly* (S2008) | 76% | 80% | 84% |
| they can talk to their child's teachers about their concerns* (S2009) | 88% | 94% | 91% |
| this school works with them to support their child's learning* (S2010) | 84% | 84% | 81% |
| this school takes parents' opinions seriously* (S2011) | 76% | 82% | 79% |
| student behaviour is well managed at this school* (S2012) | 75% | 87% | 83% |
| this school looks for ways to improve* (S2013) | 87% | 87% | 89% |
| this school is well maintained* (S2014) | 88% | 89% | 88% |
| * 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

| Percentage of students who agree# that: | 2017 | 2018 | 2019 |
|---|------|------|------|
| they are getting a good education at school (S2048) | 94% | 96% | 94% |
| they like being at their school* (S2036) | 85% | 89% | 89% |
| they feel safe at their school* (S2037) | 95% | 90% | 92% |
| their teachers motivate them to learn* (S2038) | 91% | 89% | 86% |
| their teachers expect them to do their best* (S2039) | 98% | 98% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 89% | 94% | 89% |
| teachers treat students fairly at their school* (S2041) | 73% | 74% | 84% |
| they can talk to their teachers about their concerns* (S2042) | 72% | 75% | 77% |
| their school takes students' opinions seriously* (S2043) | 70% | 73% | 69% |
| student behaviour is well managed at their school* (S2044) | 66% | 69% | 80% |
| their school looks for ways to improve* (S2045) | 89% | 87% | 87% |
| their school is well maintained* (S2046) | 89% | 77% | 87% |
| their school gives them opportunities to do interesting things* (S2047) | 87% | 81% | 91% |
| * Nationally agreed student and parent/caregiver items # 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. DW = Data withheld to ensure confidentiality. | | | |

Staff Opinion Survey

| Percentage of school staff who agree# that: | 2017 | 2018 | 2019 |
|---|------|------|------|
| they enjoy working at their school (S2069) | 91% | 92% | 94% |
| they feel that their school is a safe place in which to work (S2070) | 93% | 92% | 94% |
| they receive useful feedback about their work at their school (S2071) | 77% | 77% | 82% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 78% | 77% | 84% |
| students are encouraged to do their best at their school (S2072) | 100% | 96% | 99% |
| students are treated fairly at their school (S2073) | 99% | 93% | 94% |
| student behaviour is well managed at their school (S2074) | 88% | 82% | 86% |
| staff are well supported at their school (S2075) | 72% | 73% | 69% |
| their school takes staff opinions seriously (S2076) | 71% | 70% | 63% |
| their school looks for ways to improve (S2077) | 88% | 92% | 92% |
| their school is well maintained (S2078) | 94% | 89% | 86% |
| their school gives them opportunities to do interesting things (S2079) | 85% | 79% | 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. | | | |

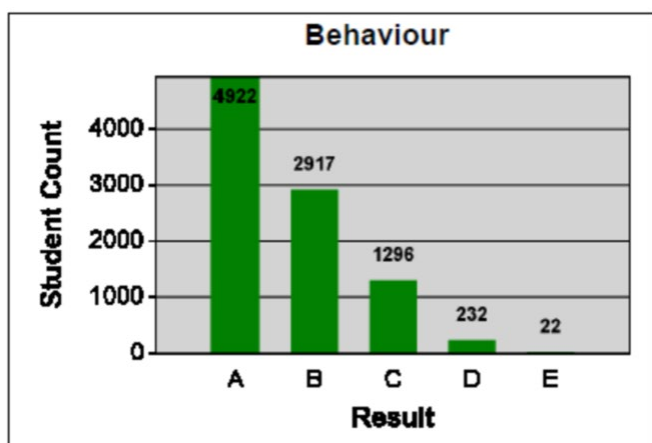


The graph below sets out semester 2, 2019 reporting data in relation to student behaviour and effort. This summarises the overall behaviour and effort ratings of the whole student population. This data is very pleasing.

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

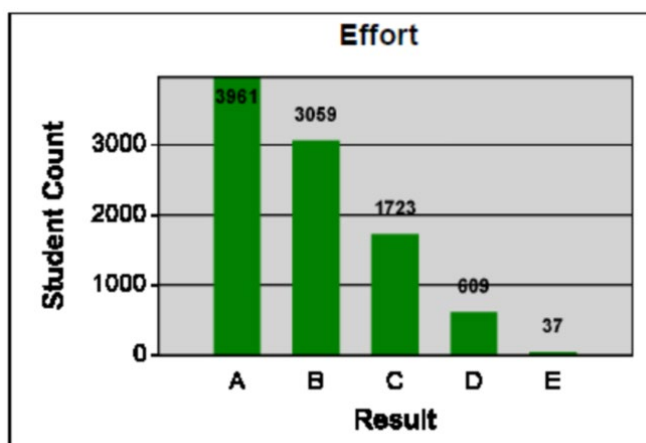
Behaviour Breakdown

| Rating | A | B | C | D | E |
|------------|-------|-------|-------|------|------|
| Percentage | 52.4% | 31.1% | 13.8% | 2.5% | 0.2% |



Effort Breakdown

| Rating | A | B | C | D | E |
|------------|-------|-------|-------|------|------|
| Percentage | 42.2% | 32.6% | 18.4% | 6.5% | 0.4% |



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 / Student Conferences
- 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 Student 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 social media platforms 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
- 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 / Student Conferences
- 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's journey of implementing a whole school approach to Positive Education has the underlining premise of Positive Emotion, Positive Relationships, Positive Meaning, Positive Achievement and Positive Health (PERMAH). PERMAH influences program design to support appropriate, respectful and healthy relationships. Our House Master structure plays a key role in promoting respectful relationships through the organisation of guest speakers, the collaborative organisation of events such as Bullying No Way day and by creating relevant curriculum material for explicit teaching opportunities.

During 2019, 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. To support our strengths based approach to student development, House Masters case manage the production of student Strength Development Plans, focusing on the progression of character strengths to support increased engagement with learning and connection with the school.

Through the school's referral systems, targeted intervention and support programs are offered to identify students. These interventions support the development of student strengths and their capacity to engage in 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 has adopted 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.

| Type | 2017 | 2018 | 2019 |
|----------------------------------|------|------|------|
| Short Suspensions – 1 to 10 days | 173 | 207 | 210 |
| Long Suspensions – 11 to 20 days | 6 | 12 | 15 |
| Exclusions | 9 | 20 | 23 |
| Cancellations of Enrolment | 1 | 4 | 3 |

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 were enacted and maintained.



During 2018 and 2019 we experienced an increase across all school disciplinary absences (SDA) as a result of students being able to anonymously report breaches, and also the proportionate increase in enrolments. Corinda State High School continues to enact a positive education philosophy that has seen many opportunities for restorative justice and positive methods used to redirect behaviour. The result of this philosophy is that our short and long term SDA continue to be well below the state average for the same periods. Our exclusions were above the state for 2019 as a result of some students not able to meet the expectations of Corinda State High School. This has sent a very clear message to our school community that we are committed to providing a safe and supportive learning environment.

Cancellations continue to decrease and are well below state average. This is a testament to the supportive work of the Senior Schooling team in monitoring and coaching to make sure that senior students exit with a clear successful pathway when they leave Corinda State High School.

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 have retained this accreditation in 2019 and are very proud of this achievement as it has been our long term goal. Some of the strategies we implement and review 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.

| Years | Electricity - kWh | Water - kL |
|-----------|-------------------|------------|
| 2016-2017 | 561,182 | 3,001 |
| 2017-2018 | 563,044 | 3,691 |
| 2018-2019 | 575,121 | 10,298* |

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.
* Significant increase was the result of an underground leak on an unused lot within the school grounds



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 | |
| Search by school name or suburb | | |
| Go | | |
| School sector | School type | State |

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

| |
|---------------------|
| View School Profile |
|---------------------|

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

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

Note:

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





Our Staff Profile

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

| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
|--|----------------|--------------------|------------------|
| Headcounts | 144 | 51 | <5 |
| Full-time Equivalents | 139 | 40 | <5 |
| *Teaching staff includes School Leaders. ** Indigenous refers to Aboriginal and Torres Strait Islander people of Australia. | | | |

| Teacher* Qualifications | |
|--|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 1 |
| Masters | 25 |
| Graduate Diploma etc.** | 48 |
| Bachelor degree | 69 |
| Diploma | 4 |
| *Teaching staff includes School Leaders **Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. | |

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

Teacher Participation in Professional Development

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 programs and powerful learning.

The major professional development initiatives in 2019 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.
- Learning Environments Australasia (ILETC)

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.





Staff Attendance and Retention

Staff Attendance

| Description | 2017 | 2018 | 2019 |
|--|------|------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 95.6% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95.2% of staff were retained by the school for the entire 2019.





Performance of our students

Key Student Outcomes

Student Attendance

The overall student attendance rate in 2019 for all Queensland Secondary schools was 89%.

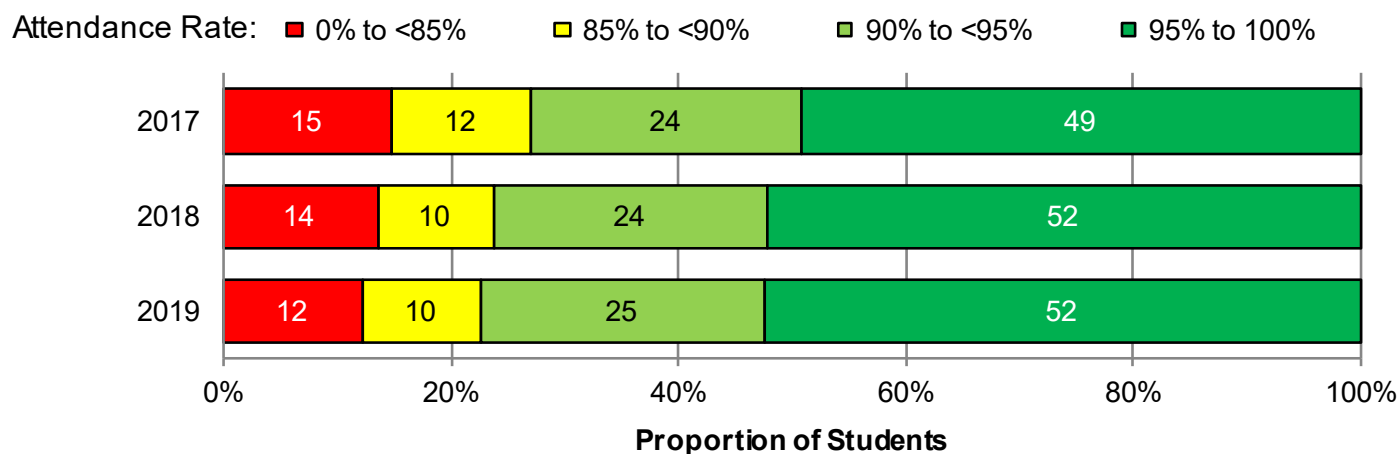
The table below shows the attendance rates at Corinda State High School as percentages:

| Description | 2017 | 2018 | 2019 |
|---|------|------|------|
| The overall attendance rate* for the students at this school | 92% | 93% | 93% |
| The attendance rate for Indigenous** students at this school | 91% | 90% | 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> | | | |

| Year Level | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---|--------|--------|--------|---------|---------|---------|
| 2017 | 95% | 92% | 92% | 91% | 92% | 92% |
| 2018 | 94% | 93% | 92% | 92% | 92% | 94% |
| 2019 | 94% | 93% | 93% | 93% | 93% | 93% |
| <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: 2019





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 2019 we awarded 32 Excellent Attendance Awards (not more than one explained absence for the school year), 29 Perfect Attendance Awards (100% attendance for the whole year), and one Five Years Perfect Attendance Awards (100% attendance for five years).

Attendance data is regularly monitored by the Student Engagement Officer and House Masters and acted upon 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 about 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. | Three or more days absent – no explanation |
| A list of unexplained absences is placed in the form roll each week for form teachers to distribute. Parents are asked to explain these absences. | Weekly |



| Action | Monitoring/Timeline |
|---|-----------------------------|
| If students do not respond, this is followed up by the attendance officer and Deputy Principals. | |
| 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 |
| 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 90% 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 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

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

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

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

| |
|---------------------|
| View School Profile |
|---------------------|

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

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

Notes:

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

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 our school against Queensland and Australia. Our comparison to State for year 9 mean is excellent with us being above in most strands. Compared to the National we are either above or similar to the Nation in most strands. 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 are above in all strands to both State and Nation.

Our year 7 data was particularly pleasing this year, meaning the year 9 data in 2021 should reflect some outstanding gains with these students. We identified Writing as an area for improvement in the coming years and are confident that our Write That Essay program will assist in value adding with our current year 7 students as we see them progress.

We also identified the need to continue our Reading focus with Reading Routines, CAFÉ and Reading to Learn in order to maintain the gains we have made.



NAPLAN Mean Scale Scores by Strand for Year 9 Test 2019

| 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 | | | | | | | | | | | | |
| 2019 | 314 | 565 | 573 | 581 | 544 | 546 | 547 | ↑ | 565 | ↔ | 581 | ↔ |
| Writing | | | | | | | | | | | | |
| 2019 | 314 | 516 | 526 | 535 | 499 | 501 | 504 | ↑ | 522 | ↔ | 549 | ↓ |
| Spelling | | | | | | | | | | | | |
| 2019 | 313 | 576 | 584 | 592 | 554 | 556 | 558 | ↑ | 573 | ↑ | 582 | ↔ |
| Grammar and Punctuation | | | | | | | | | | | | |
| 2019 | 313 | 566 | 574 | 583 | 540 | 542 | 544 | ↑ | 563 | ↑ | 574 | ↔ |
| Numeracy | | | | | | | | | | | | |
| 2019 | 307 | 584 | 591 | 598 | 558 | 559 | 560 | ↑ | 579 | ↑ | 592 | ↔ |

Student Distribution National Comparison

| Bottom 20% | | | Middle 60% | | Top 20% | | |
|--------------------------------|------|----|------------|-----|---------|----|--|
| Year | % | n* | % | n* | % | n* | |
| Reading | | | | | | | |
| 2019 | 24.2 | 76 | 59.2 | 186 | 16.6 | 52 | |
| Writing | | | | | | | |
| 2019 | 28.0 | 88 | 62.7 | 197 | 9.2 | 29 | |
| Spelling | | | | | | | |
| 2019 | 17.9 | 56 | 60.7 | 190 | 21.4 | 67 | |
| Grammar and Punctuation | | | | | | | |
| 2019 | 20.4 | 64 | 59.1 | 185 | 20.4 | 64 | |
| Numeracy | | | | | | | |
| 2019 | 17.3 | 53 | 63.8 | 196 | 18.9 | 58 | |

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

NAPLAN Mean Scale Scores by Strand for Year 7 Test 2019

| 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 | | | | | | | | | | | | |
| 2019 | 374 | 546 | 553 | 560 | 513 | 514 | 516 | ↑ | 534 | ↑ | 546 | ↔ |
| Writing | | | | | | | | | | | | |
| 2019 | 374 | 513 | 520 | 527 | 472 | 474 | 476 | ↑ | 494 | ↑ | 513 | ↔ |
| Spelling | | | | | | | | | | | | |
| 2019 | 373 | 556 | 563 | 569 | 520 | 522 | 523 | ↑ | 537 | ↑ | 546 | ↑ |
| Grammar and Punctuation | | | | | | | | | | | | |
| 2019 | 373 | 540 | 549 | 557 | 505 | 507 | 508 | ↑ | 531 | ↑ | 542 | ↔ |
| Numeracy | | | | | | | | | | | | |
| 2019 | 371 | 555 | 562 | 569 | 514 | 515 | 517 | ↑ | 538 | ↑ | 554 | ↔ |

Student Distribution National Comparison

| Bottom 20% | | | Middle 60% | | Top 20% | | |
|--------------------------------|------|----|------------|-----|---------|----|--|
| Year | % | n* | % | n* | % | n* | |
| Reading | | | | | | | |
| 2019 | 18.4 | 69 | 58.8 | 220 | 22.7 | 85 | |
| Writing | | | | | | | |
| 2019 | 14.4 | 54 | 62.6 | 234 | 23.0 | 86 | |
| Spelling | | | | | | | |
| 2019 | 11.8 | 44 | 63.5 | 237 | 24.7 | 92 | |
| Grammar and Punctuation | | | | | | | |
| 2019 | 19.3 | 72 | 56.8 | 212 | 23.9 | 89 | |
| Numeracy | | | | | | | |
| 2019 | 14.3 | 53 | 64.4 | 239 | 21.3 | 79 | |

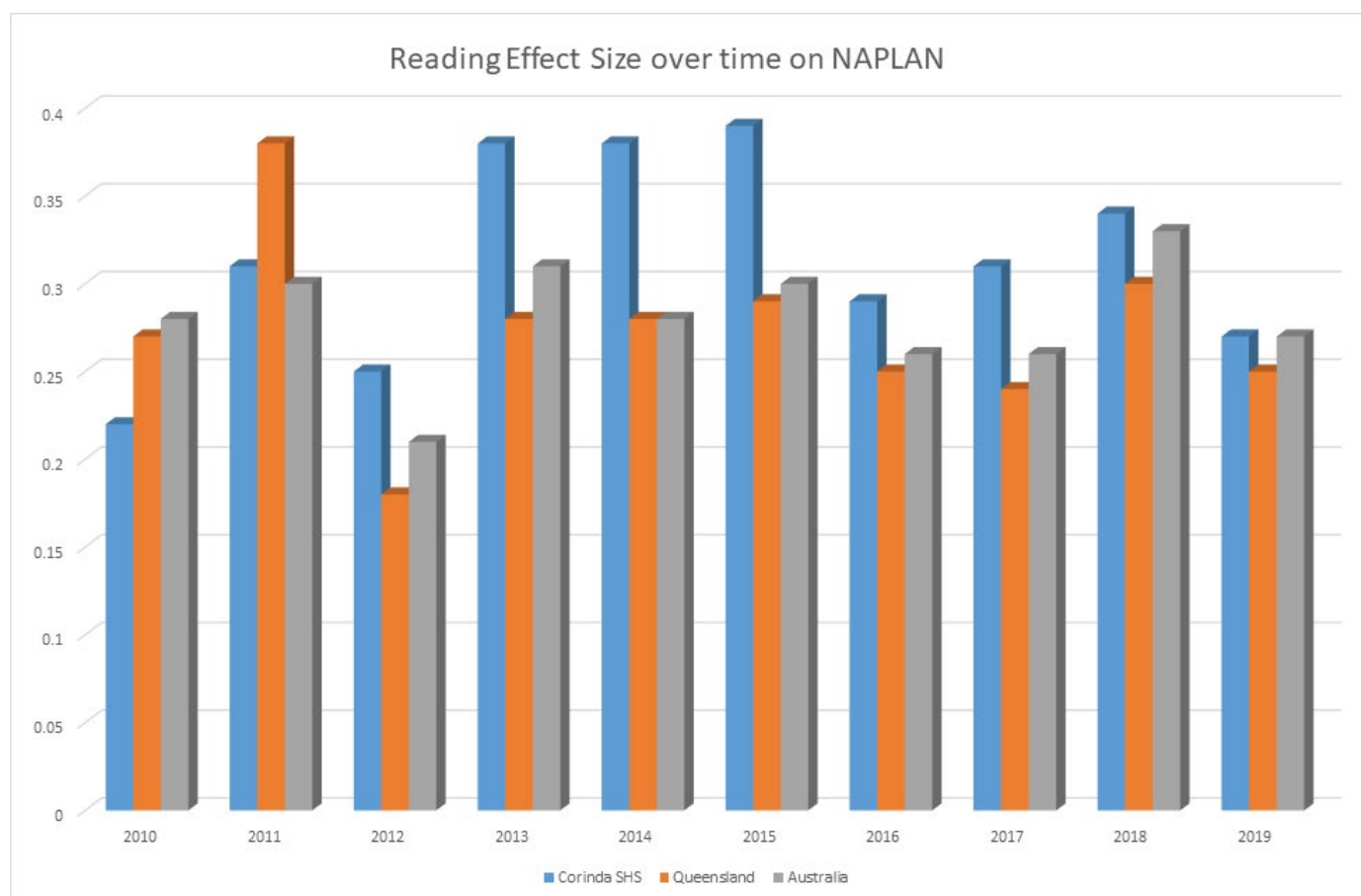
| Colour Key Legend | |
|-------------------|--------------------------|
| ↑ | Mean Above National |
| ↔ | Mean Similar to National |
| ↓ | Mean Below National |



Another important gauge of success is how much Corinda State High School moves the results or the value add we have for our students. We measure this through effect size by comparing the change between consecutive NAPLAN tests for our school, Queensland and the Nation in relation to the Standard Deviation for the Nation.

In year 7 Corinda is comparable to the State and National results in all strands but better or excelling in Writing and Numeracy. By year 9 the effect of a Corinda State High School education is evident with Corinda adding value to the student's abilities in all areas and similar in spelling.

When comparing the year 7 and year 9 value add effect size, it is very clear that in particular our reading programs give students a clear advantage over the State and Nation.



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 2019 NAPLAN Reading data confirms sustainable gains for the second year 7 cohort against the state and remains on par with the nation.

Numeracy

School mean has continued to remain at a very high standard and perform above State and National means in Numeracy.



Year 12 Outcomes

This year was a very poignant year in the Senior Schooling landscape. After 28 years our 2019 cohort sat the last Queensland Core Skills (QCS) test and were the very last students to receive an Overall Position (OP) in Queensland. During 2019 a total of 22.47% of our OP eligible cohort received an OP 1 – 5. In total 79% achieved an OP 1 – 15 with 100% of students achieving a Queensland Certificate of Education (QCE) / Queensland Certificate of Individual Achievement (QCIA) and 100% of students exiting with a nationally recognised VET qualification. This is the ninth 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 Common Curriculum Elements (CCEs.)

Intensive tracking with all VET subjects ensured students successfully completed their qualifications and were in appropriate pathway choices. In 2019 100% of students graduated with a Certificate II in Active Volunteering. There were 53 students who graduated with a Certificate III qualification and 42 students who graduated with a Diploma qualification.

The school implemented an intensive QCS preparation program to prepare students for this rigorous testing for the very last time. Our Academic Coaching program continued in its eighth 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.

- 41% of students achieved either an A or B on the QCS test
- 79% of students achieved an OP 1 – 15.
- One student achieved an OP 1.



- 100% of students achieved a QCE or QCIA – ninth consecutive year.
- 42 students graduated with a Diploma qualification, which is approximately equivalent to an OP 9.
- 53 achieved a Certificate III qualification, which is approximately equivalent to an OP 15
- 97% of eligible students received a QTAC offer for University studies.

| Description | 2017 | 2018 | 2019 |
|---|------|------|------|
| Number of students who received a Senior Statement | 299 | 260 | 169 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 1 | 2 | 0 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 298 | 258 | 169 |
| Percentage of Indigenous students awarded a QCE at the end of Year 12 | 100% | 100% | 100% |
| Number of students who received an OP | 147 | 102 | 81 |
| Percentage of Indigenous students who received an OP | 0% | 22% | 0% |
| Number of students awarded one or more VET qualifications (including SAT) | 299 | 259 | 169 |
| Number of students awarded a VET Certificate II or above | 298 | 259 | 169 |
| Number of students who were completing/continuing a SAT | 16 | 10 | 9 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD | 86% | 83% | 79% |
| 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. | 99% | 98% | 97% |
| Notes: <ul style="list-style-type: none"> • The values above: <ul style="list-style-type: none"> – are as at 11 February 2020 – exclude VISA students (students who are not Australian citizens or permanent residents of Australia). • <i>Indigenous</i> refers to Aboriginal and Torres Strait Islander people of Australia. | | | |

| Number of students awarded certificates under the Australian Qualification Framework (AQF) | | | | |
|--|---------------|----------------|-----------------------|---------|
| Years | Certificate I | Certificate II | Certificate III or IV | Diploma |
| 2017 | 172 | 298 | 71 | 7 |
| 2018 | 136 | 258 | 95 | 50 |
| 2019 | 101 | 167 | 84 | 42 |
| Note: The values above: | | | | |



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 |
|-------------|--------|---------|----------|----------|----------|
| 2017 | 29 | 46 | 52 | 19 | 1 |
| 2018 | 23 | 38 | 24 | 17 | 0 |
| 2019 | 17 | 21 | 26 | 16 | 1 |

Note:

The values above:

- are as at 11 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- are as at 11 February 2020
- 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 2019 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 Construction (Wet Trades) | Certificate III in Fitness |
| Certificate II in Electrotechnology | Certificate III in Makeup |
| 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 Plumbing | Certificate III Beauty Services |
| Certificate II in Sampling and Measurement | Certificate III in Allied Health Assistance |
| Certificate II Health Support Services/Certificate II in Community Services | Certificate III in Laboratory Operations |
| Certificate II in Logistics | Certificate III in Music Industry |
| Certificate II Live Aircraft Maintenance Engineering | Certificate III in Makeup Artistry |
| Certificate II in Salon Assistance | Certificate IV Crime and Justice Studies |
| Certificate III in Applied Fashion Design and Technology | Diploma in Business |

Apparent Retention Rate – Year 10 to Year 12

| Description | 2017 | 2018 | 2019 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort | 88% | 91% | 92% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 100% | 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. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.



Student Destinations

Post-School Destination Information

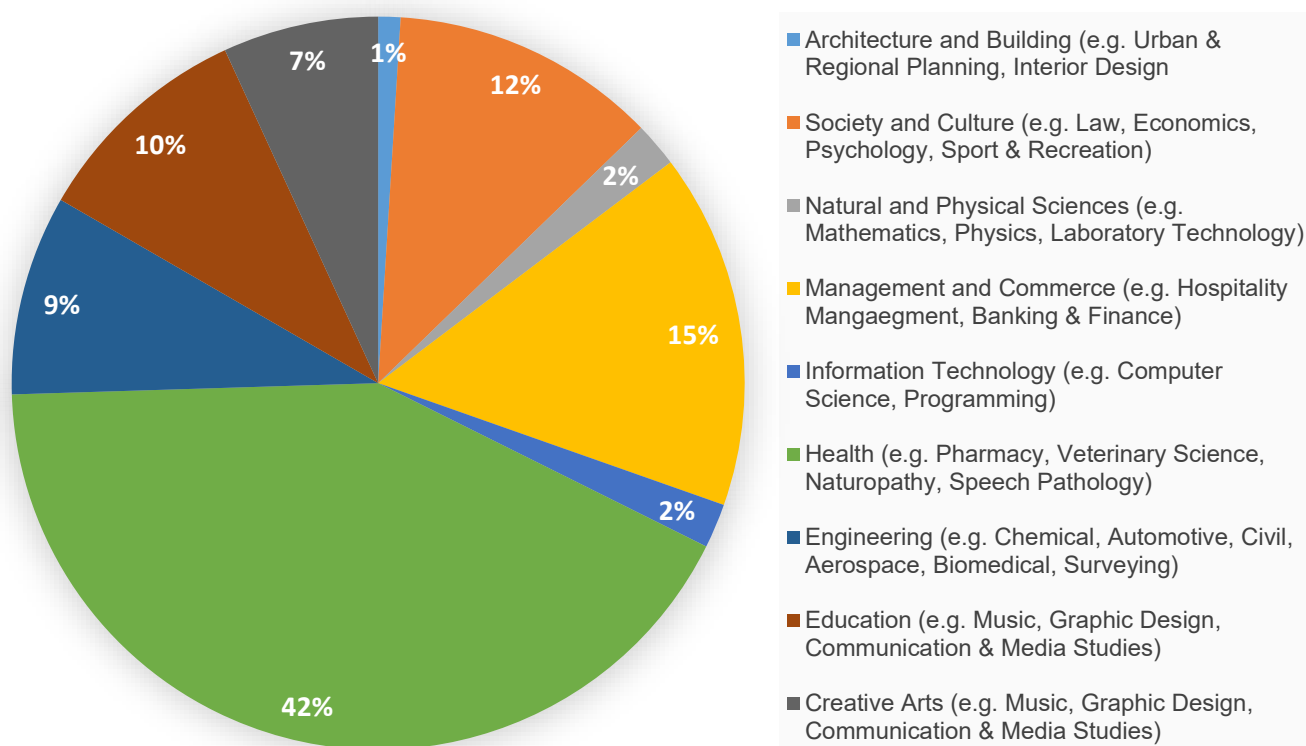
The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 year 12 cohort), will be uploaded to the school website when they become available.

Schools with fewer than five 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 on the school website under *Support and Resources* → *Forms and documents* or at this [link](#).

The data below has been collected by the school to give an indication of the destinations of our 2019 cohort:

2019 QTAC Area of Preference



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 transitioning to other training programs or employment programs.



Other Key Outcomes

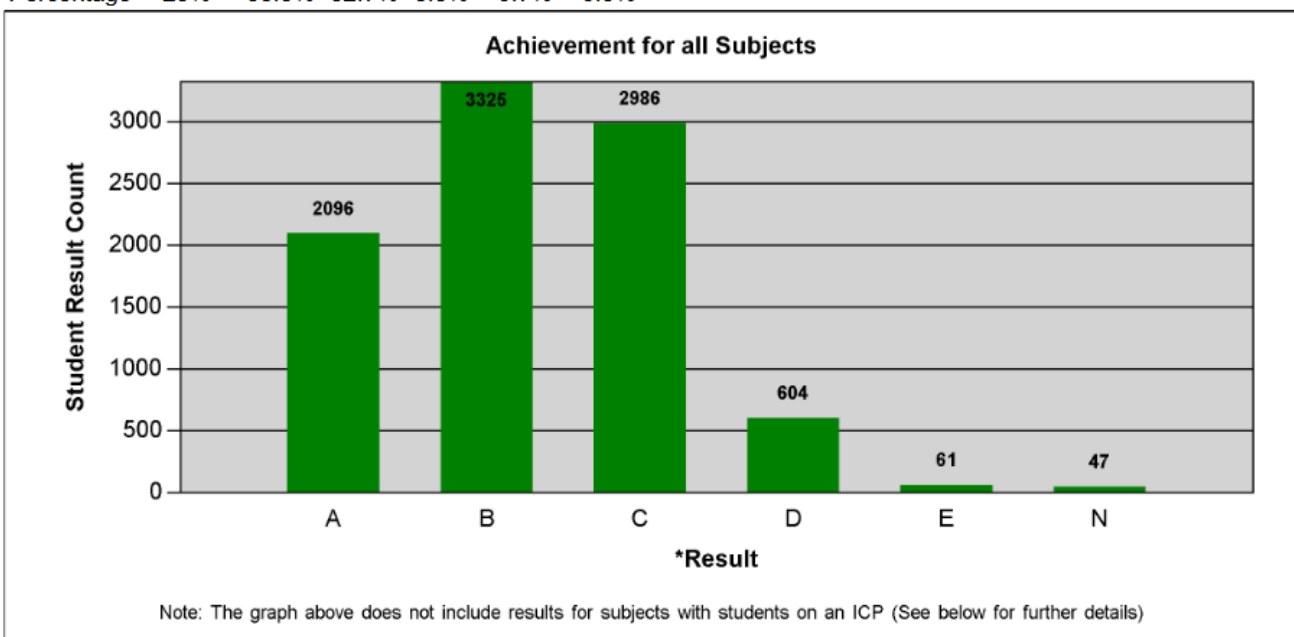
Achievement Outcomes

The data set out below highlights the achievement data of all students in semester 2, 2019. This data shows that 92.5% of our students achieve satisfactory, good or excellent results. This is a reflection of the school's standards and the students' desire to achieve success at school. This data continues to improve each year.

Number of students: **1400**

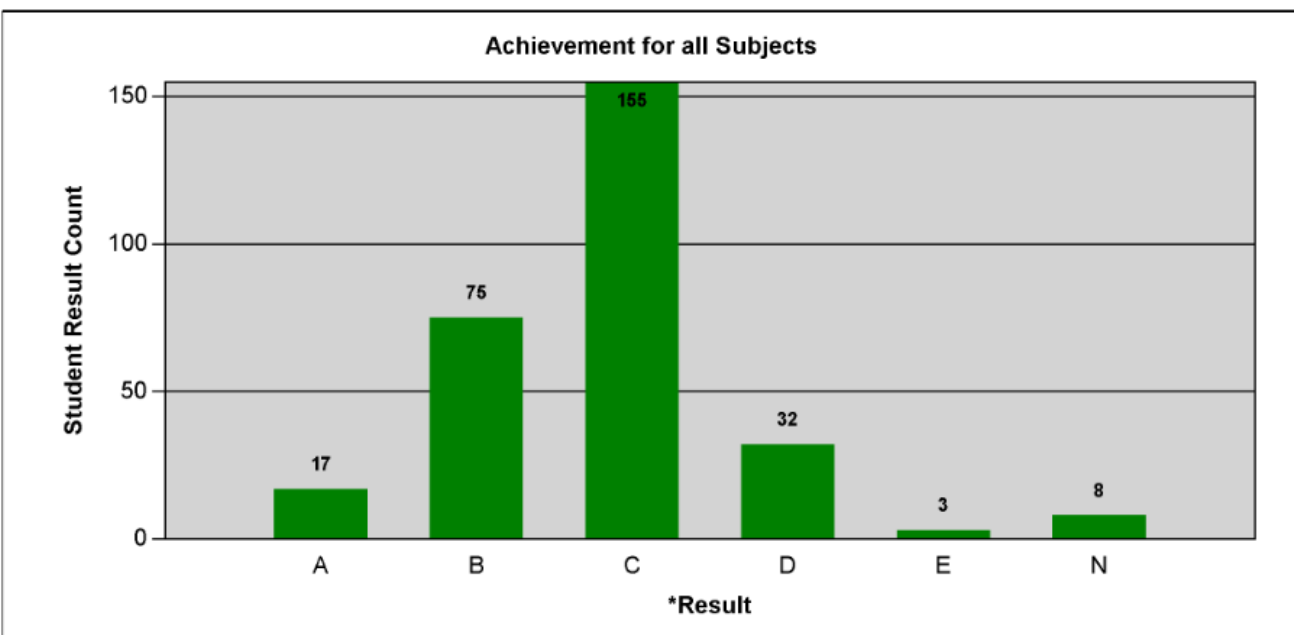
Achievement Breakdown

| Rating | A | B | C | D | E | N |
|------------|-----|-------|-------|------|------|------|
| Percentage | 23% | 36.5% | 32.7% | 6.6% | 0.7% | 0.5% |



Achievement Breakdown:

Students on 'Individual Curriculum Plans', Different Year Level/Different Year Level - Partial





Debating

2019 was another successful year for the Corinda State High School debaters. Our year 7 team, consisting of beginners to debating, worked hard to improve across the year. The year 8 team were more experienced, with a year of debating under their belts. They won two of their debates and Amy Freudenberg and Olivia Hollis received best speaker awards. The year 9 team were a combination of fresh and experienced debaters, with the experienced debaters mentoring those who were new. They won two debates, with Alessandra Beasley receiving best speaker.

Our year 10 team—the most successful team—won three debates. Team members Andrew Kennard and Selena Bui both received best speaker awards. The year 11 team won two debates, with Tahlia Briody receiving best speaker. Our seasoned year 12 team won one debate and Susi Rea received best speaker. Well done to all our hard-working Corinda debaters!



Mooting

Congratulations to Legal Studies students Ravena and Jemima who were runners-up in the Grand Final of the University of Southern Queensland (USQ) High School Mooting Competition. Ravena was also awarded the prize for Best Advocate in the Grand Final, receiving the Best Wilson Buckley Family Law Advocate Prize of \$2000. Both students also received scholarships to study law at USQ.

The USQ competition involved over 25 teams from across South-East Queensland who had to present oral arguments to a panel of judges in a simulated criminal appeal. To reach the Grand Final, the team went undefeated through the preliminary rounds and finals. The Grand Final was judged by Supreme Court Justice Peter Davis, District Court Judge Alexander Horneman-Wren and USQ School of Law and Justice Lecturer Liam Scott. Both Ravena and Jemima impressed with their ability to advocate and respond to intense questioning on the spot.

The students began preparing for the competition at the Corinda Open Day in March, and continued to work diligently under the direction of Humanities teachers Alex Griffin, Jack Gilroy and Amy Heymer. This competition will be excellent preparation for Ravena who hopes to study law in 2020, while Jemima, who is only in year 11, can use her experience in this year's competition and build upon it next year.



Sporting competitions

The fierce inter-house competition continued at Corinda in 2019 with our Houses battling to be crowned "Champion House". Bunar, Dibbil, Kabul, Moori, Pirri and Yarraman competed against each other in swimming and athletics in a year of fierce competition.





| House Championship Points | | | | | | |
|---------------------------|-------|--------|-------|-------|-------------|-------------|
| | Bunar | Dibbil | Kabul | Moori | Pirri | Yarraman |
| Swimming | 689 | 1014 | 1258 | 1036 | 1249 | 1310 |
| Athletics | 337 | 331 | 315 | 416 | 510 | 333 |
| Grand Total | 1026 | 1345 | 1573 | 1452 | 1759 | 1643 |

2019 Swimming Champion House: Yarraman

2019 Athletics Champion House: Pirri

| Age Champions | | | | | | |
|-----------------|------------------|-----------------------------------|----------------|-----------------------|---------------------------------|--------------------|
| | Swimming | | X Country | | Athletics | |
| | Boys | Girls | Boys | Girls | Boys | Girls |
| 12 Years | James Dunn | Harriet Bridge / Lucy Wysoczanski | Harrison Steen | Sophie Julien | Konrad Castro / Zachary Shipard | Holliday Galafrio |
| 13 Years | Zach Mason | Emerson Delany-Kaye | Samuel Geu | Scarlett PurserBailey | Samuel Geu | Miassar Kleibo |
| 14 Years | Jordan Tunnah | Amy Freudenberg | Toan Nguyen | Sarah Irwin | Amien Kleibo | Grace Tupai |
| 15 Years | Dillon Rollinson | Jessica Murphy | Tyler Turnbull | Jessica Murphy | Isaac Moses | Jessica Murphy |
| 16 Years | Caelan Butcher | Arieta Kurukitoga | Gideon Goch | Elissa Raya | Alex Wentz | Selu Maama |
| Open | Tristan Nutley | Mackenzie Sibley | Deng Makuach | Christina Amajouyi | Prefina Mabelo | Christina Amajouyi |

Interhouse Swimming Competition

The 2019 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 House for winning for the second year. ***Congratulations Yarraman, swimming champions 2019.***

Interhouse Athletics Competition

The 2019 Athletics Carnival once again ran over two days, with the final day of the carnival at Ambiwerra Fields. The outstanding efforts and house spirit of all students was inspiring to watch. ***Congratulations Pirri, who were crowned Athletics Champions, in what was a close competition.***



Interschool Sport

West Brisbane District Gala Days

Corinda teams lifted to the next level in 2019 producing more teams across all sports and a record number of District and Metropolitan Champions. The following teams were crowned 2019 West Brisbane District Champions:

| | | | |
|-------------------------|----------------------|-----------------------|------------------------|
| Year 10 Boys Volleyball | Year 10 Boys Tennis | Open Girls Tennis | Open Boys Football |
| Open Boys Volleyball | Year 7 Girls Tennis | Open Boys Tennis | Year 7 Girls Netball |
| Open Boys Tennis | Year 8 Girls Tennis | Year 7 Boys Football | Year 9 Girls Netball |
| Year 8 Boys Tennis | Year 9 Girls Tennis | Year 9 Boys Football | Open Girls Netball |
| Year 9 Boys Tennis | Year 10 Girls Tennis | Year 10 Boys Football | Year 7 Boys Basketball |

As a result of becoming district champions, most of these teams advanced to the knockout stage in the Metropolitan Sports competition with all teams performing exceptionally well. Special mention must go to the Open Girls Netball team who advanced to their respective South East Queensland (SEQ) Metropolitan Semi Final. Further, the Open Boys and Girls Tennis teams made the Grand Final, though were narrowly defeated.

A massive congratulations to the year 10 Girls Tennis, year 10 Boys Tennis, year 7 Basketball and the year 10 Boys Football team who were all victorious in their Grand Final matches, each becoming 2019 Metropolitan Champions!

West Brisbane District Gala Day Most Valuable Players:

Year 7 Boys Football – Isaac Green
Year 7 Girls Tennis – Shannon Rynne
Year 7 Boys Tennis – Zachary Shipard
Year 7 Boys Touch – Ashton Sykes
Year 7 Girls Touch – Leah Anstey
Year 7 Boys Basketball – Justin Ventic
Year 7 Girls Basketball – Tiara Uamaki

Year 7 Girls Netball – Sienna Jansen
Year 7 Boys Ultimate Disc – Daly Lazarus
Year 7 Girls Ultimate Disc – Sophie Julien
Year 7 Girls AFL – Jade Sheldon
Year 8 Boys Football – Callum Rollinson
Year 7/8 Girls Football – Alyssa Larsen
Year 8 Girls Netball – Danielle Tamilo



Year 8 Boys Touch – Thinh Pham
Year 8 Girls Touch – Grace Tupai
Year 8 Boys Basketball – Abraham Kargbo
Year 8 Girls Basketball – Ruby Kent
Year 8 Boys Tennis – Jarrod Nguyen
Year 8 Girls Tennis – Danielle Badman
Year 8 Boys Badminton – Tim Tang
Year 8 Girls Badminton – Cindy Le
Year 8 Girls Ultimate Disc – Oanh Kieu
Year 8 Boys Ultimate Disc – Jasiah Levu-Vail
Year 9 Boys Football – Dillon Rollinson
Year 9 Girls Football – Kendra Amajouyi
Year 9 Boys Tennis – Dean Lagueras
Year 9 Girls Tennis – Chloe Taylor
Year 9 Boys AFL – Alexander Forster
Year 9 Girls AFL – Mavis Ibanda
Year 9 Boys Ultimate Disc – Ahsley Philp
Year 9 Girls Ultimate Disc – Kendra Amajouyi
Year 9 Boys Badminton – Dean Lagueras
Year 9 Girls Badminton – Michelle Huynh
Year 9 Girls Netball – Lilli-Love Rodgers
Year 9 Girls Basketball – Camryn Newman
Year 9 Boys Basketball – Toan Nguyen
Year 9 Girls Volleyball – Tatyana Seualuga
Year 9 Boys Volleyball – Ryan Nguyen
Year 9 Boys Touch – Ethan Jensen

Year 9 Girls Touch – Natasha Tran
Year 10 Boys Volleyball – Harry (Linh) Nguyen
Year 10 Girls Volleyball – Tatyana Seualuga
Year 10 Boys Basketball – Ajang Bior
Year 10 Girls Basketball – Awak Bior
Year 10 Boys Football – Kieran Rocks
Year 10 Girls Touch – Emma Bingham
Year 10 Boys Touch – Isaac Solomona
Year 10 Girls Netball – Camryn Arnold
Year 10 Girls Tennis – Jordyn Shaw
Year 10 Boys Tennis – Kobe Diaz
Year 10 Boys AFL – Alexander Wentz
Open Boys Cricket – Ismail Mohammed
Open Boys Tennis – Alex Monk
Open Girls Tennis – Jade Diaz
Open Girls Netball – Naomi Solomona
Open Girls Basketball – Ruth Ibanda
Open Boys Basketball – Tyson Lane
Open Boys Football – Lachlan Mure
Open Girls Football – Micheala Williamson- Field
Open Boys Touch – Steven Truong
Open Girls Touch – Selu Maama
Open Boys Volleyball – Vincent Nguyen
Open Girls Volleyball – Joanna Teofilo
Open Boys AFL – Calvin Buinimasi





Tennis Excellence Program

West Brisbane District and Metropolitan Finals

The West Brisbane District Tennis Gala Days and the Metropolitan Finals brought success for Corinda's Tennis Program with the junior teams racking up an impressive 10 out of 10 district flags. The senior teams also had success with both year 10 open teams winning the District Title. With all 10 out of the 10 teams winning their respective titles it is an achievement Corinda can be extremely proud of!

The year 10 Boys and year 10 Girls Teams were the true success stories of 2019, with their wins in the Under 15 Metropolitan Competition. The finals were both played against Kelvin Grove who have dominated the competitions for the last 10 years. Our boys and girls were ecstatic when they got their hands on a 70-year-old cup for winning the competition. Given that tennis is one of the four founding sports of Metropolitan competition, for the second time ever, Corinda's girls' names have been etched into this piece of history and the boys for the third year in a row- something to be really proud of. These players have worked so hard at their craft over the years and the proof of this is in this amazing achievement. The Students are looking forward to having a go at the open division next year.

Most valuable Player Awards

Year 7 Boys Tennis – Zachary Shppard

Year 7 Girls Tennis – Shannon Rynne

Year 8 Boys Tennis – Jarrod Nyugen

Year 8 Girls Tennis – Daniella Badman

Grade 9 Girls Tennis – Chole Taylor

Grade 10 Boys Tennis- Kobe Diaz

Grade 10 Girls Tennis- Jemma Gossow

Open Boys Tennis- Alex Monk

Year 9 Boys Tennis – Dean Laguras

Open Girls Tennis- Jade Diaz





Football Excellence Program

SPL Football Competition

After a rigorous selection process our school program was granted an invitation to the School Premier League (SPL) for 2019 and beyond. This competition sees the elite Football Excellence State High Schools play against each other, where the winners are crowned SPL champions. The competition was split into four groups (Junior Boys, Senior Boys, Junior Girls and Senior Girls) and games were played throughout the year over a number of Gala Days.

In our first year of the competition all four groups competed extremely well and represented our school with pride. In particular, our Senior Boys went undefeated for a majority of the season in what was the toughest pool in the competition. They played against Chancellor State College in the semi-finals only to go down in a tight defeat.

Most Valuable Player Awards

Junior Boys – Warren Harper

Junior Girls – Jorja Guilk

Senior Boys – Brayden Doolan

Senior Girls – Tamika Martin



Independent Schools Cup (formerly VETO CUP)

Corinda's Senior Boys team saw very positive results from a young squad this season. In the state-wide U19 boys' competition – the Independent Schools Cup – Corinda defeated five other schools in the lead up to the finals. In the Grand Final, Corinda were drawn against Chancellor State College, where the boys played very well away from home, before eventually losing 4 - 2 to a tough opponent. A great result and performance given the majority of our team were only year 10 and 11 students, who will be eligible to compete in this competition again in 2020.



For our Senior Girls, they came up against some very strong opposition, although the girls played well before bowing out early in the competition.

Most Valuable Player Awards

Girls - Christina Amajouyi

Boys – Prefina Mabelo



Bill Turner Cup and Trophy

The Bill Turner Cup (Boys) and Trophy (Girls) involves some of the best footballing schools in the 15 years and under category. Many of our year 9 and 10 students were involved in the competition this year, joined by some talented year 8 students. The teams bowed out early in the competition after coming up against some very strong opposition but the experience was invaluable for all our players.

Most Valuable Player Awards

Kieran Rocks

West Brisbane District and Metropolitan Finals

The West Brisbane District Football Gala Days and the Metropolitan Finals brought great success for Corinda's Football program. Our year 9 Girls were unlucky to lose the West Brisbane District Finals, after drawing the game and going out on a competition rule, although our years 7, 9, 10 and Open Boys took out the West Brisbane District title.



Our four boys' teams progressed to the elimination rounds of the Metropolitan Finals as the best sides in the district. The teams were knocked out at various points in the competition but played impressively in their respective games. Our year 9 Boys advanced to the Quarter Finals and eventually lost in penalties. Our year 10 boys advanced to the Metropolitan Grand Finals after winning each of their knockout rounds and were eventually crowned Metropolitan Champions for year 10 Boys!

Most Valuable Player Awards

Year 7 Boys Football – Isaac Green

Year 8 Boys Football – Callum Rollinson

Year 9 Boys Football – Dillon Rollinson

Year 10 Boys Football – Kieran Rocks

Open Boys Football – Lachlan Mure

Year 7 & 8 Girls Football – Alyssa Larsen

Year 9 Girls Football – Kendra Amajouyi

Open Girls Football – Michaela Williamson-Field

Australian Futsal Tournaments

The first tournament for 2019 was the South East Queensland (SEQ) Vikings Futsal Titles. This competition sees hundreds of teams, from across South-East Queensland, compete to be crowned SEQ Champions. This year Corinda entered 13 teams. Of these qualifiers, several teams progressed beyond quarterfinals and into semi-finals. Our Under 13 Girls advanced to the SEQ Grand-Final, where they lost in a fiercely contested match. All teams who qualified for the Top 8 ensured they qualified for the QLD Champion of Champions tournament in July.

Our Under 15 Boys progressed to the Grand Final where they were defeated but still managed to place second in the state! Our Under 12 Boys also advanced to their respective Grand Final and were drawn against Kings Christian College. After a slow start the boys turned the game around and came out victorious winning 5 – 2 and becoming the first Corinda State High School team with a State Futsal title in over five years!

As we had four teams qualify for semi-finals at the competition they were also successful in qualifying for the Australian Futsal Titles in November. First time our school has sent a girls' team to the National Final!





Most Valuable Player Awards

U12 Boys Futsal – Isaac Green

U13 Boys Futsal – Callum Rollinson

U14 Boys Futsal – Sachin Prasad

U15 Boys Green Futsal – Eren Bayrak

U15 Boys Yellow Futsal – Oscar Ash

U16 Boys Futsal – Lukas Blahout

Open Boys Futsal – Harry Christie

U13 Girls Futsal – Jorja Guilk

U14 Girls Futsal – Michaela Anstey

U16 Girls Futsal – Jess Murphy

Open Girls Futsal – Tabitha Potts

BASKETBALL

During 2019, the Corinda boys basketball team qualified, for the first time in school history, to compete in the prestigious *Champion Basketball School of Queensland* Tournament. The qualifying tournament, in August, saw the team win two straight games. The team finished the four day tournament with five wins, placing them ninth overall in a division of 20 teams! Ultimately, it was a wonderful experience and the boys enjoyed every moment of it. Coaches, Chappy Jeff, Mr Barnes and Ms Pringle were immensely proud of the team in such a highly intense competition. The team saw 2019 as a learning experience and will be keen to produce an even better result in 2020.



Value Add

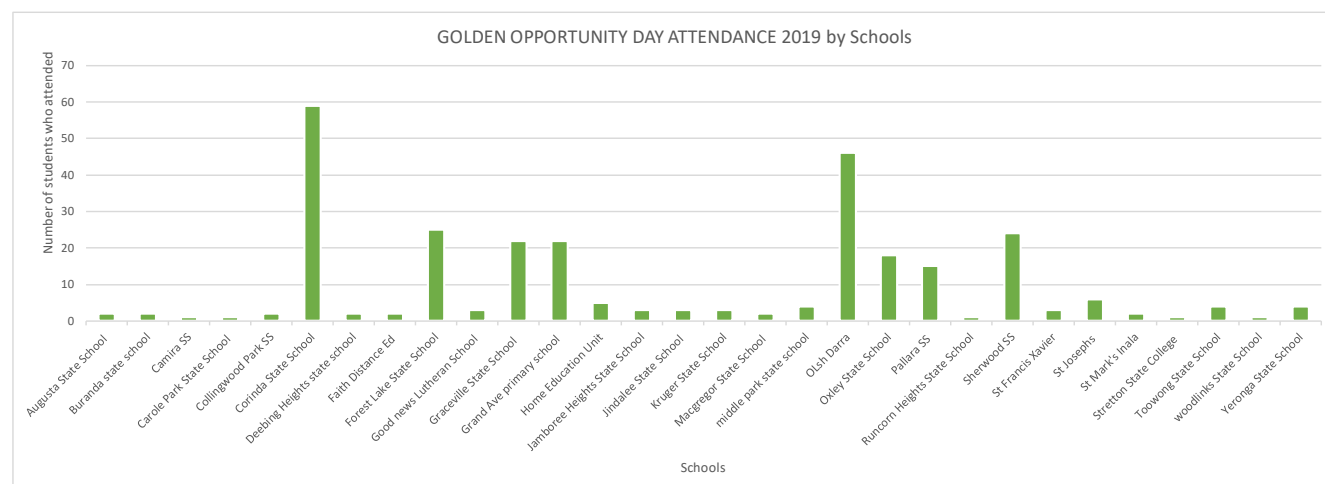
Gifted and Talented Snapshot



Gifted and Talented Education continues to thrive at Corinda State High School. 2019 saw the continued growth of our Programs of Excellence and Golden Opportunity Days.

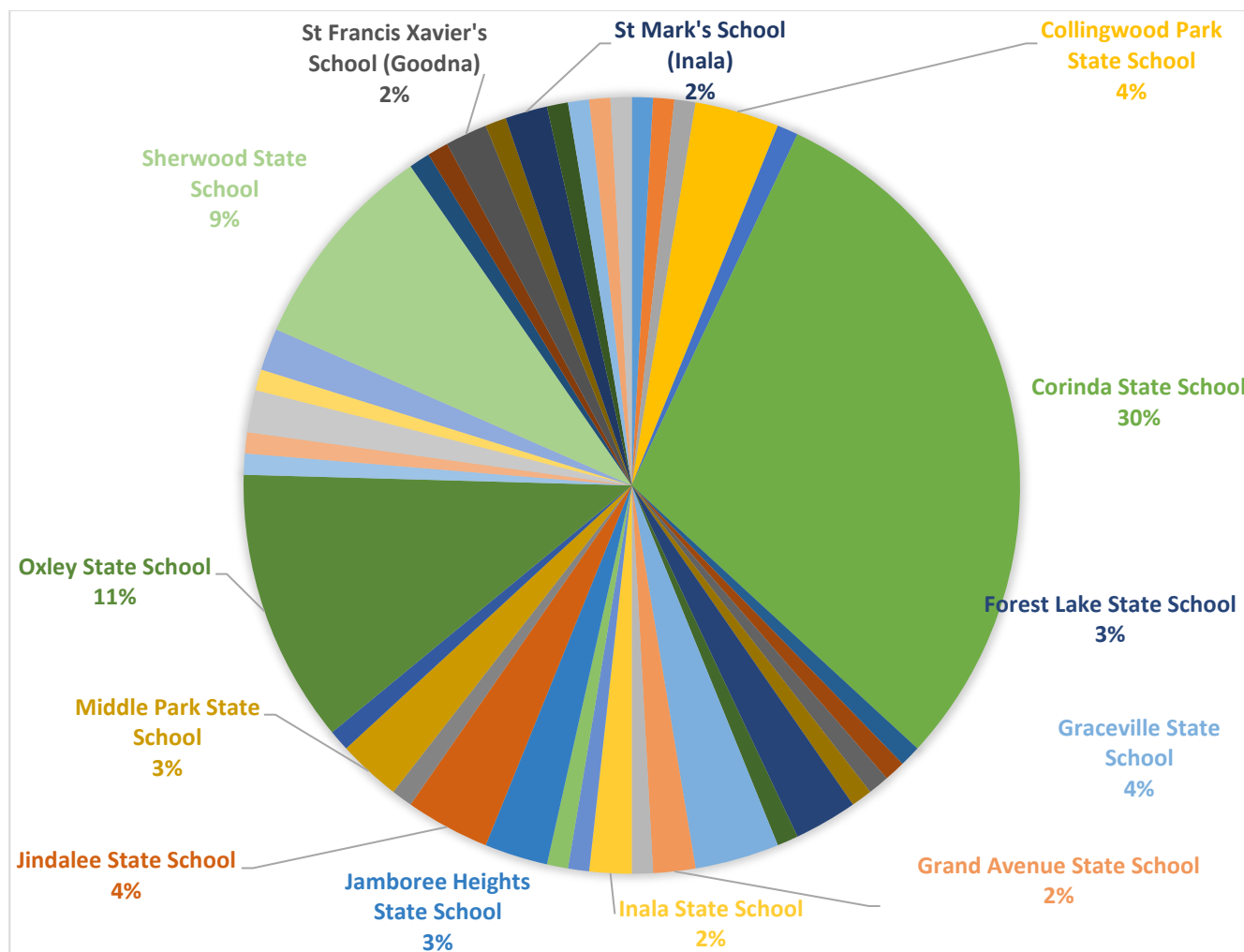
We have had great success in our Golden Opportunity Experiential Learning Days with over 150 primary school students attending in 2019 from 30 different schools. These days are designed to provide an opportunity for primary school students to taste the range of Programs of Excellence on offer.

Golden Opportunity Experiential Learning Days focus on a higher order thinking skills including critical thinking, curiosity and collaborative problem solving.





Our Programs of Excellence and Honours program continue to be successful with high enrolments and interest from our primary schools. In 2019 we enrolled 114 students from 39 different schools into our eight Programs of Excellence.



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 curriculum plans (ICPs) above year levels for students who are identified as gifted.

Year 7 and 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.

Students were invited to participate in the Queensland Virtual STEM Academy provided by the Queensland Academies. We had ten highly capable students in years 7 – 9 complete a range of projects with an Audrino focus. One Literature team also competed in the annual Optiminds competition.

This team, composed of six year 9 students, performed exceptionally in preparation and on the day of competition.



Business and Digital Technologies

Market Day

Each year our year 10 Business Studies students plan and run a market day for Mother's Day. This year was our most successful year with all stores so popular that they ran out of stock before the end of their trading time. Students worked in teams to design a product that would suit their target audience. They considered their pricing strategies and their promotional activities

while also managing the production and selling of their stock. This experience provides students with a taste at managing their own retail store in a way that cannot be taught through a textbook. Our year 11 Business Studies students provided another dimension to the experience by posing as secret shoppers who provided the year 10 students with a report on their customer service experience. The year 11 Business Studies students used this experience to inform their own understanding of what constitutes effective customer service and were able to apply this to their studies.

Diploma of Business- Project Management and the Fashion Show

The "Big Apple," the "City That Never Sleeps"; "The city so nice, they named it twice!"—New York City. In 2019 we celebrated everything New York at the Corinda State High School Annual Fashion Show.



Each year the Diploma of Business students complete a Project Management unit where they learn the ins and outs of managing a large and complex event. There are not many schools that offer their students the opportunity to not only learn about the process of managing and leading a project, but to also live it.

Students call on their organisation, leadership and communication skills to ensure their event is a success. With up to 50 students working together as one cohesive team, they plan, implement and lead every aspect of the process.

2019 saw a new and fresh take on our annual Fashion Show with a number of new designers joining us on the catwalk, as well as some old favourites. Each store represented a unique face of the Big Apple, from the Wall Street suits to the grungy burrows to the swanky Upper East-Side socialites. Of course an event like this does not just happen overnight. It takes the hard work and dedication of many.

2019 New York Fashion Week lived up to its reputation and delivered another awe-inspiring, trend-setting showcase of fashion.



Shark Tank Competition

2019 saw Corinda State High School's first ever Shark Tank Competition where our year 10 Business Studies classes and the year 10 Digital Technologies class showcased some of the creative, innovative and eye-opening learning that takes place within our classroom walls.

Our sharks for the event included Ms Jamieson, Ms Cullen, Ms Probst, Dr Dawson and Ms Ashlee Carrigan. Ashlee is the founder of Life After School, which offers tailored workshops for high schools, equipping students with crucial 21st Century

knowledge and transferrable skills to confidently approach the real world beyond school.

Our first category for the competition was the Marketing Pitch. Students in year 10 Business Studies had been developing their business concept for the few months leading up to the event. They started off by researching their target market and conducting market research on their pain points and possible solutions. From here, students devised a suitable solution and tested its viability by developing a website with a launch page. This tested the number of real customers who engaged with their product concept and calculated the conversion rate from the main page to the purchase page. This process provided us with real-life data that we could use to refine and test our target market interest. The winner of this category was Sana Sameer and Maranda Burns for the business concept, DEA Beauty!

Our second category was the Technical Proposal. Students in year 10 Digital Technologies had been tasked with the challenge to design a robot that solves a real-world problem at Corinda State High School. Students were encouraged to engage with teachers, staff and students to find where there was an opportunity to automate a task. Once their concept was designed, students were required to build a prototype using any of the technology available at the school. The winners of this category were Tony Do and Thien Nguyen with their Compost Tumbler 2000.

It is not easy coming up with an original idea and then pitching it to a panel of sharks. We cannot wait to see what the students come up with in our 2020 Shark Tank Competition as we broaden the application process for students in other subject areas to enter their innovative and enterprising concepts.

BIG Idea Grant

In 2019 we presented our first ever BIG Idea Grant to Jaymi Sleight for his Sustainable Bee Hives, Corinda Honey. The BIG Idea Grant is a \$2000 grant for students to start up their own business. Corinda Honey exists to sell locally produced, sustainable, and high quality honey and bees wax products to the community as well as creating strong partnerships with other local businesses. Corinda Honey's vision for the future is to be a successful apiary providing community members and multiple local businesses with a variety of locally produced, sustainable, and high quality honey and bees wax products. Jaymi has been working closely with our Agriculture teachers and the Head of Department for Business and Digital Technologies to ensure his business goals are achieved.



The Arts

Media Department

The media department strengthened its partnerships with the University of Southern Queensland (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, and work with their lecturers in areas such as animation and promotional design. Media students gained an invaluable insight into the media industry by participating in special media workshops with visiting industry professionals. They became students at the university for the day, and accessed the university facilities and staff to create Videos for Change – short films which promote change in the wider community. Students also participated in stage makeup workshops run by Velbella and a lighting workshop run by the Queensland School of Film and TV. The students had a blast getting creative with their gory side.

In term 3 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 as the host was an ex Corinda Student! It was exciting to see how far he had gone since his Media days at Corinda. It was a wonderful experience to have our students perform live on the radio across USQ.





Drama:

Year 12 Drama students were hard at work in Semester 1 building the final stages of their play and preparing for the original production of *REAL*. This production is part of year 12 Drama studies where students engage with an industry director, Melissa Bud, to stage a production at all levels from writing to acting to set design and lighting.

The Drama department once again took place in *The Scene Project* - 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. Corinda State High School participated as an extracurricular Drama project, working every Wednesday afternoon for two hours, with a cast of 19.



Music:

Music Excellence students worked alongside our Musica Viva Composer in Residence Nicole Murphy who helped nurture their compositional creativity and personal style in term 4. The Music Excellence Showcase in term 3 was a standout event with all students sharing stellar performances. Mrs Stewart's year 7 and 8 students performed as soloists and ensemblists to more than 200 people and the year 9 Excellence class also had an incredible performance. The year 11 and 12 Senior Music and Music Extension students performed at many events throughout the year including a workshop with Music Alumni and Griffith University Conservatorium of Music Artists in Residence – Sam de Lange and Nicola Gemmell. The Production Club participated in live podcasts on Wednesday afternoons and learned many new skills in the world of sound recording and production.

Instrumental Music

Our Instrumental Music students finished term 1 with a bang at their annual camp at the Queensland Conference and Camping Centres (QCCC). Our bands and ensembles workshopped new pieces for different performances. They improved their technical accuracy and music reading skills, and developed music for events and performances. The Music Camp concluded with the Music Camp Concert. Parents, friends and our musicians enjoyed a night where bands performed a selection of music as rehearsed during their week away.



Instrumental Music students worked hard performing in both the school and wider community including the Sherwood State School Fete, ANZAC Day, Boer War Memorial, and Bravura Music Festival.

This year our Drumline continued to build their reputation in public performances including the Ekka. Quite an achievement for such a young ensemble.



We have welcomed Mr Chin to the Corinda Music family. Our strings program is indeed exceeding expectations. Their strong feedback at Bravura and constant presence in the local community are a testament to Mr Chin's hard work in 2019. Mr Messenger's Brass Ensemble and Mr Stewart's Saxophone Quintet have continued to perform as established chamber groups. The Saxophone Quintet received glowing feedback from Dr Rob McWilliams at Bravura as a recognition of their high quality woodwind work.

Big Band have continued to showcase our phenomenal program at a range of performances throughout 2019. This year, Big Band is predominantly populated by junior music students, Mr Stewart has worked tirelessly to push their musicianship to new heights, nurturing Corinda's premier senior ensemble. Well done Mr Stewart!

In term 4, we held our annual Music in the Night Awards evening where our graduating class were presented with their awards. In addition, we awarded our Musician of the Year, Amity Drinkwater, for her high degree of commitment to many ensembles.

The following high performing students were accepted into the State Honours Ensemble Program: Kate Humphreys, Jorja Andersen, Alex Monk, Cooper Benz, Tahu White, Tylan Anscombe, Shashi Kubsad and Leo Weller! Kate Humphreys had the exceptional honour of participating in the Pacific Honours Ensemble Program. She travelled to Seattle where she worked alongside world class musicians in high quality ensembles.



Visual Art

In 2019 the Visual Art department focused on the refinement of their programs in response to the new senior syllabus in Visual Art and Visual Art in Practice. Senior teachers also realigned junior programs to ensure that the cognitions and learning experiences from years 7 – 10 prepared students for the senior years of learning. This planning involved the design of a two day artist experience that formed the stimulus of the final two units of 'making' in year 12. Students worked with artists Jacqueline Scotcher and Chris Benny who lead them through 'making' exercises in the Oxley Creek Catchment Area.

Our Visual Art students expanded their expectations of what constitutes art through visits to GOMA, artist workshops and exhibitions. Our senior students participated in a printmaking workshop by artist Glen Skien that supported their body of work. Art Excellence students in the junior years toured through Brisbane's public art trail and attended the Botanica Exhibition and saw artist Hayley Welsh finalise her Mural for the Brisbane Street Art Festival. Art Excellence students also attended a workshop with Artists in residence Casselle Mountford and Glen Skien. Finally, our year 9 Art Excellence students and year 10 Visual Art students visited GOMA to view the Ben Quilty and Margaret Olley exhibition to inspire their still life and "Memories" units.

Another area of focus in the senior school was the expansion of extracurricular opportunities for students. Life drawing classes were offered after school to senior students to improve their representational drawing skills. This development came in response to an observation by teachers on the Biennale trip to Sydney, who saw students drawing skills dramatically improve during a session with Archibald Prize finalist Noel Thurgate.





Proof of the impact of our enrichment opportunities came in year 12 student Naomi Arnold's admission into the Creative Generation Exhibition held at GOMA this year. Naomi attended the 2018 Biennale Trip as well as life drawing classes. Her admission into the Creative Generation, saw her work "Compulsion" as one of 33 artworks exhibited at GOMA, from more than 600 entries from schools in Queensland.

In junior Excellence classes, incorporation of emerging technologies and design thinking within the work programs continued as a focus. The year 7 Excellence class designed chairs in response to public spaces on three dimensional digital platforms. Our Digital Design Art classes continue to incorporate 3D Printing modules in each year and students were able to design and develop products that were original and suited to a market.

Our senior Visual Art in Practice students continued to share their talents at the Corinda Library with their rotational art displays. They were commissioned by the head librarian at the Corinda Council Library to create displays for book week. Extending further on the regular displaying of their work in the local council library, year 11 and 12 Visual Arts in Practice students were given a brief by their teacher to create artworks relating to short listed books for the Children's Book Council of Australia 2019 Awards. This resulted in creative drawings and highly coloured artworks in the mediums of pastel, watercolour pencil and watercolour, to complement two shortlisted children's picture books – "The Feather" and "Rainbow Bear".

Visual Art students from years 8 and 9 also contributed to regular displays of work at the Corinda Council Library – a partnership that always draws praise from local residents and gives our students the opportunity to share their achievements with the local community.



Dance/ Dance Troupe

In 2019, the dance department continued to strengthen its Dance Program of Excellence, build its connections with external dance partnerships and provide more performance opportunities for troupes and dance students across the school. The Dance Program of Excellence went through some major changes with it switching to a vertical structure with classes using dance levels rather than student age, allowing dance ability to be appropriately differentiated for specific targeted

learning. Both the Program of Excellence and the Corinda Dance Troupe have had a successful 2019 at Dance Competitions across Brisbane, taking home numerous ribbons from a variety of competitions. They achieved places in various events such as Brisbane, BPAC, Beenleigh and House of Champion competitions. All awards at the dance competitions are amazing achievements as some categories feature up to 40 schools competing!

- Senior Troupe Lyrical – 1st Place at Beenleigh
- Senior Troupe Musical Theatre – Highly Commended at Beenleigh
- Senior Troupe Contemporary – 3rd Place
- Junior Troupe Contemporary – 2nd Place
- Junior Troupe Hip Hop – 2nd Place and Highly Commended
- Junior Troupe Musical Theatre – Highly Commended
- Tap Troupe – 1st Place
- Corinda Crew – 2nd Place and Very Highly Commended



2019 marked the graduation of many of Corinda's senior students from RAW dance for their Certificate III.

This year also saw the first time Corinda Dance Night was held offsite at the wonderful Riverlife Baptist church venue, catering for a larger audience, and allowing dance students across all years a more professional and real world dance event experience.



Creative Generation 2019

In 2019, Corinda Dance and Music students, Charlotte Broad, Sinead Van Der Sluys and Amelia Jarvis were involved in Creative Generations State Schools on stage performance. The students were engaged in rehearsals for the months leading up to the performance and lit up the stage in all of their performances. Charlotte Broad was a feature dancer in the program. It was a true mark of their dedication to developing their industry dance skills to be involved in such a large-scale professional performance.

Agricultural Technology



Lunchtime farm teams are a very popular activity at Corinda State High School. At every break time, many students volunteer their time to assist with the welfare and care of the animals and plants at the Agricultural section including sheep and goats, alpacas, poultry and garden areas with hydroponics. Students in Agricultural Technology classes also had the opportunity to help with the incubation and brooding of Light Sussex Pullets. Lambing (and kidding) is an exciting time of year with many new arrivals and one of our does gave birth to triplets, two of which needed to be bottle fed. This was followed by many orphan calves, which were also reared on milk and concentrates as they got older.

Junior Agricultural Technology classes immersed themselves in project based learning. One important topic was Efficient Use of a Precious Resource: Water. Students had to design and build their own working positive displacement pump as part of an irrigation unit. Another project was using Micro:bit technologies to code and install sensors to measure

useful data in the poultry house. Students designed devices to measure pen temperature, motion sensors to detect egg laying and door alarms using the accelerometer function.

Another exciting part of the Junior Agricultural Technology Course was a two day camp that was held at Oxley Creek Common. Students spent two days across the creek, which involved sleeping



one night in a tent. The time was busy, filled with a series of hands-on activities such as weighing some of the school's Droughtmaster cattle, a wetlands survey where the students inspect aquatic weeds wearing waders, setting up portable sheep yards and inspecting the school Suffolk sheep as well as a small machinery unit. Students remarked that it was a great learning experience but also a particularly enjoyable experience.

Senior Agricultural Practices students also had the opportunity to work at Oxley Creek Common, constructing fencing, tagging and vaccinating cattle, as well as planning a drip irrigation system, which they used to growing their own pumpkin crop.

Golden Opportunities Days in Agriculture

The Agricultural Section was also a unique learning resource for students from our local feeder primary schools. These girls and boys were given the opportunity to take part in a session of '21st Century Skills – Critical Thinking.' The first of these sessions was run by Ryan Metcalf from the University of Queensland (UQ), who invited students to examine their own innate biases, using an awareness of fast and slow thinking systems.

The next session involved iPad technology with Dr Jen Seevinck from Queensland University of Technology (QUT), who helped students explore the mosquito lifecycle through interactive virtual reality models. This helped students understand the possible threats of mosquito borne diseases. Ryan led the groups in the final critical thinking activity where students were challenged with the question: should mosquitoes be eliminated from the world?





Science

Biology Camp - Minjerribah

The 2019 Senior Biology excursion to Minjerribah (Stradbroke Island) saw over 80 year 11 students engaged in fieldwork. Over two days students worked in mangrove habitat at Myora Springs, rock pools at Blank Widow Rocks and the beautiful Blue Lake. Students collected data, which formed an integral part of their assessment when they returned to school. This excursion continues to be a highlight for students taking Biology at Corinda.



Science Excellence programs

Our Science Programs of Excellence continue to achieve positive outcomes for students. Engagement activities for 2019 included trips to the Cube at QUT and Toohey Forest Education Centre. Our partnership with CSIRO STEM Professional in Schools program continues to be a productive partnership.

Primary School visits

In 2019 we continued our tradition of engaging our local primary school in secondary school science. Year 6 students from Corinda State School participated in lessons aligned to the Australian Curriculum designed in collaboration with staff from across campuses. We loved seeing the excited faces of the year 6 students visiting us each week and having fun with Science. Mr Liam Pilkington continues to do a wonderful job facilitating this partnership.



10 Science Honours

Our year 10 Science Honours students again competed in the Science and Engineering challenge. We were strong competitors against some of the most prestigious schools. It was fantastic to see the students working as a team to solve real world problems. We look forward to this interaction with QUT each year and always leave with a revived enthusiasm for STEM activities in Science Education.

Heron Island

One of our most prestigious enrichment excursions - the trip to The University of Queensland Heron Island Research Station was again a fantastic success. In 2019 the next lucky group of students to attend were engaged in researching, sampling and gathering data for a topic of their own choosing. To have the opportunity to work scientifically in this World-Heritage listed Marine National Park is truly an experience students never forget.

An excerpt from a student reflection:

"In addition to this trip, the research task required us to formulate a research question regarding a topic of interest, as well as share collected knowledge with others. For example, population density of certain aquatic species tended to be quite popular. Furthermore, other projects included population density and living/migration habits of native birds on the island as well as the relationship between leaf characteristics to abiotic conditions on the island. This task enabled us to utilise the research equipment such as lux metres, Pasco data loggers and sea lanterns. As independent learners, we devised a research question, hypothesis, aim and methodology. Once completed we conducted and corroborated our findings. From there, research was displayed aesthetically to the rest of the group, and all processes were described. By presenting data in this way, we were exposed to new ways to present information in a descriptive manner. The innovation of other student's ideas showed many varying ways in which one could go about the process. It also built confidence in public speaking skills."



International Science Fair

In the first week of September, three of our high achieving year 10 students, Ruby Retief, Frankie-Jane Dale and Jeremy Dow headed to Adelaide to take part in the International Science Fair, at the Australian Science & Mathematics School. The theme of the 2019 International Science Fair was 'Take the Challenge - be the Change'. The purpose of the fair was to bring together like-minded students from 12 different schools, of which seven were international schools from Canada, Japan, Korea and Thailand. All students were immersed in a week of investigation to explore different problems that are facing the world today, and show in many varied and creative ways, how we can actually be the change.

Seminar presentations were delivered by all of the contributing schools based on research investigations that had been conducted throughout the school year. The seminars show-cased the very high level of academic rigor achieved by the students at an international level.

Jeremy, Frankie-Jane and Ruby presented a scientific paper on a project they conducted on analysing the waste produced by the students of Corinda State High School. They had worked on this project during their academy class, as well as giving up some of their own time after school. Their topic was *A Waste Negative Future*. This project looked at how Australian schools generate vast amounts of waste on a daily basis. Fortunately, waste presents an opportunity to generate vast amounts of energy. An investigation was conducted to calculate the calorific value of a variety of waste categories collected and sorted for a school population of approximately 2000 students. The future focus of this research could ultimately lead to a better understanding of the viability of small-scale onsite energy generation for schools Australia-wide. In addition, schools could become waste negative by accepting waste from surrounding suburbs and take steps to move towards creating a net benefit for the community.

Working together in mixed international teams, Frankie-Jane, Ruby and Jeremy were provided with the opportunity to work with fellow students from the seven different international schools. The activities included:

Plastic Oceans, Cosmology, Climate Change, Changing Waterways, Communicating Change, Activity levels in Children, Living environments, Roots and Shoots, Waste to Want, Bush Tucker and Artificial Intelligence.

The main purpose of the Science fair was to promote intercultural understandings, which is very important in our contemporary world. Various cultural events were held in conjunction with the fair to develop friendships between all the students, and to develop an understanding and deep appreciation of all of the different cultures. The fair not only achieved its





primary goal of interactive problem solving, but it was evident to see that deep friendships were fostered between the international groups, which hopefully would be the start of continued long term collaborative work between the students.

We received the following letter from our students in regards to this trip:

"We would like to thank you all in great appreciation. The amount of time and dedication spent to make this project happen is astonishing. Not only that, but the generosity of giving up your valuable time to guide us all in the right direction. In addition, thank you for funding the trip both ways in order to make it possible to showcase our findings and to experience this amazing opportunity to interact with different students from around the world, which helped us to learn and grow as people".

Languages

Students continue to study Languages in large numbers at Corinda State High School. In 2019 we had 1250 students studying a language. Language study is compulsory from years 7 – 9 and an elective from years 10 – 12. At the end of 2019, 40% of students elected to continue studying a language from years 9 to 10 and 78% choose to continue from years 10 to 11.

Language Weeks

This year we once again celebrated languages by showcasing particular festivals and events during specific language weeks. We started the year with Chinese week where we had a Lion dance and many cultural activities including calligraphy and Japanese paper folding. James Sayers helped our Japanese students celebrate Children's Day with a variety of cooking sessions. Students gain a deeper understanding of the language when they study the culture.



2019 Study Tours

2019 saw Corinda take students both to New Caledonia and Japan. In New Caledonia, the French students were able to practice their speaking skills and learn about French Polynesian culture. Students came back very keen to explore more French speaking countries. The Japanese trip in December saw 25 students immerse themselves fully in Japanese culture. They attended a middle school where they attended classes, learnt kendo and did calligraphy in a traditional Japanese classroom. Japanese food was a huge draw card for all students and many new dishes were tried and enjoyed. Both groups stayed with homestay families and have made life long friends.



Competitions

Annually our students compete in the Language Perfect competition that has participants from around the globe. Students found the Language Perfect platform particularly useful for improving their language skills. This year we had students answer over 440 000 questions and over 80 awards were distributed to students. This was an awesome effort and all students have found a marked improvement in their language ability.

2019

Exceed Your Expectations

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