

CORINDA STATE HIGH SCHOOL

Exceed Your Expectations



ANNUAL REPORT 2025

Queensland State
School Reporting



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School Overview

Corinda State High School is one of Queensland's leading co-educational public schools, recognised for academic excellence, innovation and a commitment to providing every student with the opportunity to thrive. Situated in Brisbane's leafy western suburbs, just 20 minutes by train from the CBD, the school offers a world-class education within a welcoming and inclusive community.

With more than 2,100 students, Corinda State High School provides a diverse range of academic, vocational, sporting and creative pathways that empower students to discover their strengths and achieve their aspirations. Through a culture of high expectations, exceptional teaching and personalised support, students are challenged to exceed expectations and develop the knowledge, skills and character required for success in an ever-changing world.

The school's Limitless Strategic Plan underpins all aspects of school improvement through its three pillars of Fearless Learning, Thriving Culture and Unified Collective. Staff work collaboratively to analyse student achievement data, implement evidence-informed teaching practices and continually refine curriculum and learning experiences to maximise individual growth. Corinda's award-winning Academic Coaching program remains a defining feature of the school, supporting students to set ambitious goals, monitor progress and achieve outstanding academic and vocational outcomes.

Corinda State High School is recognised as a leader in educational innovation. Research-informed teaching practices, contemporary learning environments and a strong culture of continuous improvement ensure students are equipped with the capabilities required to thrive in the future. The school's Research and Innovation Centre, together with nationally recognised STEM and Smart Farm programs, provides authentic opportunities for students to develop critical thinking, creativity, collaboration and problem-solving skills while engaging with emerging technologies and real-world challenges.

The school places a strong emphasis on developing globally capable graduates. High-quality literacy and numeracy instruction is complemented by an extensive curriculum that includes five language programs, a successful International Student Program and a wide range of international partnerships and exchange opportunities. These experiences foster intercultural understanding, global citizenship and prepare students to confidently engage with an increasingly interconnected world.

Student wellbeing is central to the Corinda experience. Through a comprehensive Positive Education framework, a vertical House system and evidence-based wellbeing initiatives, students are supported to develop resilience, belonging, leadership and personal excellence. Leadership opportunities are embedded throughout every year level, encouraging students to make meaningful contributions within the school and the broader community while developing the confidence and skills to lead with integrity.

Corinda State High School is also recognised for its outstanding Programs of Excellence across football, tennis, dance and a range of other specialist areas. These programs, together with exceptional opportunities in the performing arts, academic extension, vocational education and community partnerships, provide students with pathways that nurture excellence and prepare them for future success.

Sustainability continues to be a defining characteristic of the school. As Queensland's first certified Carbon Neutral school, Corinda demonstrates a long-standing commitment to environmental responsibility and future-focused thinking, reflecting the enduring spirit of the school motto, *Hodie Quoque Cras* – Not only for today, but for tomorrow also.

Driven by its vision to Exceed Your Expectations, Corinda State High School continues to inspire students to become confident learners, compassionate leaders and globally engaged citizens who are prepared not only to embrace the future, but to shape it.



Our Vision

Exceed Your Expectations

Our Future Mission

Limitless – To empower students to elevate humanity through audacious learning, forging a brighter future for themselves, others and the world.

Our educational and aspirational values

- Bold Ambition- We value unlimited learning and growth because the future is ours.
- Perseverance- We value fearlessness in the face of challenges and are unwavering in the pursuit of our passions.
- Co-agency- We value a school community that believes the best education is a partnership between teachers, students, families and society.
- Societal wellbeing- We value a sustainable future where we nurture ourselves, one another and our world.

Our strategic focus

- Thriving culture- We are committed to the holistic wellness of our students and staff.
- Fearless learning- Our school environment fosters a curious and daring mindset to unlock bright futures.
- Unified collective- We are an interconnected network of staff, parents, students and community partners united to inspire limitless learning.

Principal's Foreword

2025 – A Galaxy of Possibilities....

2025 has been a year of extraordinary achievement, innovation and opportunity at Corinda State High School. Guided by our annual theme, **"A Galaxy of Possibilities,"** we challenged our students to dream beyond what they thought possible, embrace new opportunities and recognise that their future is limited only by their imagination and determination. Throughout the year, our students, staff and wider community have demonstrated what can be achieved when high expectations are matched with exceptional support, outstanding teaching and a shared commitment to excellence.



Our Limitless Strategic Plan continues to provide the foundation for everything we do. Built upon the pillars of Fearless Learning, Thriving Culture and Unified Collective, our strategic direction ensures every student is empowered to learn with confidence, develop strong character and contribute meaningfully to our school and the wider community. These pillars are evident in our classrooms, on the sporting field, on the stage and through the many opportunities our students embrace beyond the school gates.

Academic excellence remains a defining feature of Corinda State High School. Our students continue to achieve outstanding outcomes through rigorous learning programs, expert teaching and our highly successful Academic Coaching program. At the same time, we remain committed to recognising that every student's pathway is unique. Through our expanding Vocational Education and Training programs, school-based apprenticeships and traineeships, university partnerships and industry connections, our students graduate equipped with the knowledge, skills and confidence to pursue further study, employment or entrepreneurial opportunities.

Innovation continues to flourish across our school. Our nationally recognised STEM and Smart Farm programs, research-informed Middle Years initiatives, Languages, Creative and Performing Arts programs and our ten Programs of Excellence provide students with exceptional opportunities to discover their passions and develop future-focused capabilities. During 2025, our students also strengthened international connections through cultural exchanges and global partnerships, reinforcing our commitment to developing globally minded citizens prepared to thrive in an increasingly connected world.

Our sporting programs reached unprecedented heights in 2025. Corinda State High School made history by becoming the first Queensland state high school to simultaneously win both the UhlSport Cup and the ISSA Cup boys' football championships. Our Senior Girls football team successfully defended their UhlSport Cup title for a second consecutive year, further cementing Corinda's reputation as one of Australia's leading school football programs. Across tennis, netball, mountain biking, athletics, dance and many other sports, our students continued to excel at regional, state and national levels, demonstrating resilience, teamwork and an unwavering commitment to excellence.

The performing arts also enjoyed another outstanding year, with our dancers, musicians and performers showcasing exceptional talent through local, state and national competitions and performances. These achievements reflect not only remarkable individual talent but also the dedication of our staff and the vibrant culture that encourages every student to pursue excellence in their chosen field.

Our school community continued to grow stronger through meaningful partnerships and shared experiences. We celebrated the invaluable contribution of our parents, carers, alumni, business partners and community organisations through events such as our annual Partnership Luncheon, Open Day, cultural celebrations and numerous community initiatives. These relationships enrich the educational experience of our students and create authentic opportunities for learning beyond the classroom.

Student wellbeing remains central to our work. Through our Positive Education framework, vertical House structure and a wide range of wellbeing initiatives, we continue to foster resilience, belonging and leadership. We believe that students flourish when they feel known, valued and connected, and we remain committed to providing an environment where every young person can achieve success both academically and personally.

None of these achievements would be possible without the dedication and professionalism of our exceptional staff, whose commitment to every student's success continues to inspire. I also extend my sincere thanks to our parents and carers for the trust you place in our school and for the strong partnerships that enable our students to flourish. Together, we have created a learning community that continues to exceed expectations.

As we reflect on another remarkable year, our theme, "A Galaxy of Possibilities," reminds us that every achievement begins with curiosity, courage and the willingness to reach beyond the familiar. Corinda State High School continues to be a place where students are empowered to explore, innovate and lead with confidence, ensuring they leave our school ready not only for the opportunities of tomorrow, but prepared to shape them.

In the spirit of our school motto, *Hodie Quoque Cras* – Not only for today, but for tomorrow also, I thank our entire school community for your ongoing support throughout 2025. Together, we continue to build a school where every student is inspired to exceed expectations and discover a future filled with limitless possibilities.



Ross Bailey
Executive Principal



School Progress towards its goals in 2025

2024 saw the implementation of our new Strategic Plan – Limitless. The table below outlines our achievements with year 12 outcomes and NAPLAN.

Future Learners				
Measures				
Academic Performance	Measurements	Achieved		
		2023	2024	2025
% Exceeding				
Year 7	Numeracy	13.8%	20.0%	26.6%
	Reading	27.5%	32.1%	27.4%
	Writing	17.5%	22.1%	27.0%
	Spelling	26.7%	29.1%	31.3%
	Grammar & Punctuation	19.3%	29.4%	29.6%
Year 9	Numeracy	8.2%	8.8%	11.1%
	Reading	18.5%	19.5%	20.8%
	Writing	22.7%	20.8%	33.2%
	Spelling	20.8%	20.5%	23.1%
	Grammar & Punctuation	18.2%	21.3%	21.8%
% >Strong				
Year 7	Numeracy	77.1%	83.1%	82.3%
	Reading	80.9%	80.1%	79.4%
	Writing	74.7%	72.7%	74.9%
	Spelling	83.8%	85.0%	82.3%
	Grammar & Punctuation	70.2%	75.2%	78.6%
Year 9	Numeracy	70.9%	70.4%	82.3%
	Reading	71.8%	68.4%	77.4%
	Writing	66.6%	66.6%	73.2%
	Spelling	83.7%	77.8%	82.9%
	Grammar & Punctuation	67.3%	61.2%	69.6%
Improvement in Reading and Writing				
%A in English, Maths, Science				
English		24.9%	24.3%	28.5%
Maths		24.5%	36.11%	40.59%
Science		28%	30.68%	25.3%
%B or better in English, Maths or Science				
English		66%	69.7%	73.5%
Maths		65.4%	73%	70.2%
Science		67.4%	69.5%	69.7%
Lift Performance of top students				
Year 12 Attainment:				
% QCE		100%	100%	100%
% ATAR 90 and Above		26%	36.81%	33.7%
% ATAR 60 and Above		91%	88.4%	89.67%
% Certificate II +		100%	100%	100%
% Certificate III +		68%	53%	62.4%
QTAC offers		99%	100%	
School Opinion Survey - Satisfaction				
Student – My teachers challenge me to think		82.9%	81.9%	83.7%
Student – My teachers motivate me to learn		73.7%	68.2%	79.4%
Enrolment Data				
Residing in catchment enrolments		51.2%	50.8%	51.7%

Future Outlook



We are excited by the opportunities our new Strategic Plan 2024 – 2027 presents. The title: “Limitless” represents our commitment to making an enduring contribution to the lifelong learning of our students by providing them with the skills and experience to become future change leaders, prepared to face whatever challenges that await.

Our new direction is reflected in this title: “Limitless” where we aspire to foster an environment where boundless potential is not just encouraged but celebrated. We believe in our young people and what they have the ability to achieve, and that the future is ours to create.

Our world is changing at a rapid pace. From the impacts of AI and technology to managing mental health and wellbeing, schools are needing to equip students to thrive in the new world of work they will be entering post-school.

The future we see for Corinda State High School is one of **audacious learners and innovators elevating humanity**. We want to **empower students to play an active role in creating a better future for themselves, for others and for the world**.

Our Corinda values will guide us as we pursue this bold vision:

- **Courageous ambition.** We value continuous learning and growth because the future is ours to create.
- **Co-agency.** We value a school community who believes the best education is a partnership between teachers, students, families and society.
- **Perseverance.** We value courage in the face of adversity and are relentless in the pursuit of our passions.
- **Societal wellbeing.** We value a sustainable future where we care for ourselves, for one another and for the world around us.

Our strategic plan over the next four years will focus on three key areas.

Fearless learning

Our school environment instils a courageous, inquisitive mindset to unlock positive futures.

Thriving culture

We are committed to the total fitness of our students and staff. Total fitness means a holistic approach to wellbeing for students, staff and the broader society.

Unified collective

We are an interconnected network of staff, parents, students, and community partnering to inspire audacious learning.

Unified in our vision, guided by our values and clear on our focus areas, Corinda State High School will be a community of audacious learning, not only for today but also for tomorrow.

Corinda is ready to shape the future for the benefit of societal wellbeing. We are excited by the possibilities that wait our talented and amazing young people.

Our commitment to innovation, technology and evidence-based research remains a high priority so that we can position our school with a future focus that is responsive to this generation of learners. Our continued work with Learning Environments Australasia influences our strategies for ensuring our learning environments are responsive and enable highly effective and engaging learning.

Preparation and research for the Middle Years International Baccalaureate program continues as we examine pedagogical practices to improve individual growth and tailor personalised learning in years 7 – 9. A strong focus on student health and wellbeing will also be at the forefront of our planning and implementation of learning programs.

Unified in our vision, guided by our values and clear on our focus areas, Corinda is excited by the possibilities our new direction provides and even more so excited by the possibilities awaiting our talented and amazing young people. We are ready for our limitless adventure over the next four years.

Explicit Improvement Agenda

Our improvement agenda for 2025 was focused on:

1. Fearless Learning
2. Thriving Culture
3. Unified Collective

Unified in our vision, guided by our values and clear on our focus areas, Corinda State High School will be a community of audacious learning, not only for today but for tomorrow also reflecting our school motto: *Hodie Quoque Cras*.

Corinda is ready to shape the future for the benefit of societal wellbeing. We are excited by the possibilities that awaits our talented and amazing young people.



Our School at a Glance

School Profile

Coeducational or single sex:	Co-educational
Independent Public School:	Yes
Year levels offered in 2025:	Year 7 - Year 12

Year Level	February				August			
	2022	2023	2024	2025	2022	2023	2024	2025
Year 7	373	342	364	368	373	342	373	374
Year 8	345	383	351	368	339	376	347	365
Year 9	394	339	381	345	392	341	381	347
Year 10	330	400	342	377	325	391	341	374
Year 11	300	325	387	321	297	320	381	312
Year 12	283	273	307	361	276	268	299	353
Total	2,025	2,062	2,132	2,140	2,002	2,038	2,122	2,125

Notes

1. Student counts include headcount of all full and part-time students at the school.
2. Fluctuations between February and August data collection are impacted by International student arrivals and departures.

Webpages:	Additional information about Queensland state schools is located on the: • My School Website • Queensland Government Data Website • Queensland Government Schools Directory Website
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...continuous learning and growth because the future is ours to create.



... believes the best education is a partnership between teachers, students, families and society.



...courage in the face of adversity and are relentless in the pursuit of our passions.



...a sustainable future where we care for ourselves, for one another and for the world around us.



...instill a courageous, inquisitive mindset to unlock positive futures.



... we are committed to the holistic wellbeing of our students, staff and the broader society.



.....an interconnected network of staff, parents, students and community, partnering to inspire audacious learning.



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 – 2025 saw the highest >99 ATAR data set supporting the school's unrelenting focus on academic success
- 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 15 years
- First and only school to achieve Carbon Neutral status in QLD and the only currently accredited education institution in Australia
- A strong focus on Global Competencies.
- Broad range of specialised programs leading to emerging industry needs.
- 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 and Smart Farm Innovation
- Outstanding Arts Programs including instrumental music unique Drumline
- Innovative and progressive Agricultural Programs, Smart Farming
- High standards and expectations reflecting a high performing public school
- Five successful language programs with strong retention rates in senior studies and strong performance in ATAR contribution. Plans for students to study two language programs.
- Innovative and agile indoor and outdoor learning environments
- Nationally recognised staff and programs (Australian Educator Awards, Australian Showcase Awards).
- Middle Years engagement is an improvement priority.



Characteristics of the Student Body

Overview

Enrolments at Corinda State High School have increased this year with a total of 2,125 students attending in 2025. Students travel from a variety of suburbs in the Western corridor to attend the school. Local enrolments have increased and the school's capacity limits enrolments sourced from outside of catchment. The school has an enrolment management plan for 2200 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. Students come from a range of socioeconomic backgrounds. Over the past few years, the ICSEA rating has increased.

Students studying at Corinda come from a wide and varied background with the student body consisting of students born in over 60 different countries with more than 70 different languages spoken at home.

The school has an accredited International student program consisting of students from Asian and European countries. The CRICOS capacity is currently 100 students. This program adds a dynamic feature to our student body and school culture.

Average Class Sizes

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

Phase	2022	2023	2024	2025
Year 7 – Year 10	25	25	25	26
Year 11 – Year 12	19	20	21	20

Notes

1. . Classes are measured against targets of 28 students per teacher in Years 4 to 10 and 25 students per teacher in Prep to Year 3 and Years 11 to 12. Where composite classes exist across cohorts (e.g., Year 3/4) the lower target is used.

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. The school is located close to the Ipswich train line allowing students to access transport to a broad range of TAFE and university links.

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. Our school works closely with four highly reputable neighbouring feeder Primary schools to provide experiential learning programs for students, assisting with the transition to secondary school.

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 reputable 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

Middle Years of Schooling (Years 7-9)

At Corinda State High School, we understand the Middle Years (Years 7-9) are a transformative time for young people. According to Pendergast, Main and Bahr (2020), 'the magnitude of physical, psychosocial, emotional and cognitive changes that occur during early adolescence is second only to that of the changes experienced in the first two years of life'. This is a period of immense personal discovery, marked by rapid physical, social, and intellectual development. In the digital age, where social media platforms shape many of our interactions, it's crucial for young minds to cultivate a philosophy of balance, ensuring that online connections complement rather than replace the richness of real-world experiences. Putting the learner at the centre of our work means we recognise 'the profound need and desire for young adolescents to find places where they feel they can **belong** and can discover who they are and who they want to **become**' (Barron & Kinney, 2018). Our Middle Years program is designed to nurture these connections and help students as they navigate these changes empowering them to **be** fearless learners. This aligns with our school's mission to empower students to elevate humanity through audacious learning, preparing them to exceed expectations and forge a brighter future.

All students have access to the Australian National Curriculum in all offered learning areas, and we are proud to offer a diverse range of elective opportunities, including the opportunity to undertake one of five languages in our Junior Curriculum plan.

At Corinda State High School, our Year 7 -9 Programs of Excellence are continually refined through evidence-based research and a deep commitment to educational innovation. These programs are designed to provide differentiated, high-impact learning experiences that challenge, extend, and engage students—maximising their potential and supporting outstanding academic achievement.

Our diverse Programs of Excellence include:

- Academic Excellence in Mathematics and Science, English and Humanities, Platinum Excellence, Engineering and Design Technologies, Visual Arts, Music, and Culinary Arts
- Sports Excellence in Football, Tennis, Dance, and the Netball Academy

These programs offer enriched curriculum pathways and are supported by additional extension opportunities through partnerships with external agencies, industry mentors, and leading universities.

To ensure every learner is understood and supported, diagnostic assessments—including NAPLAN and the internationally benchmarked Allwell Test—play a critical role in shaping our approach from Years 7 to 10. These assessments enable staff to accurately identify students requiring targeted support or extension and to track individual growth over time. As a result, specialised interventions have been implemented to strengthen foundational skills in literacy and numeracy, ensuring every student is equipped for success.

Our commitment to excellence is further underpinned by a strong culture of Signature Practices in literacy and numeracy, embedded across all subject areas and actively championed by our expert teaching staff. This consistent and strategic focus empowers students to thrive academically across all disciplines.

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 above courses to increase post school pathways. In 2025, we were very focused on ensuring our students still had every opportunity to successfully complete their VET qualifications. 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 II in Active Volunteering
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Applied Digital Technologies
- Certificate II and III in Dance
- Certificate II in Financial Services
- Certificate II in Furniture Making Pathways

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, English as an Additional Language
- Languages – Japanese, French, German, Chinese, Spanish
- Arts – Visual Art, Visual Art in Practice, Media Arts in Practice, Drama, Dance, Music, Music in Practice
- 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, Hospitality Practices, Design
- INTAD – Building and Construction skills, Engineering, Engineering Skills, Furnishing Skills, Industrial Graphics Skills

In 2025, an extensive ATAR Preparation program was provided to all ATAR eligible students with preparation for the External Assessment including comprehensive study skills as well as targeted deconstruction of the cognitive verbs. Student performance in the External Assessment in 2025 proved very successful and combined with their Internal Assessment results saw students achieve outstanding results and quality outcomes within the QCE and ATAR system. A specialised preparation program has also been implemented and provided to assist aspirational students aiming for medicine and dentistry pathways.



Year 10 Honours Program

The Year 10 Honours Program is designed to build a strong foundation for highly capable students in preparation for an academic ATAR-eligible senior pathway. Students undertake a customised program of study in subjects that are tailored to enhance, enrich and extend student's deep conceptual understanding across the curriculum. Our vision for the program is to:

- Provide academic **challenge** and **enrichment** for students who are intending to undertake an ATAR-eligible senior pathway in Year 11 and 12, with a view to potentially attaining a high ATAR result.
- Form a community of **highly capable** and similarly driven students, who may have a shared goal or pathway.
- Provide a **point of difference** for students, compared to the curriculum offered and undertaken in mainstream Year 10 classes.
- Offer an enrichment program following the Programs of Excellence running Yr. 7- 9 for students to help **bridge learning into Senior Schooling**.

Strong Pathways for STEM & Innovation

Corinda State High School is proudly recognised as a leader in Science and Mathematics education, offering innovative programs and state-of-the-art facilities that inspire curiosity, creativity, and deep engagement in STEM learning. Our award-winning SmartFarm and purpose-built Research and Innovation Centre provide students with unique, hands-on opportunities that extend learning beyond the classroom and into real-world application.

Our academic success in Science and Mathematics continues to strengthen year after year. As one of the few secondary schools to offer Agricultural Science and Laboratory Technology as part of the Science curriculum, Corinda offers students diverse pathways that are aligned with both traditional and emerging scientific industries.

Our Programs of Excellence in Mathematics/Science and Engineering, Design & Technology (Years 7–9) are grounded in problem-based learning and design thinking. These programs cultivate essential 21st century skills—critical thinking, collaboration, innovation—and prepare students for success in senior schooling and beyond.

Student achievement in these programs remains consistently high. Corinda students continue to excel in Metropolitan Mathematics competitions, STEM research projects, and other academic extension opportunities.

A testament to the strength of our Science programs is the impressive proportion of our graduates—approximately 40% of eligible students—who go on to pursue Science-based degrees at leading tertiary institutions. This enduring success reflects our commitment to delivering a world-class STEM education that empowers students to explore, discover, and lead.



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:

- Active Volunteering (Year 10 Program)
- Afterschool Clubs – Chess, Drama, Farm, QView, Robotics (in partnership with Micromelon Robotics)
- Australian Space Design Competition – Junior & Senior
- Award-winning Dance Ensembles featuring Senior Troupe, Tap Troupe, Aspiring Crew, and Crew
- Badminton, Basketball, Running and Pickleball Clubs
- Buddy programs for International students
- Corinda Cares- opportunities for community engagement and service
- Corinda Racing Team - Human Powered Vehicles (HPV) competitions
- Excellence programs in Sports, Performing Arts and Academia
- Excursions to places of educational significance and cultural enrichment
- Farm Show Teams
- House Competitions and House Activities
- Instrumental Music program, which includes music ensembles such as Big Band, Wind Ensemble, Symphonic Band, Percussion Ensembles and Vocal Ensembles, Drumline, and male and female vocal groups. Students can also participate in camps, concerts, cultural tours and community-based competitions and performances
- Inter-school debating competitions
- Koondoo (Yearbook) Committee
- Lions Youth of the Year Competition
- Lord Mayor's Youth Advisory Council
- Lunchtime Farm Teams – chickens, cattle, sheep, alpacas, bees and horticulture
- Opportunities to compete at district, state and national levels in selected sports
- Participation in Creative Generations – State Schools on Stage for Featured and Massed Dance, Vocals, Music Ensemble and Visual Arts
- School Cultural events
- Shark Tank Competition
- Student Council
- Student Leadership Opportunities
- Sustainability Committee
- Youth Parliament
- Student Voice Forums



Innovation with Emerging Technologies



Corinda State High School aims to strengthen its 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. This focus uses technology to develop digital wisdom, through collaborative creation, risk-taking and the construction of deep understanding.

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.

Our commitment to innovation and technology is supported by the dedicated roles leading this work – including Deputy Principal Innovation Technology and Agriculture, Head of Department Innovation and Technology and a STEM Co-ordinator.



Social Climate – Culture First

Overview

Corinda State High School presents a holistic education that caters for every area of a young person's life – social, emotional and physical. The school's social climate is noticeably positive when students are observed in the playground during break time and before school. Students can be observed actively involved in active sport, board & card games and socialising. The split timetable enables all students full access to the playing fields and promotes healthy active break times. There is a noticeable calmness due to the reduction of student numbers in the playground at one time.



Pastoral Care – Student Wellbeing

Our school values societal wellbeing – a sustainable future where we nurture ourselves, one another and our world. One of the strategic pillars of our future strategic plan includes Thriving Culture – a commitment to the holistic wellness of our students and staff. Our program is a multi-faceted approach to support student total fitness and wellbeing through approaches including embedding PERMAH and positive education, Wellbeing Surveys, Respectful Relationships education, life-skills, academic coaching, house culture, community and leadership programs. Our student's wellbeing is a key component of our school's Strategic Plan.

Corinda is committed to total fitness reflecting individual and societal wellbeing in readiness for the world beyond school. The student wellbeing program is systematically embedded in each year juncture and through the vertical home group system. Students engage in weekly total fitness lessons, incorporating Academic health, Developing Resilience, Respectful Relationships and Positive Health. The pastoral care program is mapped to the PERMAH framework and aims to develop understanding of character strengths. Students are provided with opportunities to discover their character strengths and develop these to become the best version of themselves. PERMAH incursion days are designed to further develop respectful relationships and positive health incorporating mindfulness, positive team culture and house spirit within the cohorts.

External providers are sourced to deliver programs on topical issues such as cyber safety, bullying, mental health, drug and alcohol education. Central to our pastoral care structure is the house system which forms the foundation for building student wellbeing and sense of community, allowing students to interact with their peers, and across year levels. Home Group occurs daily whereby house culture is embraced and social and personal wellbeing is nurtured. Each house enjoys a relationship with one or more community groups which forms part of our 'Corinda Cares' service learning, where students give back to the community.

A Thriving Culture will be realised when we observe staff and students engaging with school, local and global issues. Our strategic plan has clear targets for measuring the success of the program through the QEW survey of students.

The pastoral care program is endorsed by the school council and it is reviewed and modified annually utilising School Opinion Survey (SOS) data, Queensland Engagement and Wellbeing data (QEW), House Master, Dean and student feedback. McCrindle national and school community research influenced the direction of the review which included data from parents, staff and students. Societal trends and localised issues are considered in developing proactive programs to educate students, student debrief and support health and wellbeing.

Examples include: local disasters eg flooding, small group support programs resulting from critical incidents, trending social issues such as vaping, social media impact and cultural conflict/issues.

The pastoral care program is very fluid and can be influenced by external factors. Community groups, local residents, professional associations and parents provide the school with valuable input, which influences strategies and re-alignment to ensure we are proactive in our approaches and that they are based on reliable evidence and experiences. Combining student and parent experience has allowed us to engage guest speakers and parent programs to complement our community's needs.

Student Voice forums at the school provide a platform for students to participate in structured feedback. The recent "Lets Talk Toilets" forums have provided valuable insight for the school and as a result strategies and resources are being collaboratively developed to support student wellbeing and the need for quiet space, that was a key piece arising from this feedback.

The school began wellbeing data collation in 2018 to begin informing the school's strategic direction in relation to student wellbeing through the Resilient Youth Survey. From 2021 we engaged with a more consistent data approach by engaging with the QEW Survey. Our data journey shows student indication of an improvement in student wellbeing, meeting our Annual Implementation Plan targets.

	2022	2023	2024	2025
Academic self-concept	88%	88%	92%	89%
Confidence to achieve	78%	80%	85%	80%
Feelings about future	87%	87%	89%	86%
Optimism	84%	86%	89%	87%
Motivation Goals	91%	93%	92%	92%
Perseverance	85%	86%	87%	85%
Life Satisfaction	85%	85%	90%	86%

The School Opinion Survey data from parents indicates 92.2% of parents believe the school is interested in their child's wellbeing, while 90.1% believe the school fosters respectful relationships among all students. 92.9% agree that the school has a strong sense of community.

School participation in PERMAH days and House days are very high reporting near full attendance. This reinforces the value of these days and staff report positively about engagement and outcomes.

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.

House Masters Supporting Culture First

Housemasters continue to re-affirm and promote Corinda's commitment to Positive Education and the PERMAH pillars of **P**ositive Emotion, **E**ngagement, **P**ositive **R**elationships, **M**eaning, **A**ccomplishment and **H**ealth through numerous means. As well as advertising events and activities, the regular House Weekly publications also promote wellbeing and broaden staff and student awareness of the 24-character strengths. Home Groups continue to operate within a vertical system to develop relationships between younger and older students, and a Restorative Practices Circle activity was implemented with the classes during the year. This provided further opportunities for students to get to know other members of their class and assisted students to have their voice heard and to display confidence while communicating in a safe environment.

Throughout the challenges of the past year, the House system at Corinda has continued to grow and nurture students to *exceed their expectations* in all aspects of their school life. We look forward to continuing to work with students, their parents and teachers to develop future ready young adults who display integrity, compassion and drive as they make their mark in our society.



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 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 and student satisfaction remained consistent from 2024 – 2025.

Staff satisfaction also remained constant. We continue to prioritise strategies to continue to improve staff perception with emphasis on staff workload and wellbeing. We believe that when wellbeing is healthy our students will benefit.

The school works hard to engage with parents through parent information evenings and education programs, regular newsletters and social media pages.

The tables below show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Parent Opinion Survey

Percentage of parents/caregivers who agree ¹ that:	2023	2024	2025
This is a good school (S2035)	88.3%	92.2%	93.1%
My child likes being at this school ² (S2001)	86.1%	89.2%	92.2%
My child feels safe at this school ² (S2002)	89.0%	91.3%	93.4%
My child's learning needs are being met at this school ² (S2003)	84.8%	88.5%	88.7%
My child is making good progress at this school ² (S2004)	89.7%	91.8%	90.9%
Teachers at this school expect their child to do his or her best ² (S2005)	95.9%	97.5%	97.5%
Teachers at this school provide their child with useful feedback about his or her school work ² (S2006)	86.1%	92.0%	91.9%
Teachers at this school motivate their child to learn ² (S2007)	87.7%	91.2%	89.6%
Teachers at this school treat students fairly ² (S2008)	84.4%	87.4%	90.7%
I can talk to their child's teachers about their concerns ² (S2009)	90.6%	95.6%	91.8%
This school works with them to support their child's learning ² (S2010)	85.6%	88.0%	89.5%
This school takes parents' opinions seriously ² (S2011)	73.9%	78.0%	86.5%
Student behaviour is well managed at this school ² (S2012)	84.2%	87.9%	91.3%
This school looks for ways to improve ² (S2013)	88.1%	89.3%	92.2%
This school is well maintained ² (S2014)	95.7%	94.1%	95.8%

Notes: ¹ Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

² Nationally agreed parents/caregiver items

Student Opinion Survey

Percentage of students who agree ¹ that:	2023	2024	2025
they like being at their school ² (S2036)	64.1%	52.0%	71.5%
they feel safe at their school ² (S2037)	64.0%	67.0%	81.2%
their teachers motivate them to learn ² (S2038)	73.7%	68.2%	79.4%
their teachers expect them to do their best ² (S2039)	84.8%	85.0%	94.0%
their teachers provide them with useful feedback about their school work ² (S2040)	71.0%	74.9%	73.2%
teachers treat students fairly at their school ² (S2041)	56.5%	62.2%	65.8%
they can talk to their teachers about their concerns ² (S2042)	51.0%	55.3%	62.3%
their school takes students' opinions seriously ² (S2043)	42.5%	40.8%	54.6%
student behaviour is well managed at their school ² (S2044)	50.6%	58.3%	59.9%
their school looks for ways to improve ² (S2045)	67.3%	56.6%	71.4%
their school is well maintained ² (S2046)	61.6%	63.3%	74.1%
their school gives them opportunities to do interesting things ² (S2047)	71.2%	72.0%	79.7%

Notes: ¹ Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
² Nationally agreed student items.

Staff Opinion Survey

Percentage of school staff who agree ¹ that:	2023	2024	2025
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas ² (S2114)	81.1%	74.3%	86.5%
they enjoy working at their school ² (S2069)	92.9%	90.6%	94.3%
they feel that their school is a safe place in which to work ² (S2070)	64.9%	90.7%	94.4%
they receive useful feedback about their work at their school ² (S2071)	81.9%	71.2%	75.0%
students are encouraged to do their best at their school ² (S2072)	96.5%	98.5%	97.5%
students are treated fairly at their school ² (S2073)	87.5%	82.1%	94.3%
student behaviour is well managed at their school ² (S2074)	75.0%	76.1%	88.1%
staff are well supported at their school ² (S2075)	61.5%	73.2%	81.0%
their school takes staff opinions seriously ² (S2076)	59.8%	64.7%	81.3%
their school looks for ways to improve ² (S2077)	93.6%	92.0%	94.3%
their school is well maintained ² (S2078)	92.7%	89.9%	94.3%
their school gives them opportunities to do interesting things ² (S2079)	72.9%	77.0%	90.9%

Notes: ¹ Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
² Nationally agreed staff items.

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.

Generally, our school calendar invites parents to:

- Engage in Web based portals through school subscriptions (Ed Tv)
- Orientation evenings and discussions
- Information evenings
- Guest Speakers / 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 about our school.

Regular communication is provided through:

- 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 yearbook "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
- DAYMAP – Interactive online learning system
- Learning Pathway meetings between teachers, parents and students.

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

- P & C Association
- Uniform Advisory Committee
- School Council
- Corinda Army

Student Engagement

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.

A fully mapped age-appropriate program has been embedded in the pastoral care program which is fully documented for parent reference. 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 R U Ok? Day and by creating relevant curriculum material for explicit teaching opportunities.

Throughout 2025, the school continued to communicate its high expectations for student behaviour. Our staff engaged in school wide positive behaviour strategies as well as the application of restorative practices, with all students reinforcing our school values of Integrity, Compassion, Curiosity and Drive. To support our strengths-based approach to student development, Deans of Students 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	2022	2023	2024	2025
Short Suspensions – 1 to 10 days	115	120	92	108
Long Suspensions – 11 to 20 days	9	7	6	16
Exclusions	13	6	14	16
Cancellations of Enrolment	1	2	3	5
Total	138	135	115	145

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.

2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

The school attributes the decline in suspensions and exclusions to the school's split timetable where junior and senior students have split lunch breaks. This has reduced congestion on playing fields and in key areas such as the canteen, amenities and the resource centre, allowing more space for students and reducing crowded spaces across the school.

The introduction of YONDR across the school has also impacted on the positive social climate across the school, particularly at break time. This has resulted in significantly less behaviour issues relating to phones, social media and filming of other students. Students can be observed playing sports and other active programs, interacting with card games and accessing the resource centre to engage in chess, lego and reading.

Both of these deliberate strategies have played a significant role in developing preconditions for learning in a large secondary school setting.

The anonymous Stymie reporting program influences our actioned behaviour incidents. This assists in ensuring our high standards and expectations are enacted and maintained.

During 2025 we experienced low levels of school disciplinary absences (SDA) and we continue to implement proactive strategies to communicate positive expectations and reinforcement of our school values.

During 2025, Restorative Practices were utilised as part of a schoolwide strategy to address behaviours. This has also contributed to a reduction in school disciplinary absences. Cancellations continue to remain low 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.

School Funding

School Income Broken Down by Funding Source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school's 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
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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 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			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Headcounts	150	152	156	166	58	54	50	52	<5	<5	<5	<5
Full-time Equivalents	143	146	150	157	43	43	43	47	<5	<5	<5	<5
*Teaching staff includes School Leaders. ** Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.												

Teacher Standards and Qualifications

The *Teacher registration eligibility requirements policy* states:



To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either:

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g., a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g., a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

<https://www.qct.edu.au/registration/qualifications>

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 explicit pedagogical practice through 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.

In 2025, significant funds were expended on Professional Development as well as localised staff generated professional development. Opportunities to engage in online webinars and conferences were also encouraged and embraced.



Performance of our students

Key Student Outcomes

Student Attendance

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

Description	2022	2023	2024	2025
The overall attendance rate* for the students at this school	88%	89%	90%	90%
Notes 1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days. 2. Full-time students only				

Student Attendance rates for each year level at this school:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2022	91%	88%	87%	87%	88%	87%
2023	91%	89%	90%	88%	88%	90%
2024	92%	89%	89%	88%	88%	89%
2025	93%	91%	89%	90%	90%	88%
Notes 1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that student attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage 2. Full-time students only.						

Attendance rates remained constant during 2025 and a dedicated Student Engagement Officer closely monitors student attendance.

Student Attendance Distribution

2025 Student Attendance at a glance:



Description of How Non-Attendance Is Managed by the School

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

In order to monitor at risk students, our Student Engagement Officer increased home visits and check ins to ensure student learning was not impacted too significantly. Attendance data is regularly monitored by the Student Engagement Officer. This enables early intervention and support where needed to support student engagement in learning.

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's 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
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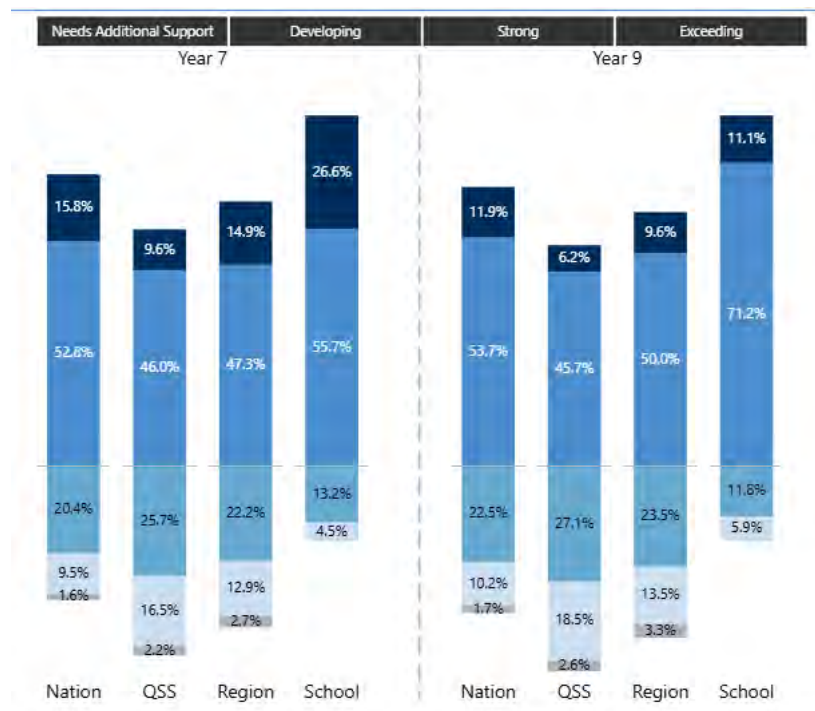
Notes:

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](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.

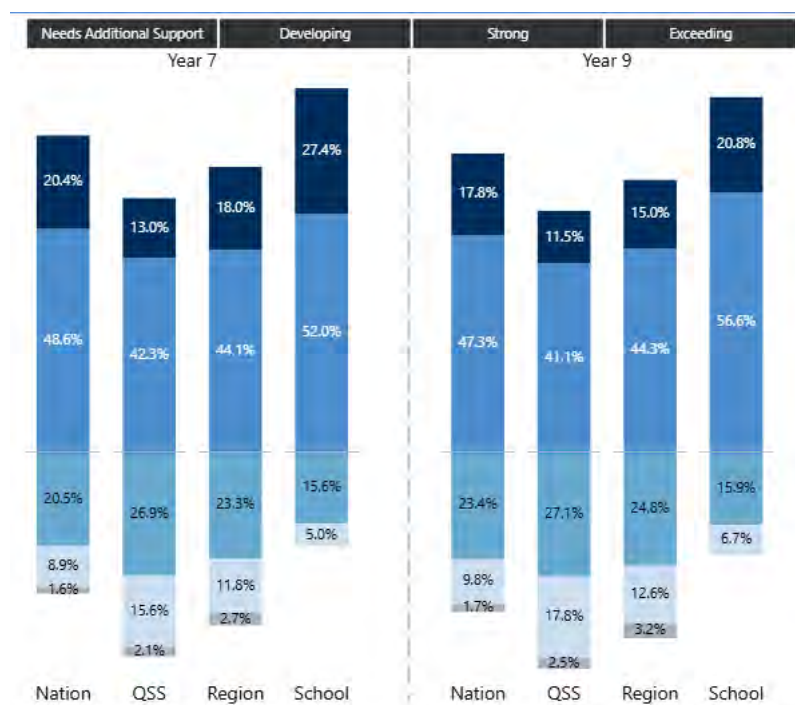
Corinda State High School prides itself on how well our students do on the NAPLAN test in each strand when comparing the mean results for our school against Queensland and Australia. Our comparison to State for Year 9 mean is excellent with us being above in most strands. Compared to the Nation, we are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

The below graphs offer a summary of Corinda State High's 2024 Naplan results. Corinda SHS continues to perform above state and national means across all domains.

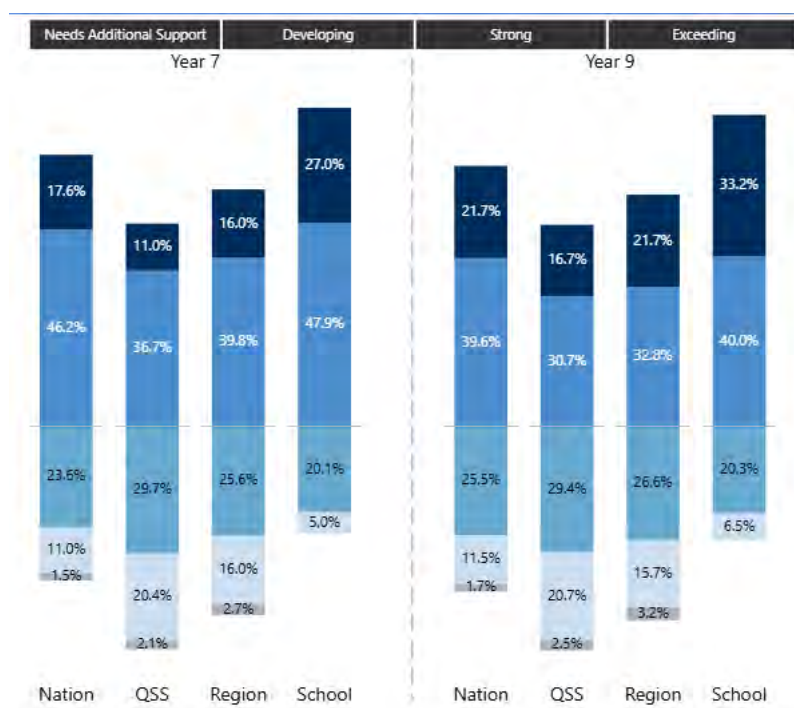
Naplan – Year 7/9 Numeracy



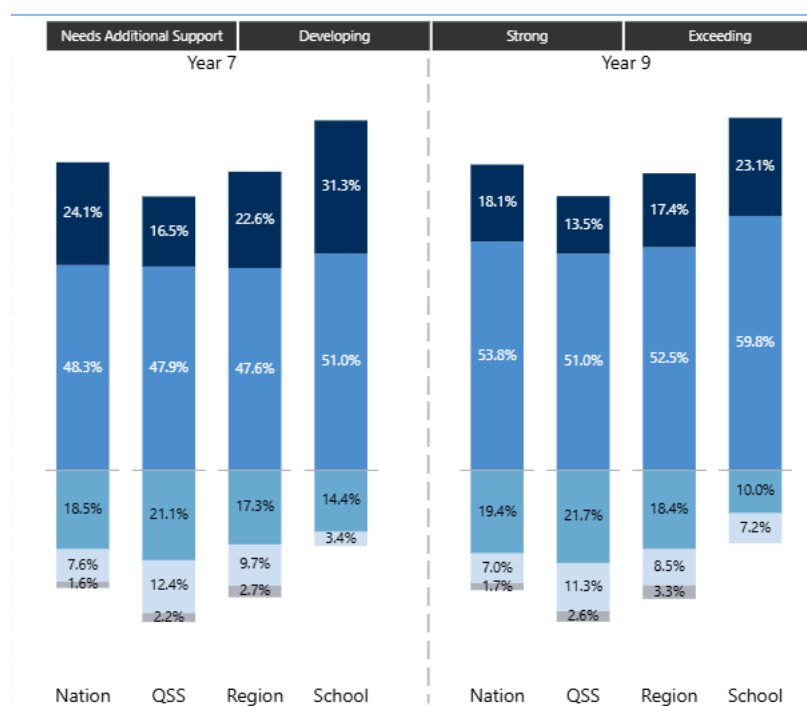
Naplan – Year 7/9 Reading



Naplan – Year 7/9 Writing



Naplan – Year 7/9 Spelling





Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School website](#).

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

In total our school had 349 Year 12 graduates in 2025. Of this total, 100% students were awarded the Queensland Certificate of Education (QCE) something we take great pride in each year. 100% of our QCE students have achieved a VET qualification at a minimum Certificate II level. Nine students achieved an ATAR greater than 99 and 62 students achieved an ATAR over 90 – that is approximately 34% which is commendable.

In addition to these impressive ATAR scores we are also very proud of the 52 students who achieved Diploma qualifications and 175 who achieved a Certificate III or IV level qualification. We are very proud of these achievements and all ATAR eligible students have successfully received offers for Tertiary studies.

Our academic coaching program continued in its eleventh 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 greatly value the process. A specialised program for high achieving students also continued to encourage our high achievers to aim high and stay focused.



Description	2022	2023	2024	2025
Number of students who received a Senior Statement at the end of Year 12	271	265	294	349
Number of students awarded a Queensland Certificate of Education (QCE)	267	262	294	345
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	4	3	0	4
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	100%	100%
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%	100%
Number of students awarded one or more VET qualifications (including SAT)	270	265	294	349
Number of students who were completing/continuing a SAT	6	9	1	12
Number of students awarded a VET Certificate I	17	7	11	17
Number of students awarded a VET Certificate II	270	265	294	349
Number of students awarded a VET Certificate II+	270	265	294	349
Number of students awarded a VET Certificate III+	197	181	199	227

Notes:

1. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
2. Data for each year is the latest available.

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

Years	Certificate I	Certificate II	Certificate III or IV	Diploma
2022	17	270	194	35
2023	7	265	153	46
2024	11	294	165	34
2025	17	349	175	52

Note:

The values above:

- are as at 21 Feb 2026
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

QCE Achievement Data

ATAR Ranks								
Rank	2022		2023		2024		2025	
>99	3	2.22%	4	2.74%	5	2.75%	9	4.89%
>95	27	20.00%	23	15.75%	41	22.53%	31	16.85%
>90	48	35.56%	38	26.03%	67	36.81%	62	33.70%
>85	67	49.63%	55	37.67%	89	48.90%	85	46.20%
>80	80	59.26%	73	50.00%	109	59.89%	103	55.98%
>75	93	68.89%	101	69.18%	127	69.78%	129	70.11%

Below is an excerpt of some of the Vocational Courses in which our students participate.
In 2025 students were able to achieve qualifications in the programs below:

Qualifications	
Certificate I in Construction	Certificate II in Skills for Work and Vocational Pathways
Certificate I in Manufacturing (Pathways)	Certificate II in Sport Coaching
Certificate II in Active Volunteering	Certificate III in Apparel, Fashion and Textiles
Certificate II in Aviation Line Maintenance	Certificate III in Aviation (Remote Pilot)
Certificate II in Applied Fashion Design and Technology	Certificate III in Dental Assisting
Certificate II in Baking	Certificate III Fitness
Certificate II Cookery	Certificate III Health Services Assistance
Certificate II in Electrotechnology (Career Start)	Certificate III in Hospitality
Certificate II in Engineering Pathways	Certificate III in Information Technology
Certificate II in Functional Literacy	Certificate III in Laboratory Skills
Certificate II in Furniture Making Pathways	Certificate III in Retail
Certificate II Health Support Services	Certificate III in Screen & Media
Certificate II in Plumbing Services	Certificate III in Visual Arts
Certificate II in Salon Assistant	Certificate IV in Justice Studies
Certificate II in Sampling and Measurement	Diploma of Business

Student Destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

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 Coordinator 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.

Post-School Destination Information

The results of the 2026 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2025), will be uploaded to the school's website in September 2026.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

The report will be available on the school website <https://corindashs.eq.edu.au>, under *Support and Resources* → *Forms and documents* or at this [link](#).

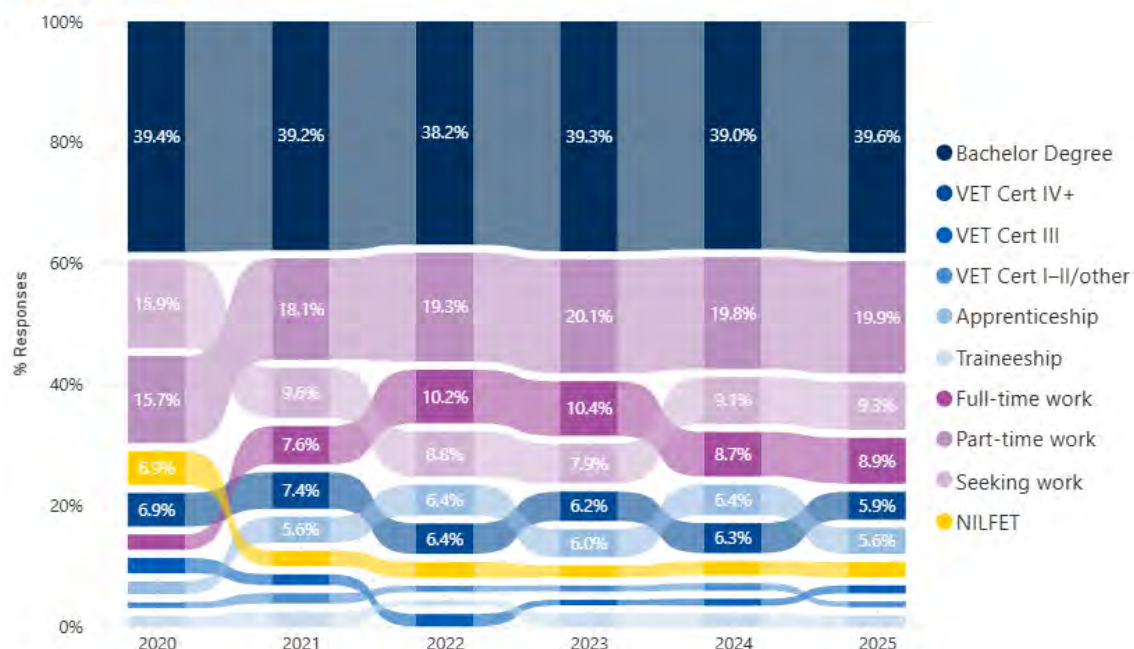
Post-school destinations information is also available via the [My School](#) website.



The data below has been collected and gives an indication of the destinations of our 2025 cohort. Our Senior Schooling staff work closely with graduates to support them with their transitions from school, making contact and assisting them with training and employment networks.

NILFET – Not in learning fulltime, employment or training.

Main destination



What are they studying ?



Other Key Outcomes

Achievement Outcomes

The data set out below highlights the achievement data for students in years 7 to 10 for English, Maths and Science 2025. One School data shows that 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.

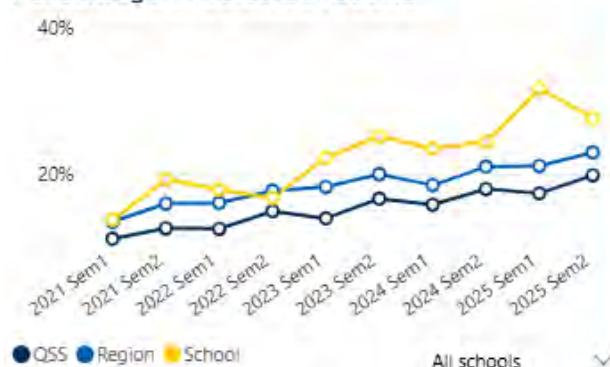
Core Results – Year 7

Schools are accountable for the A-E achievement data in years 7-10 as part of their accountability with the Australian Curriculum. Corinda State High school is committed to achievement in these three disciplines and we monitor and respond as part of our improvement agenda. The diagrams below illustrate that our student are achieving above schools in the region and in the state.

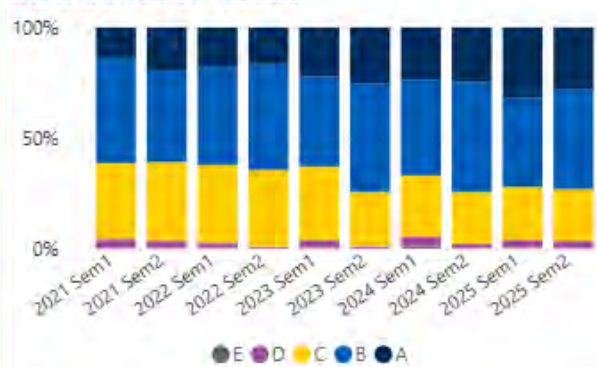
The strong distribution of A&B data is worth celebrating and is strong in all three domains.

Year 7 English

Percentage of selected results

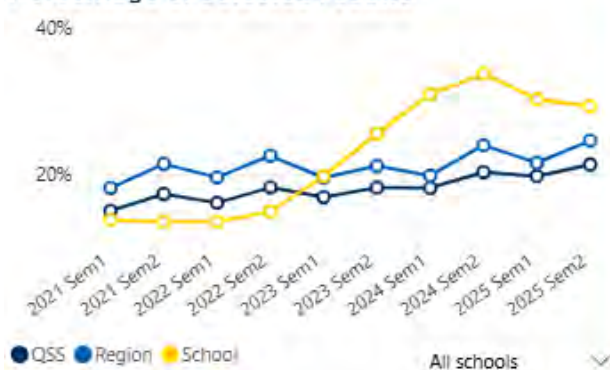


Distribution of results

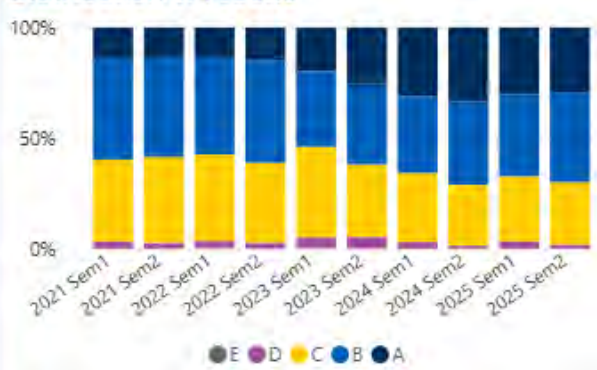


Year 7 Science

Percentage of selected results

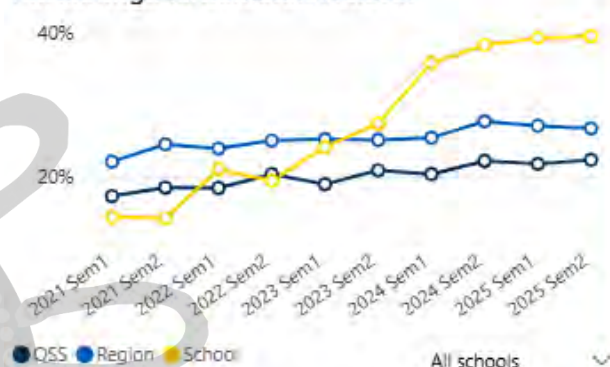


Distribution of results

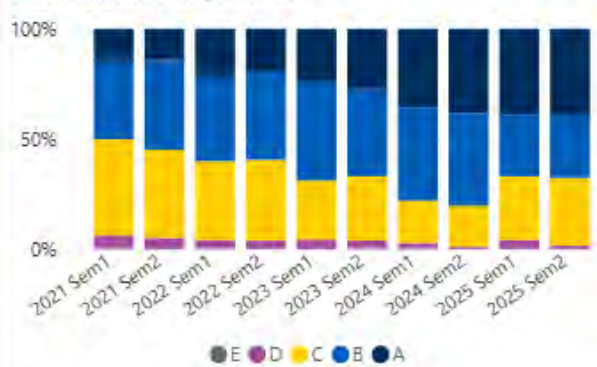


Year 7 Mathematics

Percentage of selected results



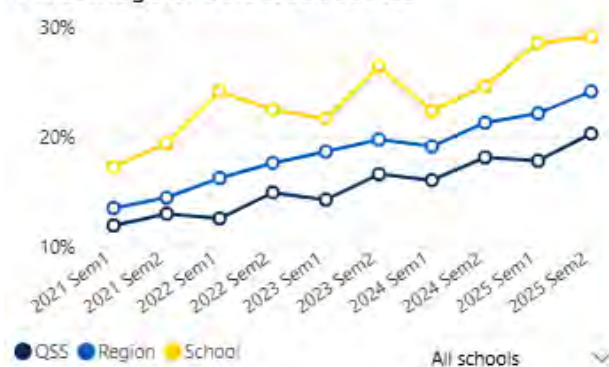
Distribution of results



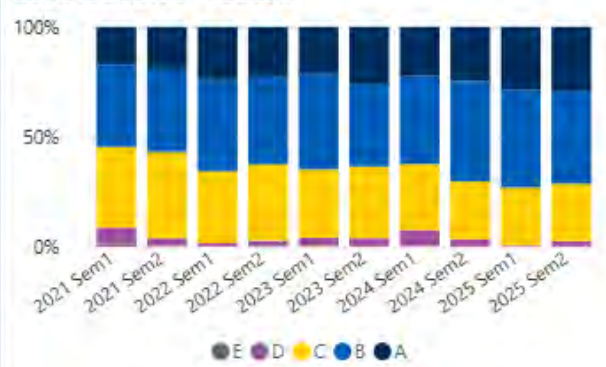
Core Results – Year 8

Year 8 English

Percentage of selected results

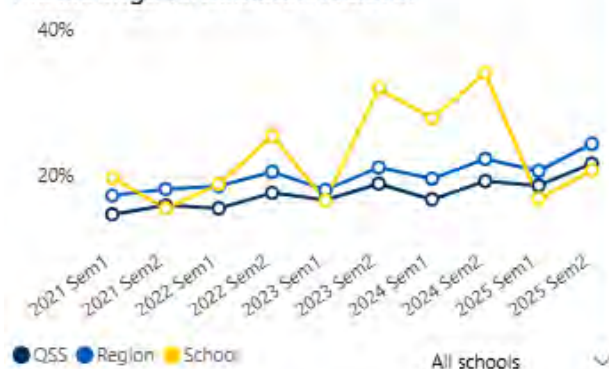


Distribution of results

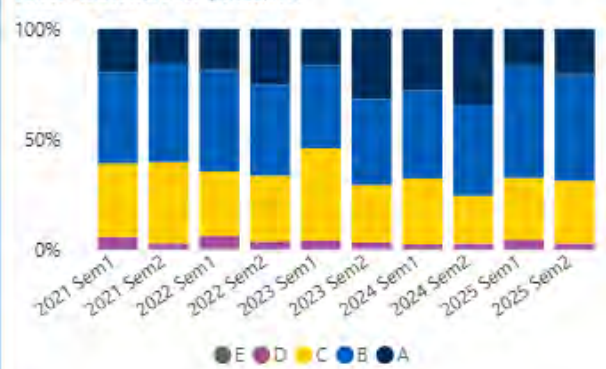


Year 8 Science

Percentage of selected results

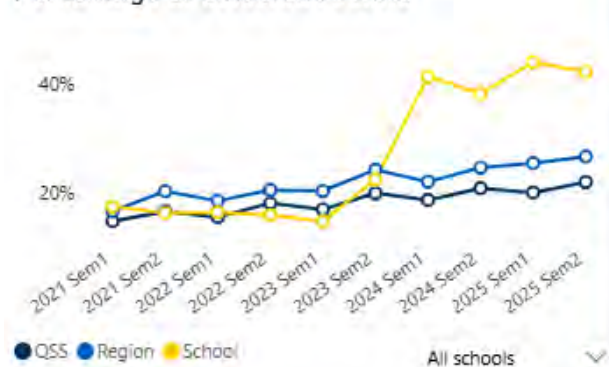


Distribution of results

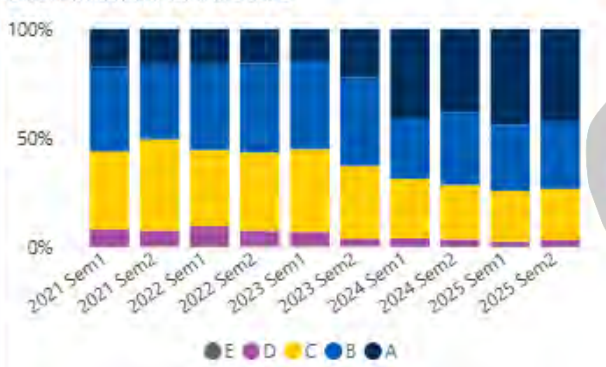


Year 8 Mathematics

Percentage of selected results



Distribution of results



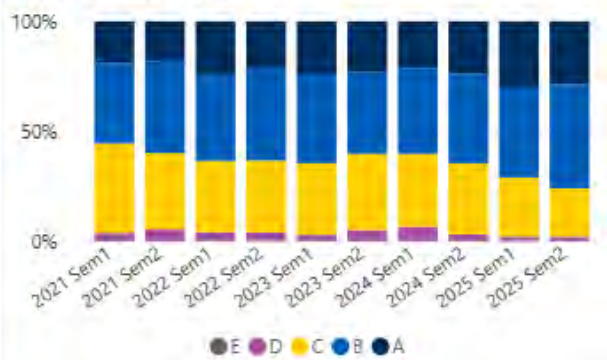
Core Results – Year 9

Year 9 English

Percentage of selected results



Distribution of results

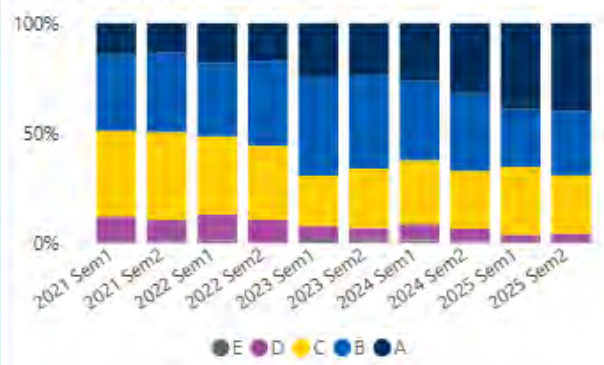


Year 9 Mathematics

Percentage of selected results



Distribution of results

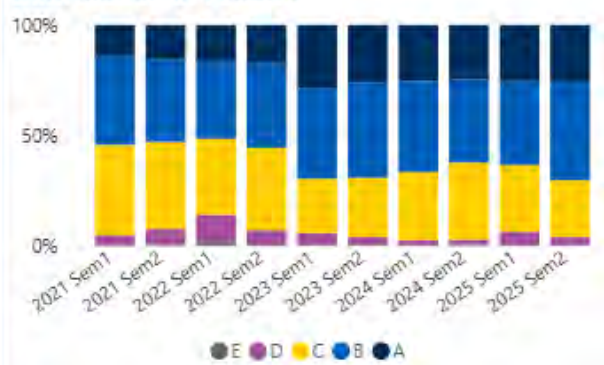


Year 9 Science

Percentage of selected results

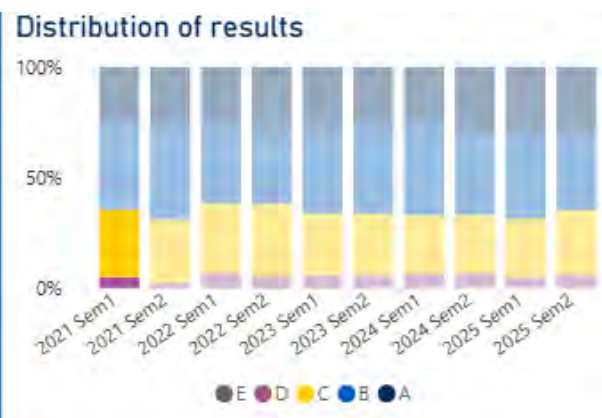
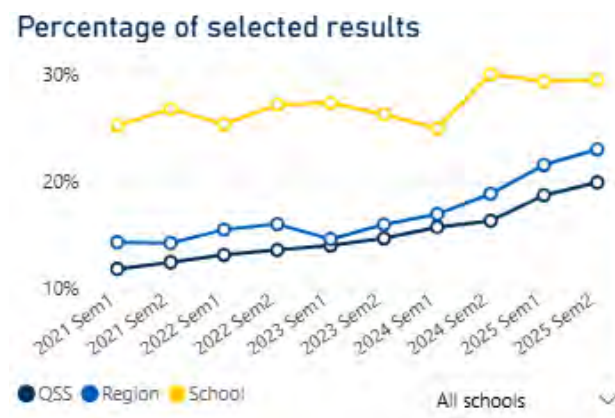


Distribution of results

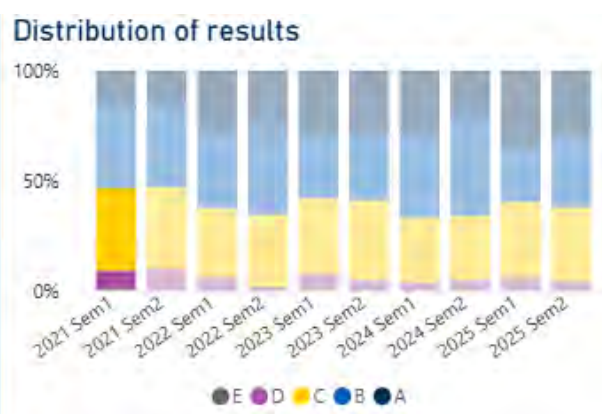
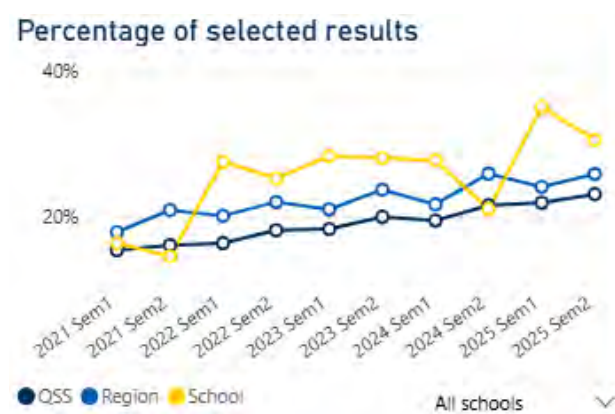


Core Results – Year 10

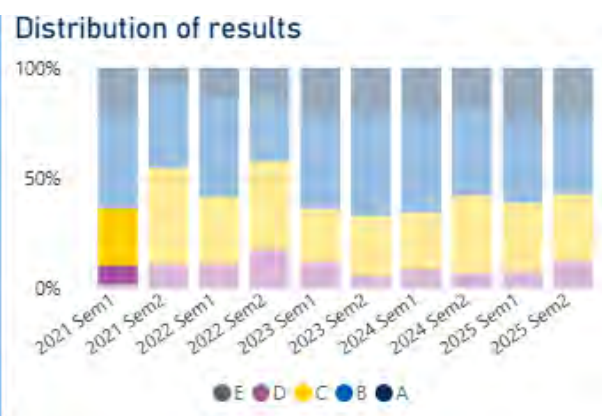
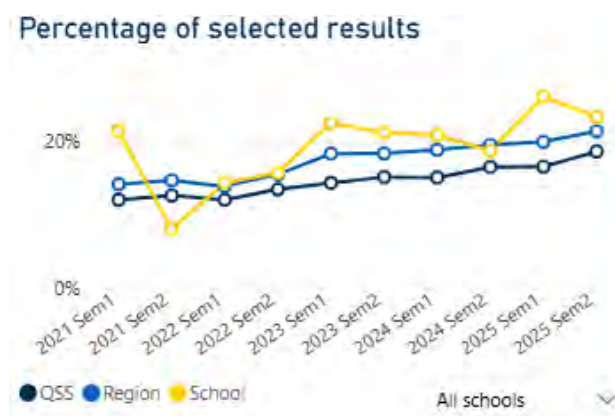
Year 10 English



Year 10 Science



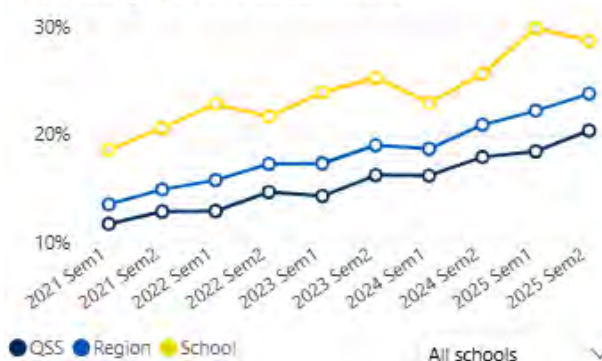
Year 10 Mathematics



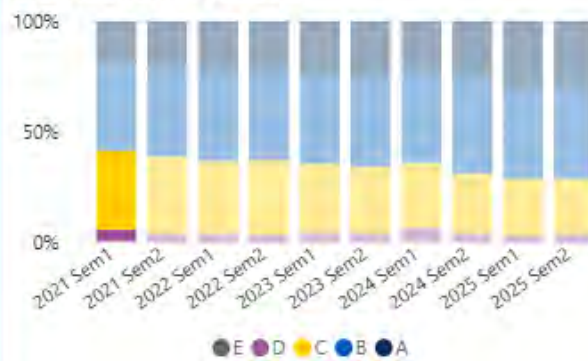
Overall Year 7-10 Core Results

Year 7-10 English

Percentage of selected results



Distribution of results

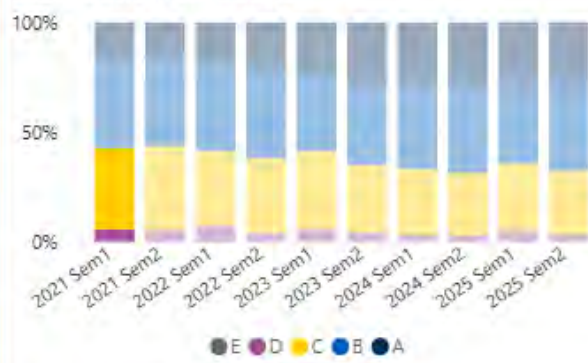


Year 7-10 Science

Percentage of selected results



Distribution of results

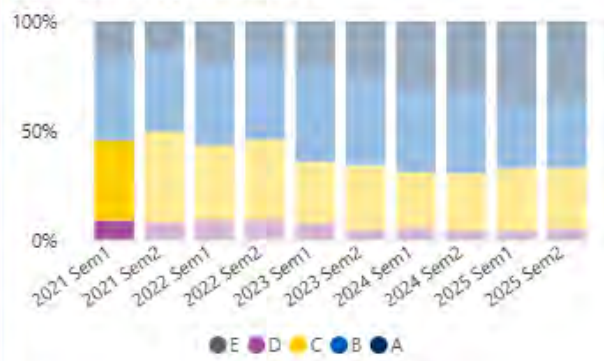


Year 7-10 Mathematics

Percentage of selected results



Distribution of results



Student Clubs

Our student clubs continue to grow every year, with members exploring new hobbies, learning new skills, and meeting new people.

The Robotics Club meets regularly to engage with robotics activities and digital technologies activities. Students can dabble in a range of technologies, including 3D printing, game creation and robotics in the CiY Coding Club.

Meanwhile, our Dungeons and Dragons Club was very well attended, and students in the Drama Club worked in a team environment to stage a drama performance from an original script performed at QLD Theatre Company. Another popular club this year was our Music Production Club, where our talented musicians and singers write and produce their own music.

As always, our popular Badminton Club continues in the Sports Hall while students head to Farm Club to look after the animals and prepare for events or test your skills on the court with our Pickleball Club.



Sporting competitions

Inter-House Competition



Swimming Carnival

The Inter-House Swimming Carnival was another highly successful event, with strong student participation and enthusiastic support from all six house teams. Students competed with determination across a range of individual and relay events, contributing valuable points towards the overall Inter-House Championship.

Bunar House claimed the Swimming Carnival title with 378 points, followed by Moori on 369 points, Dibbil with 271 points, Pirri with 231 points, Yarraman with 215 points, and Kabul with 210 points. Congratulations to Bunar House on an outstanding performance and to all students for their excellent sportsmanship and house spirit throughout the carnival.

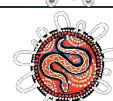
Cross Country

Unfortunately, persistent wet weather throughout the year meant that a whole-school Cross Country Carnival could not be conducted. While this was disappointing for the broader school community, students wishing to compete were still provided with the opportunity to complete a selection trial. Performances from these trials were used to determine the Corinda State High School team for the District Cross Country Championships, ensuring that competitive runners were still able to progress through the representative pathway.

Athletics Carnival

The Athletics Carnival was held over two full days at the end of Term 2, continuing the successful format introduced in 2023. The carnival recorded one of the highest levels of student attendance and participation in recent years, with outstanding enthusiasm and house spirit displayed throughout both days.

The competition for house points was closely contested, with Yarraman House claiming the Athletics Carnival title with 1,433 points. Congratulations to all students for their participation, sportsmanship and commitment, which contributed to another outstanding Athletics Carnival.

House Totals 2025			
Symbol	Result	House	Points
	1st	Bunar	1936
	2nd	Moori	1846
	3rd	Dibbil	1805
	4th	Pirri	1798
	5th	Yarraman	1738
	6th	Kabul	1485

Overview of the Year in Sport

2025 was another exceptional year for sport at Corinda State High School. Students participated in a wide variety of sports across school and club pathways, supported by our committed staff and valued community partners.

Football Excellence Program

In 2025, our students took part in an increased range of Football competitions, furthering their development and opportunities. Our teams competed extremely well and represented our school with pride in our first season in the top division of the SPL. There were a few highlights throughout the year including the Open girls and boys Football Team winning the UhlSport Cup, while our ISSA Cup team were crowned Champions. The year finished up with the group heading to Europe, visiting, playing against and training with top academies and clubs across Spain and England.

Netball Academy

2025 was another outstanding year for Corinda Netball, with more than 100 students representing the school across Gala Days, Met Finals, Southside Super 7s, and the Vicki Wilson Cup. Our Year 7, Year 10, and Open Girls teams all won their Gala Days to qualify for the Met Finals, with the Open Girls finishing as runners-up.

This year, our Netball Academy introduced a strength and injury prevention program with the Performance Physio team, complementing on-court training and supporting student development. Our Open Boys squad continued to grow, while another successful GO Day helped introduce more students to the sport. We also warmly welcomed Ms Napper to the coaching team and thank her for the enthusiasm and support she has brought to the program.

Basketball

The basketball program continued to thrive in 2025, with outstanding results across all year levels. Our Year 7 boys' team progressed undefeated to the Metropolitan Finals, while five other teams qualified for the 2026 Major Queensland School State Championships, reflecting the program's continued growth and success.

A major milestone was the launch of our partnership with the Brisbane Bullets, providing elite pathway students with specialist coaching and development opportunities. This collaboration also supported the introduction of the school's Basketball Academy for 2026. We thank the Brisbane Bullets and our major sponsor, Motorama Ford, for their ongoing support.

Futsal

2025 saw another strong year for our students participating in Futsal. We had a number of successful teams playing in the Football QLD endorsed Futsal championships, with three teams winning through regional qualifiers to compete in the National finals who then went on to win two out of 3, crowning us the national champions.

AFL

Following the installation of the goal posts, Corinda SHS continued to strengthen its partnership with AFL Queensland throughout 2025 to increase engagement with the sport across the school community. AFL Queensland delivered coaching sessions to our Year 8 HPE classes in Term 1, providing students with an introduction to the game and opportunities to develop their skills. This was followed by a short after-school 9-a-side competition, which further encouraged student participation.

If you'd like this to better match the style of the other sections in your annual report, I can make it more concise and achievement-focused.

Tennis Excellence Program

2025 was a tremendous year for Tennis Excellence at Corinda State High School. The students were immersed in a high-performance environment with access to sports specific strength and conditioning with staff from Performance Physio, hitting sessions with external coaches and high performing alumni. These aspects of the Corinda TEX program have led to the development of all athletes, with some great team and individual performances throughout the year.

Our Open Boys and Grade 10 girls were crowned Metropolitan Champions after taking on Kelvin Grove in the finals. A huge congratulations must go to the U15 girls' team who were again crowned State Champions and the numerous students who represented Met West and QLD in school sport. Finally, congratulations to the Corinda Open girls' team who placed third in the state.

Elite Athlete Program

The Elite Athlete Program continued to provide academic, wellbeing, and performance support for our high-performing student-athletes, with students representing our school, state, and country across state, national, and international competitions. Flexible timetables supported several students in balancing the demands of elite training and competition while maintaining progress towards their academic goals. The program continues to foster a culture of excellence, resilience, and shared purpose, supported through partnerships with Performance Physio, providing students with access to strength and conditioning, performance mentoring, injury prevention strategies, and mindset development, and Olympic Gold Medallist Natalie Cook through the Aussie Athlete Fund, which supports students to develop fundraising skills and access opportunities to assist their sporting aspirations.

Representative Pathways

Many students took part in school sport pathways at all levels, representing districts, regions (Metropolitan West), Queensland, and Australia in sports such as football, netball, tennis, triathlon, rowing, athletics, archery, speed skating, gymnastics, softball, golf, basketball, cricket, touch football (including officiating), volleyball, and futsal. This is a testament to our students' skill, commitment, and character, as well as the tireless effort of coaches and support staff.

Special Recognition and the Inaugural Phoenix Sports Awards

In 2024, Corinda State High School proudly launched the inaugural Phoenix Sports Awards—a celebration of students who exemplify the highest standards of sporting excellence, character, and resilience. These awards mark a new tradition in recognising not only achievement in sport, but also the values that define great athletes and community leaders.

While individual recipients are not named in this report, recognition was given to students who:

- Represented Queensland and Australia at state and national levels
- Demonstrated exceptional personal growth, discipline, and sportsmanship within their sport
- Overcame adversity through injury, setbacks, or personal challenges – recognised through the Phoenix Award
- Displayed outstanding leadership, integrity, and service to school sport

The Phoenix Sports Awards celebrate not just performance, but the enduring qualities that lead to success in life beyond the field: resilience, humility, dedication, and the courage to keep striving. We congratulate all those who were honoured in this inaugural year and look forward to the continued tradition in the years ahead.

Representative Sport



2025 Met West Representative Athletes

AFL	Logan Robinson Lily Sokoli	Alice Gabauer Elijah Robertson
Basketball	James Geu Felix Deng	Nhial Magot
Cricket	Laksheeka Gour	
Football	Alexandra Horvath Layla Franzoni Harry Hawyes Xander Laikum Jacob Hanrahan Finley Johnson Ruby Sutor Hedda Westeng Lelima Flier	Gurnoor Kaur Jesse Nunez Luca Velasquez Louis Gado Ibuki Murase Jeremiah Samy Jack Stewart Simeon Vlasisavljevic Jesse Shortt
Hockey	Charlie Lang	
Softball	Marley Ellis	
Tennis	Caitlin Bourke	Cade Halbert
Triathlon	Otto Hooi	

2025 State Representative Athletes

Football	Ruby Sutor Alex Horvath Alex Storie Elijah Samy Mimshak Byadunia Jesse Nunez
AFL	Lily Sokoli
Tennis	Caitlin Bourke

Value Add

Gifted and Talented Snapshot

At Corinda State High School, excellence in education for high-achieving students continues to flourish in 2026 through the ongoing growth and success of our Programs of Excellence and Honours Programs.

Throughout the year, Corinda proudly led over 18 Golden Opportunities Days, offering immersive and experiential learning across our elective and sporting Programs of Excellence. These events are purposefully designed to spark curiosity, encourage critical and creative thinking, and foster collaborative problem-solving skills in real-world contexts. Our targeted academic testing cycles for incoming students ensure optimal placement within these programs, allowing students to thrive alongside like-minded peers. The sustained high demand and strong enrolments reflect the outstanding reputation of these programs across our local primary school network.



Our Year 10 Honours Program has also undergone a strategic realignment this year, creating a strong academic foundation for students intending to pursue an ATAR-eligible senior pathway. The program is intentionally designed to challenge, engage, and extend highly capable learners through rigorous curriculum and academic enrichment.

Across all year levels, our commitment to supporting gifted and talented students remains a key priority. We continue to implement both formal and informal strategies including academic coaching, enrichment opportunities, individual curriculum plans (ICPs) for students working above year level, and flexible timetabling to support those competing or performing at elite levels in sport or other disciplines.

To further inform and support our case management approach, all Year 7 and Year 10 students undertook the Allwell test, an internationally recognised external diagnostic assessment. This test provides a comprehensive understanding of each student's abilities across general reasoning, verbal, and non-verbal domains, enabling us to identify and nurture exceptional talent.

We are proud of the achievements to date and remain committed to refining and expanding our programs to continually challenge, extend, and inspire our high-potential learners.

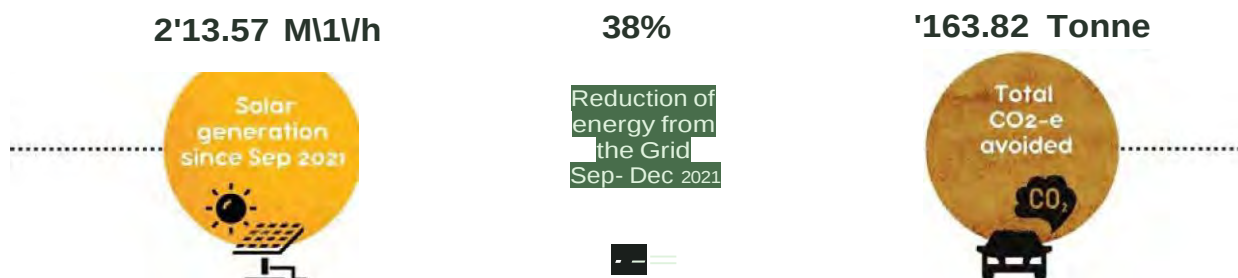
Sustainability at Corinda



Corinda State High School supports the United Nation's Sustainable Development Goals



How are we reducing our carbon footprint?



SDGs in focus at Corinda State High School



In 2008, the Corinda School community identified environmental sustainability as a strategic priority. The aim was to become the first school in Queensland to achieve carbon neutral accreditation. In 2018, the school finally achieved its goal and became the first Climate Active certified secondary school in Queensland.

Corinda has a three-year plan to maintain the Australian Government Certification, including further reduction of greenhouse gas emissions by 5% each year. Students understand what it means to reduce their impact on the environment through step-by-step measures, and how to succeed with structures in place, an action plan, and a policy.

Corinda's emissions reduction measures include:

- Implementing LED lighting, with plans to expand over time
- Implementing a recycling and composting program.
- Harvesting water for school ovals and agricultural crops. Corinda has water tanks with a total capacity of 250,000 litres.
- Implementing water-saving measures such as dual flush toilets, now 90% of facilities on the grounds.
- Developing school market gardens.
- Selecting supplies with a lower footprint, such as FSC paper.
- Promoting sustainability beyond the school gates and in the community.
- Seeking partnership funding to offset emissions with certified carbon credits
- Installation of green roof
- Installing water saving tapware

Corinda plans lessons around good environmental practices, and continues to develop its sustainability policies. To further reduce emissions, solar panels were recently installed across the entire campus as part of the National Solar Schools program. We will also upgrade another 20% of school lighting to energy efficient LED's.

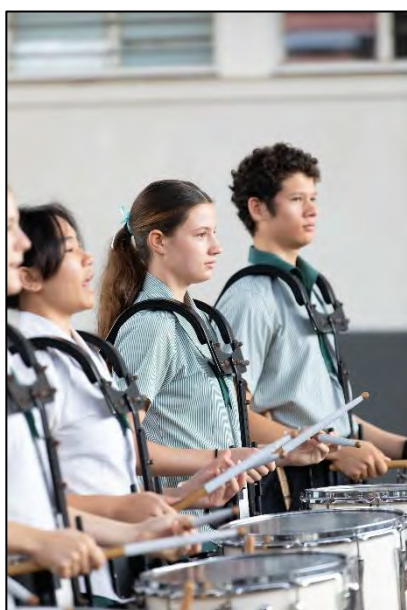
For more information about Corinda's path to carbon neutrality, visit the Corinda State High School page on <https://pangolinassociates.com> or download the article [Are we there yet?](#)



Music



Music continues to be a vibrant and integral part of life at Corinda State High School. Our dedicated teachers are committed to delivering exceptional programs, providing students with a diverse and exciting range of musical opportunities. They actively seek out performance experiences both within the local community and beyond. In recent years, our Music Excellence and Instrumental Music programs have grown stronger than ever with student representation in the Creative Generation and Metropolitan South Region Ensembles.



Visual Art

In 2025, there is a continued emphasis on strengthening confidence within our distinguished Visual Arts department, alongside inspiring and engaging the wider school community. Students work were celebrated throughout the year at our school-based exhibitions and publicly recognised in the Brisbane Portrait Prize and Creative Generation exhibits. The active participation of students in our Visual Arts programs cultivates a collaborative and passionate environment, dedicated to empowering one another and fostering the realization of each individual's creative potential.



Media and Drama



Drama students consistently take to the stage, showcasing their talents through a diverse range of performances. Our extra-curricular programs bring together students from Years 7 to 12, who collaboratively create and produce their own shows—developing skills in directing, stagecraft, and acting. Meanwhile, junior drama classes continue to celebrate and empower young people, nurturing their confidence and self-expression.

The Media department is rapidly evolving with Corinda State High School's cutting-edge programs and advanced software. Students across Years 7 to 12 engage with innovative technologies such as virtual reality, green screen production, editing, and filmmaking. They embrace dynamic opportunities to explore how media shapes influence and impacts the future.

Dance Excellence

Dance at Corinda State High School upholds industry-leading standards for students from Years 7 to 12. The Junior Dance Excellence Program fosters individuality and high-level performance across a variety of dance genres. In 2025, we had students graduate with the Certificate III in Dance, providing a valuable pathway for those aspiring to pursue a career in the dance industry.

Our extra-curricular dance programs continued to challenge and showcase our standout talents throughout the year, with strong performances at numerous eisteddfods and competitions. Offering opportunities in tap, hip-hop, commercial jazz, lyrical, and contemporary styles, our students consistently represent Corinda with passion and pride.



Smart Farm

The Corinda SHS Smart Farm continues to provide students with authentic, future-focused learning experiences where agriculture, technology and innovation come together. Across all year levels, students tackle real-world agricultural challenges while developing practical skills in animal husbandry, horticulture, sustainability and precision agriculture.

Our Year 7 and 8 Agriculture students explore the journey of food from paddock to plate by designing, planting and maintaining their own vegetable gardens. They investigate sustainable food production, learn how local farming supports Australian communities and discover the science behind growing healthy crops. The project culminates in a collaboration with our School Industry Food Technology (SIFT) program, where students harvest their produce and prepare a meal using ingredients they have grown themselves.



In Year 9 Agriculture, students become agricultural scientists, researching insect species before designing and constructing innovative insect traps. Through field testing, data collection and design refinement, they experience how technology, engineering and scientific inquiry are used to solve real agricultural challenges.

Our Year 10 Agriculture students immerse themselves in Australia's beef industry through practical cattle handling, learning about animal behaviour, welfare and nutrition. They also use remote sensing technology and NDVI satellite imagery to monitor pasture growth, estimate feed availability and explore how data is transforming modern livestock production.

Learning extends well beyond the classroom. Our volunteer veterinarian, Bruce, has guided senior Sheep Team members through a synchronised breeding program, giving students invaluable experience in reproductive management and animal health. Students have also embraced opportunities such as FarmFest, the Year 10 Agriculture Camp and preparations for EKKA, connecting with industry professionals while showcasing their skills and passion for agriculture.

By combining hands-on learning, emerging technologies and authentic industry partnerships, the Corinda SHS Smart Farm continues to inspire the next generation of innovative and skilled agricultural leaders.



International Program and Global Connections

We are proud to be a school rich with culture and diversity, and our International students add to this mix. During 2025, we hosted students from Vietnam, Japan, South Korea, Hong Kong, Nauru, Fiji, Papua New Guinea, China, Italy, Norway and Germany.

Many of our students are in our Homestay program, and it is fabulous to see our families help them to discover and experience the best of Brisbane and its surrounds. Our program is always welcoming new students, and we look forward to 2026.



Languages

In 2025 we were very busy with over 1400 students studying languages; it is wonderful to see so many taking up the opportunity to learn this fantastic, life-long skill. We have 5 languages Japanese, French, Chinese, Spanish, and German.

At Corinda we had 6 study tours during 2025, our visitors came from Japan and Taiwan. These visitors joined our language classes and shared their culture and talked about life in their home countries. Many of our language students buddy with these visitors and become life-long friends. During the year we had simultaneous virtual classes in Year 10 Japanese. Our students were able to interact with a Year 10 English class in Japan, this provided a real-life opportunity for students to use their language.

Our language students had the opportunity to go to dinner and enjoy cuisine from the culture/country they are studying - from French snails to German sausages to Japanese sushi. Almost all language students participated in the annual World Language Champion Competition, and we received over 100 certificates.

We celebrate each of our languages with a dedicated language week. During these celebrations we give the students an opportunity to dress up in native costumes, enjoy the cuisine from the country studied, learn about the culture and participate in craft activities. Our students have an opportunity to watch Lion Dancing, learn salsa, practice their origami and love decorating gingerbread. Many of our students enjoy watching movies in the target language. We are always looking for new and exciting opportunities for our language students, it is a vibrant department that intends to grow even bigger in 2026.



Exceed Your Expectations



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