

Ormiston State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

2014 saw ongoing commitment to high standards, high expectations and outstanding achievements as part of a quality coeducational program for students in the Ormiston Catchment area. The purpose of this report is to provide information about the school's performance and achievements during the 2014 school Year.

Ormiston State School experienced continued growth in student enrolment and as a result the school Enrolment Management Plan established in 2013 was revised in 2014 to cap enrolments at 570 students and a maximum of three Prep classes.

2014 saw a continued focus on student achievement and improvements with a focus on embedding Higher Order Thinking into all curriculum areas as well as to refine the PBL (Positive Behaviour for Learning) processes to enhance the implementation of the TOPS framework including the Vision Statements; Thinking, Opportunities, Partnerships and Sustainability, as well as the Behaviour Expectations; Teamwork, Ownership, Participation and Sensitivity.

School progress towards its goals in 2014

The 2014 Annual Implementation Plan identifies Reading, Spelling and Number as the priorities for improvement with ongoing development of Higher Order Thinking Skills (HOTS), Positive Behaviour (PBL) for Learning and Sustainability.

Significant improvement was achieved in Reading, Spelling and Number as indicated through the 2014 NAPLAN Results which identified Year 3, Year 5 and Year 7 Reading and Number all achieving higher and improving faster than the nation in Mean Scale Score (MSS) and Year 3; Reading Spelling and Number, and Year 5; Reading, achieving higher and improving faster than the nation in Upper two Bands (U2B).

In total 8 of the 15 domains in U2B and 10 of the domains in MSS indicated achievement and improvement as higher than the Nation. 13 out of 15 domains in MSS and 12 of the 15 domains in U2B improved faster than the nation.

Continued progress was made in PBL with a reduction in negative behaviours across the school and ongoing improvement in the ratio of positive to negative behaviours.

Future outlook

Ormiston State School's future outlook is shaped and directed by our school's Strategic Plan for 2013-2016. Part of this plan for the future vision of our school advanced a new, additional interpretation of TOPS: **Thinking; Opportunities; Partnerships; and Sustainability**. The school vision for 2016 is the "driver" behind all that is undertaken at our school.

The school will build on the successes of 2014 by continuing to prioritise Reading and Number as well as Writing as areas for improvement and continued development of Higher Order Thinking, PBL, Sustainability practices in 2015. A school wide Peer and Instructional Coaching program will also be developed and implemented to enhance the improvement agenda.

As an Independent Public School, Ormiston State School will continue to develop as a highly effective learning community focused on "Innovation", "Performance" and, most importantly, "Students".

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	538	254	284	95%
2013	552	275	277	96%
2014	580	284	296	97%

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

Characteristics of the student body:

Ormiston State School draws its student population from a wide ranging socio-economic background. The My School website identifies that in 2014, 67% of the school population were in the upper half of the Socio Educational Advantage scale and 93% were in the middle or upper quartiles. Of the 580 students, 2% identified as indigenous and 8% were from a language background other than English. Ormiston State School has continued to grow in 2014 yet has improved its enrolment continuity at the same time. The 2014 School Opinion Survey indicates an average of 97.7% parent satisfaction and 95.2% student satisfaction rating.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	21	21
Year 4 – Year 7 Primary	27	27	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	17	21	6
Long Suspensions - 6 to 20 days	0	2	0
Exclusions [#]	0	1	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Regular subjects do not need to be listed. Outline in dot point form salient features of the school's curriculum.

In 2014, Ormiston State School offered students the Australian Curriculum in English, Mathematics, Science, Geography and History from the Prep Year to Year 7. The Queensland Curriculum was offered in Health and Physical Education, The Arts, Technology and Languages Other Than English (LOTE – Years 6 and 7).

Extra curricula activities

The following activities were provided as optional activities for all students in the appropriate age groups under the direction of staff at the school:

ICAS Competitions
 Mathematics Extension activities – Maths Olympiad
 Instrumental Music for students from Year 4-7
 Choirs (Junior & Senior)
 Interschool Sports Competition (Years 5-7) – 2 Carnival Days in Term 2, 2 Carnival Days in Term 3
 Cross Country and Track and Field Training
 Readers' Club -- before and after school every day
 Walkers' Club -- before school each morning
 Student Leadership Program and Student Council
 Educational Excursions (including Year 5 Camp)
 School Discos

Additionally, Ormiston State School engaged in the provision of "Active After School Community" programs outside school hours, for students from Prep to Year 7, in partnership with local sports clubs and funded by the Federal Government.

The following elective activities were provided for students in appropriate age groups and were mainly conducted on a "user pays" basis outside of school hours:

Soccer Coaching
 AFL Coaching, Netball coaching, Rugby League coaching (in school – free)
 After-school clinics in Cricket, Rugby League, Soccer and AFL

How Information and Communication Technologies are used to assist learning

Ormiston State School continued both extensive and creative use of Information and Communication Technology (ICT) devices to assist students in learning and teachers in curriculum delivery. A renewal program to ensure all computers are no more than five years old and have a warranty continued to be actioned.

In 2014, all Prep and Years 1-3 classes had at least 4 computers per room, while all Years 4 to 7 classes had at least 5 computers per room. Additionally, 28 computers were provided in the "Computer Lab" and 12 computers were provided in the Resource Centre. All classrooms were equipped either Interactive White Boards (IWBs) or data projectors. The use of iPads for learning in was undertaken across the entire school and a Bring Your Own Device (BYOD) iPad program was trialed in one class (5/6/7). Wireless environments were operational across the school to assist with the provision of "anywhere, anytime" access to digital learning.

Social Climate

Ormiston State School provides a safe, supportive and disciplined learning and teaching environment, catering for all students. The school motto, "Learn as we Grow", is the foundation on which the inclusion of all students in academic, sporting and cultural activities is based, and this is a clear strength of our school.

Our TOPS program is the basis for providing focus and consistency in expectations and behaviour across our school:

Teamwork – Work as a member of a team.
Ownership – Own my own behaviour and learning.
Participation – Participate to the best of my ability.
Sensitivity – Be sensitive to the needs of others.

"Gotcha Cards" ensure a focus on recognising and rewarding positive behaviour amongst our students. "Weekly Awards" and "Tidy Classroom" awards are presented to students and classes at weekly Whole School Parades.

Our Student Leaders (School Captains, House Captains, Cultural Captains, Resource Captains, Student Council Representatives) provide positive role models and a voice for our students.

The school Chaplaincy program operated two and a half days per week in the second semester of 2013, providing religious and non-religious support and services to students, staff and community members.

Student support through the services of Support Teachers – Literacy and Numeracy, Advisory Visiting Teachers, Guidance Officer, and Speech Language Pathologist are coordinated through our “Special Needs Action Committee” (SNAC).

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	96%	98%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%	95%
their child is making good progress at this school* (S2004)	100%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	85%	93%
teachers at this school motivate their child to learn* (S2007)	94%	96%	97%
teachers at this school treat students fairly* (S2008)	94%	96%	98%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	97%
this school works with them to support their child's learning* (S2010)	94%	89%	97%
this school takes parents' opinions seriously* (S2011)	97%	96%	95%
student behaviour is well managed at this school* (S2012)	100%	96%	95%
this school looks for ways to improve* (S2013)	100%	96%	100%
this school is well maintained* (S2014)	97%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	95%	98%	98%
they like being at their school* (S2036)	97%	94%	96%
they feel safe at their school* (S2037)	96%	95%	96%
their teachers motivate them to learn* (S2038)	97%	96%	98%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	94%
teachers treat students fairly at their school* (S2041)	97%	93%	93%
they can talk to their teachers about their concerns* (S2042)	94%	94%	94%
their school takes students' opinions seriously* (S2043)	95%	93%	92%
student behaviour is well managed at their school* (S2044)	90%	90%	89%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school looks for ways to improve* (S2045)	100%	97%	97%
their school is well maintained* (S2046)	99%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	96%
they feel that their school is a safe place in which to work (S2070)		98%	96%
they receive useful feedback about their work at their school (S2071)		94%	94%
students are encouraged to do their best at their school (S2072)		98%	96%
students are treated fairly at their school (S2073)		98%	96%
student behaviour is well managed at their school (S2074)		98%	96%
staff are well supported at their school (S2075)		98%	96%
their school takes staff opinions seriously (S2076)		96%	94%
their school looks for ways to improve (S2077)		98%	96%
their school is well maintained (S2078)		98%	96%
their school gives them opportunities to do interesting things (S2079)		96%	96%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parent participation in all areas of school operations and life is encouraged.

Written academic reporting is provided twice a year (with optional conferences) and face to face reporting is also provided twice a year – providing parents with an opportunity to be involved and informed in their child's learning progress.

The school has an active Parents and Citizens (P&C) Association that meets monthly and supports the school in strategic planning, development of school procedures and the provision of funding and financial support.

A large number of parents assist teachers and students as classroom helpers, work in the Resource Centre, attend excursions, conduct student banking and undertake valuable contributions as P&C office bearers and Tuckshop/Uniform Shop workers.

Weekly newsletters are produced by the school and emailed to families, with relevant information from newsletters also posted to our school's website.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

Ormiston State School seeks to be a sustainable and environmentally aware school. Some strategies and programs to support this in our school are:

- Establishment of a school "Sustainability" team.
- Classroom Recycling Program, coordinated by Years 6 & 7 students
- Eating Area Recycling Program – coordinated by Years 4-7 "Rubbish Rangers".
- Provision of an "Environmental Area"
- Monitoring and use of Solar Panels through the "Solar Schools" program
- Use of Rainwater Harvesting
- Increased use of electronic communications, reduction in use of paper communication.

The school completes a "School Environmental Management Plan" (SEMP) annually to further focus efforts to increase sustainability.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	146,077	1,212
2012-2013	125,364	1,100
2013-2014	157,127	1,724

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

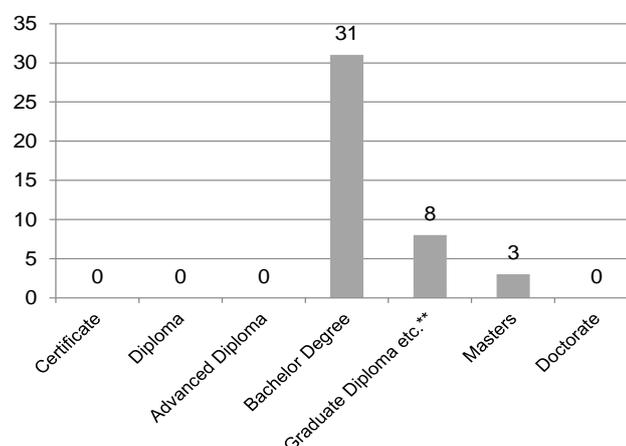
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	21	0
Full-time equivalents	34	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	31
Graduate Diploma etc.**	8
Masters	3
Doctorate	0
Total	42



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$24 787.68.

The major professional development initiatives are as follows:

In 2014, a wide variety of Professional Development was provided and supported at Ormiston State School. The major professional development initiatives and opportunities were:

- Australian Curriculum – English, Mathematics, Science, History and Geography
- Curriculum into the Classroom (C2C) and Queensland Curriculum, Assessment and Reporting (QCAR)
- Embedding Aboriginal and Torres Traits Islander Perspectives in Schools (EATSIPs)
- “The Teaching of Reading” and “The Teaching of Spelling”
- Mathletics and Reading Eggs programs
- Earth Smart Science
- Higher Order Thinking Skills
- Information and Communication Technology (ICTs) – including the use of iPads in education
- Assessment, Achievement Standards and Reporting
- Curriculum Frameworks, including our “Pedagogy and Learning Framework”
- Dyslexia
- OneSchool
- School Wide Positive Behaviour Support (SWPBS) and Behaviour Management
- Workplace Health and Safety

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘**Find a school**’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says ‘**Search by school name**’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school’s *My School* entry webpage.

School financial information is available by selecting ‘**School finances**’ in the menu box in the top left corner of the school’s entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in the Annual Reporting Guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%

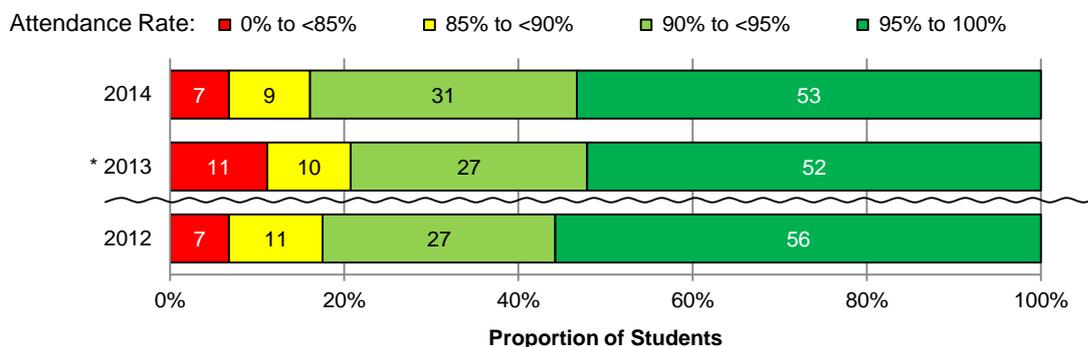
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	96%	94%	94%	93%	95%	93%					
2013	93%	91%	94%	93%	94%	93%	93%					
2014	93%	95%	94%	96%	94%	93%	88%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session (after the second lunch break). Late arrivals and early departures are coordinated through administration and OneSchool. If a student is absent from school, parents and carers are able to notify the school via a written note, a dedicated absence-line phone number or email. The school will contact parent/carers if there have been a number of unexplained or high absences reported. The school ensures that ALL absences are followed up and that no unexplained absences exist at the end of each semester.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

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Search by suburb, town or postcode

Sector Government
 Non-government

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2014, the attendance rate of Indigenous students was 92.4%. While this was still lower than the attendance rate of Non-Indigenous students (94.2%) it was a significant improvement on the 2013 attendance rate of 87.5%.

In 2014 the indigenous performance in Year 3 Reading, Writing and Numeracy and in Year 5 Writing was above the non-indigenous performance. There was a slight gap in Year 5 Numeracy performance and a gap in Year 5 Reading performance.

There were no Indigenous students in Year 7 for a measure of Literacy or Numeracy achievement.