

Ormiston State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

2015 saw continued commitment to high standards, high expectations and outstanding achievements as outcomes 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 as an Independent Public School during the 2015 school year. During 2015 Ormiston State School experienced continued growth in student enrolment. The school Enrolment Management Plan was again revised to lift the school capacity cap to 595 students while maintaining the cap on three Prep Year classes.

2015 saw a continued focus on student achievement and improvements with an emphasis on targeted curriculum delivery through explicit instruction and a knowledge of individual student capability and progress. Positive Behaviour for Learning (PBL) continued as a priority with the expectation that all staff are implementing the TOPS framework including the Vision Statements: Thinking, Opportunities, Partnerships and Sustainability, and the behaviour expectations; Teamwork, Ownership, Participation and Sensitivity. Increased enrolments resulted in the need to carefully manage the facilities available to meet future needs, including the Special Education program. The Arts were also identified as a focus with enhanced expectations for commitment, capability and achievement in both Choir and Instrumental Music.

School progress towards its goals in 2015

The 2015 Annual Implementation Plan identifies Writing Spelling and Number as the Priorities for improvement with ongoing priorities for Higher Order Thinking, the Arts, PBL and Sustainability.

A focus on Seven Steps to Writing and effective, efficient school wide formative assessment practices were implemented in Writing and school wide tracking of student progress in Writing, Number and Reading established and used to inform school wide planning expectations and processes. Targeted intervention (support and extension) programs were also established and implemented across all year levels in Writing and where identified Reading and Number. Key teachers were identified and supported through Regional PD to implement the development of an efficient coaching and capacity building program.

Significant improvement was achieved in Writing, Spelling, Number and continued improvement in Reading, as indicated through the 2015 NAPLAN Results. These identified Year 3 and Year 5 achievements in Year 3 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy and Year 5 Reading, Grammar and Punctuation and Numeracy as being better than the nation for Mean Scale Score (MSS). MSS improvements in 9 of the 10 assessment areas were better than the nation, with Year 5 Writing the exception. The results also identified Year 3 students in all assessment areas and Year 5 students in Reading are achieving higher and improving faster than the nation in the Upper Two Bands (U2B). The success of the tracking of student progress and the associated planning and assessment mechanisms will need to be replicated for reading and the identified mechanisms refined in 2016.

Continued progress was made in PBL with continued reduction in negative behaviours across the school. A refined award structure was developed and implemented to provide long term behaviour awards that recognize behaviour excellence. The Arts program achieved outstanding success with a new Senior Choir of over 60 students and a new Junior Choir of over 120 students and a redefined instrumental music program with over 100 students committed to either the Senior or Junior Band. Both Band and Choir groups performed for the community as well as achieving success in regional competitions.

Future outlook

Ormiston State School's future outlook is defined by the School Strategic Plan for 2013 to 2016 and the development of a new Strategic Plan for 2017 to 2020. This will include a continued focus on developing teacher capability and consistent curriculum practices and expectations in Reading, Writing and Number with clear, efficient and effective planning, teaching and assessment processes. This will be supported through a school wide coaching program directly linked to staff performance development expectations.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	552	275	277	10	96%
2014	580	284	296	13	97%
2015	598	290	308	17	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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, 64% of the school population were in the upper half of the Socio Educational Advantage scale and 90% were in the middle or upper quartiles. Of the 596 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 2015 School Opinion Survey indicates an average of 95.5% parent satisfaction and 95.5% student satisfaction rating.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	21	23
Year 4 – Year 7 Primary	27	28	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	21	6	10
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

In 2015, 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 – Year 3 to Year 6).

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 and Rebel Readers -- before and after school every day
- Walkers' Club -- before school each morning
- Student Leadership Program and Student Council
- Educational Excursions (including Year 4 and Year 6 Camps)
- 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 6, 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, Netball and Rugby League coaching (in school – free)
- After-school clinics in Cricket, Rugby League, Soccer and AFL

How Information and Communication Technologies are used to improve 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 2015, 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 continued across the entire school and a Bring Your Own Device (BYOD) iPad program was implemented in Years 5 and 6. 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 "Attendance Class of the Week" awards are presented to students and classes at fortnightly 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. Playground Leaders programs to support students in Year 1 to Year 3 in the playground through organized games.

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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	98%	97%
this is a good school (S2035)	96%	100%	99%
their child likes being at this school (S2001)	100%	100%	99%
their child feels safe at this school (S2002)	100%	100%	99%
their child's learning needs are being met at this school (S2003)	96%	95%	96%
their child is making good progress at this school (S2004)	96%	100%	96%
teachers at this school expect their child to do his or her best (S2005)	96%	98%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	93%	95%
teachers at this school motivate their child to learn (S2007)	96%	97%	97%
teachers at this school treat students fairly (S2008)	96%	98%	94%
they can talk to their child's teachers about their concerns (S2009)	96%	97%	99%
this school works with them to support their child's learning (S2010)	89%	97%	96%
this school takes parents' opinions seriously (S2011)	96%	95%	97%
student behaviour is well managed at this school (S2012)	96%	95%	96%
this school looks for ways to improve (S2013)	96%	100%	99%
this school is well maintained (S2014)	100%	100%	99%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	98%	98%	99%
they like being at their school (S2036)	94%	96%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	95%	96%	94%
their teachers motivate them to learn (S2038)	96%	98%	98%
their teachers expect them to do their best (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	94%	94%	98%
teachers treat students fairly at their school (S2041)	93%	93%	88%
they can talk to their teachers about their concerns (S2042)	94%	94%	92%
their school takes students' opinions seriously (S2043)	93%	92%	91%
student behaviour is well managed at their school (S2044)	90%	89%	93%
their school looks for ways to improve (S2045)	97%	97%	99%
their school is well maintained (S2046)	98%	96%	95%
their school gives them opportunities to do interesting things (S2047)	95%	97%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	96%	98%
they feel that their school is a safe place in which to work (S2070)	98%	96%	100%
they receive useful feedback about their work at their school (S2071)	94%	94%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	100%
students are encouraged to do their best at their school (S2072)	98%	96%	100%
students are treated fairly at their school (S2073)	98%	96%	100%
student behaviour is well managed at their school (S2074)	98%	96%	96%
staff are well supported at their school (S2075)	98%	96%	93%
their school takes staff opinions seriously (S2076)	96%	94%	96%
their school looks for ways to improve (S2077)	98%	96%	96%
their school is well maintained (S2078)	98%	96%	98%
their school gives them opportunities to do interesting things (S2079)	96%	96%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parent participation in all areas of school operations and life is encouraged. Parent engagement is expected when developing Individual Curriculum Plans and Individual Support Plans as well as disability verification. Engagement is also expected with reporting of student progress including written academic reporting, provided twice a year (with optional conferences) and face to face reporting, 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.

Fortnightly newsletters are produced by the school and emailed to families along with school calendar and parent emails from class teachers. Information is also provided through Facebook and our school's website.

Reducing the school's environmental footprint

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

- School Sustainability Team
- Classroom recycling program coordinated by Year 6 students
- A school environmental area
- Use of solar panels and monitoring consumption through the Solar Schools Program
- Rainwater harvesting
- Increased use of electronic storage to reduce paper consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	125,364	1,100
2013-2014	157,127	1,724
2014-2015	173,983	765

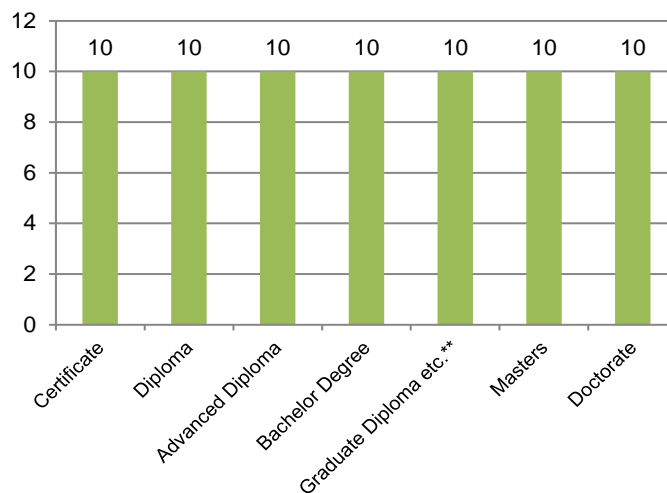
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	23	<5
Full-time equivalents	36	15	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*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 2015 were \$31 527.00

The major professional development initiatives are as follows:

- Australian Curriculum – English, Mathematics, Science, History and Geography
- Seven Steps Teaching of Writing program
- NCR Assessment tools
- Assessment and Reporting
- Information and Communication Technology (ICTs) – including the use of iPads in education
- Positive Behaviour for Learning (PBL) and Behaviour Management
- Diabetes Training
- OneSchool – Data tracking
- First Aid
- Mandatory assessment modules
- Workplace Health and Safety

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Error! No property name supplied.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	92%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

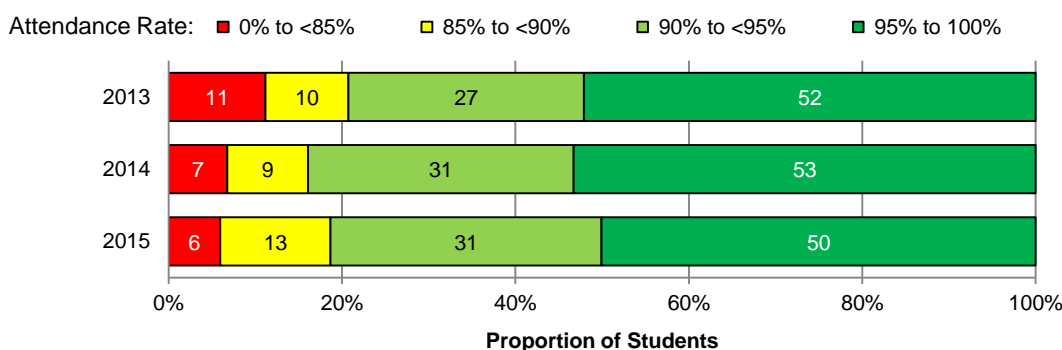
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	91%	94%	93%	94%	93%	93%					
2014	94%	93%	95%	94%	96%	94%	93%	88%					
2015	93%	94%	93%	94%	94%	93%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Find a school

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Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.