



Ormiston State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Overlooking Moreton Bay, Ormiston State School was established in 1872 and is situated in Redland City, approximately 30 kilometres from the Brisbane CBD. Ormiston State School has grown from being a small country school serving the rural Ormiston district to the present day where it caters for over 600 students from Prep to Year 6. The school motto, Learn As We Grow, encourages every member of our school community to 'be an active learner who continues to learn' throughout their years at our school.

Ormiston State School is a community focused on continual improvement and best practice learning opportunities for students, staff and wider school community.

This motto is promoted daily throughout the school through:

- Quality Curriculum, Pedagogy and Learning Environment;
- Motivating students to become active and responsible partners in their own learning; and
- Ensuring that teaching and learning opportunities are challenging, cumulative, purposeful and fun.

Whole School LOTE (French), Music, PE and Student Wellbeing programs are focused on developing the whole child (Academic, Social/Emotional, Behavioural and Community Citizen). Students can participate in extracurricular Mandarin Chinese, Choir, Instrumental Music, Drama and Sporting Schools Programs. Students in Years 5 - 6 participate in District sport and interschool sporting carnivals.

Principal's Forward

Introduction

2016 saw continued commitment to improving our 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 2016 school year. During 2016 Ormiston State School experienced continued growth in student enrolment. With a population that was over 100% of the identified capacity of the school by the end of the school year the school Enrolment Management Plan was again implemented strictly with only in catchment and sibling enrolments accepted.

2016 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 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 2016

The 2016 Annual Implementation Plan identifies Reading, Writing and Number as the Priorities for improvement with ongoing priorities for Higher Order Thinking, the Arts, and PBL.

Our focus on Guided Reading, Seven Steps to Writing and effective, efficient school wide formative assessment practices in Reading, Writing and Number was enhanced. Effective school wide tracking of student progress in Writing, Number and Reading to inform year level and school wide planning expectations and processes were also refined. Targeted intervention (support and extension) programs were again implemented across all year levels in Writing, Reading and Number. The Coaching and Capacity building program was continued with identified staff supported by an external Lead Coach.

Improvement or sustained high achievement was again evident in Reading, Writing, Spelling, Grammar and Punctuation and Number, as indicated through school based academic achievement levels and our 2016 NAPLAN Results. These identified achievements in Year 3 Reading, Grammar and Punctuation and Numeracy and Year 5 Reading, Writing, Grammar and Punctuation and Numeracy as being similar to or better than the nation for Mean Scale Score (MSS). MSS improvements in all Year 5 assessment areas were similar to or better than the nation, with Year 5 Writing the stand out significantly above the nation. The results also identified Year 3 students in Reading, Grammar and Punctuation and Numeracy and Year 5 students in Reading, Writing and Grammar and Punctuation as achieving similar to or higher 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 refined to provide long term behaviour awards that recognize behaviour excellence. The Arts program achieved outstanding success with continued growth in our auditioned Senior Choir of over 70 students, our Junior Choir of over 120 students and our instrumental music program with approximately 100 students committed to either the Senior or Junior Band. Both Band and Choir groups performed for the community as well as achieving outstanding success in regional competitions.

Future Outlook

Ormiston State School's future outlook is defined by the School Strategic Plan for 2017 to 2020 which has been developed through an extensive internal and external School Improvement Review (the executive summary for the School Improvement Review can be downloaded from our school website). The strategic plan identifies a continued focus on developing quality teacher capability and consistent curriculum practices and expectations in Reading, Writing and Number with clear, efficient and effective planning, teaching and assessment processes to ensure all students can achieve and improve to their potential while still recognizing and focusing on the diverse learning needs of all students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	580	284	296	13	97%
2015*	598	290	308	17	97%
2016	594	287	307	25	96%

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 2016, 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

Overview

Ormiston State School draws its student population from a wide ranging socio-economic background. The My School website identifies that in 2016, 66% 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 594 students, 4% identified as indigenous and 7% were from a language background other than English. Ormiston State School has continued to grow in 2016 yet has improved its enrolment continuity at the same time. The 2016 School Opinion Survey indicates an average of 97% parent satisfaction and 95% student satisfaction rating.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	22
Year 4 – Year 7	28	29	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016, Ormiston State School offered students the Australian Curriculum in English, Mathematics, Science, Geography, History and Civics and Citizenship from Prep Year to Year 6. The Queensland Curriculum was offered in Health and Physical Education, The Arts, Technology and Languages Other Than English (LOTE – Prep to Year 6).

Co-curricular 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:

- Student Leadership Program and Student Council
- Mandarin Chinese for students from Year 3 to Year 6
- Educational Excursions (including Year 4 and Year 6 Camps)
- Instrumental Music for students from Year 4-7
- Choirs (Junior & Senior)
- Cluster days (Leadership, Public Speaking, Maths, Languages, Science and Creative Arts) for students from Year 6
- Interschool Sports Competition (Years 5-6) – 2 Carnival Days in Term 2, 2 Carnival Days in Term 3
- Cross Country and Track and Field Training prior to school carnivals for all interested students
- Visiting Active Schools Sport programs for all year levels
- Readers' Club and Rebel Readers -- before and after school every day
- Walkers' Club -- before school each morning
- ICAS Competitions
- 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 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 2016, all classes from Prep to Years 6 had at least 5 computers per room. Additionally, 28 laptop computers were provided in the "Computer Trolley" and 12 laptop 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 was continued across the entire school and a Bring Your Own Device (BYOD) iPad program was continued 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

Overview

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 School Parades as well as Gotcha Awards recognizing students who had received identified targets in the number of Gotchas received.

End of Term Behaviour Certificates based on students Academic and Effort ratings are awarded at the end of each semester and TOPS Behaviour Excellence certificates are awarded at our annual Parade of Excellence for students who have received the Behaviour Certificate for both semester 1 and 2.

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 are also implemented to support students in Year 1 to Year 3 in the playground through organized games.

Student support through the services of Support Teachers – Literacy and Numeracy, Advisory Visiting Teachers, Guidance Officer, and Speech Language Pathologist and Chaplaincy are coordinated through our "Special Needs Action Committee" (SNAC). The school Chaplaincy program operated three days per week, providing religious and non-religious support and services to students, staff and community members.



Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	97%	97%
this is a good school (S2035)	100%	99%	95%
their child likes being at this school* (S2001)	100%	99%	97%
their child feels safe at this school* (S2002)	100%	99%	97%
their child's learning needs are being met at this school* (S2003)	95%	96%	95%
their child is making good progress at this school* (S2004)	100%	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	99%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	95%	92%
teachers at this school motivate their child to learn* (S2007)	97%	97%	90%
teachers at this school treat students fairly* (S2008)	98%	94%	91%
they can talk to their child's teachers about their concerns* (S2009)	97%	99%	97%
this school works with them to support their child's learning* (S2010)	97%	96%	90%
this school takes parents' opinions seriously* (S2011)	95%	97%	90%
student behaviour is well managed at this school* (S2012)	95%	96%	93%
this school looks for ways to improve* (S2013)	100%	99%	93%
this school is well maintained* (S2014)	100%	99%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	99%	99%
they like being at their school* (S2036)	96%	92%	92%
they feel safe at their school* (S2037)	96%	94%	86%
their teachers motivate them to learn* (S2038)	98%	98%	98%
their teachers expect them to do their best* (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	97%
teachers treat students fairly at their school* (S2041)	93%	88%	85%
they can talk to their teachers about their concerns* (S2042)	94%	92%	92%
their school takes students' opinions seriously* (S2043)	92%	91%	88%
student behaviour is well managed at their school* (S2044)	89%	93%	85%
their school looks for ways to improve* (S2045)	97%	99%	99%
their school is well maintained* (S2046)	96%	95%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	92%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	98%	98%
they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
they receive useful feedback about their work at their school (S2071)	94%	87%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	96%	96%	100%
staff are well supported at their school (S2075)	96%	93%	98%
their school takes staff opinions seriously (S2076)	94%	96%	96%
their school looks for ways to improve (S2077)	96%	96%	96%
their school is well maintained (S2078)	96%	98%	100%
their school gives them opportunities to do interesting things (S2079)	96%	100%	89%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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 Council meets every term to support strategic planning, development of school procedures and monitor school progress against the Strategic Plan. The school has an active Parents and Citizens (P&C) Association that meets monthly and supports the school in 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 eNewsletters are produced by the school and emailed to families along with weekly Parent Messages and School Calendar and parent emails from class teachers. Information is also provided through SMS, Facebook and our website.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is done in small group, class, Year Level and whole school programs. These are identified through the PBL and SNAC committees and are implemented by visiting presenters, Guidance Officers, Class Teachers and Administration as required. Our whole school values focus through TOPS also promotes these expectations.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	6	10	3
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	157,127	1,724
2014-2015	173,983	765
2015-2016	176,570	901

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* 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

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	26	<5
Full-time Equivalent	38	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	32
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$98 476.00.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Australian Curriculum – English, Mathematics, Science, History, Geography and Civics and Citizenship
- Teacher release for coaching and peer observation and feedback
- School based assessment and data tracking
- Information and Communication Technology (ICTs) – including the use of iPads in education
- Positive Behaviour for Learning (PBL) and Behaviour Management
- Diabetes Training
- First Aid
- Mandatory assessment modules
- Workplace Health and Safety

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	88%	92%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

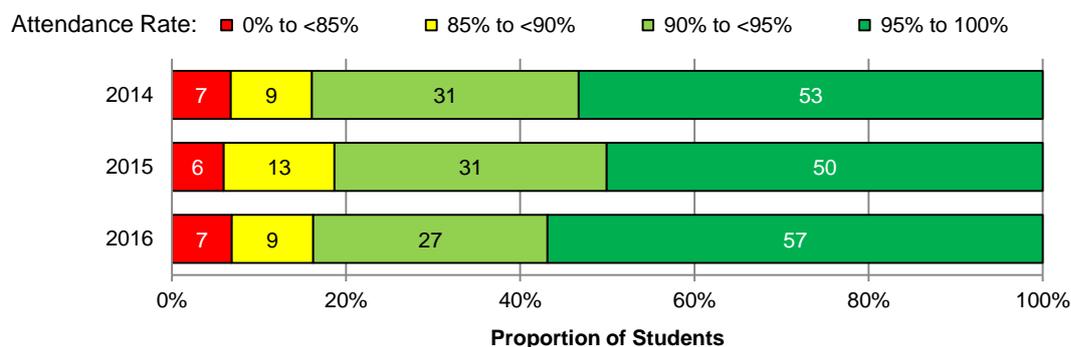
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	94%	93%	95%	94%	96%	94%	93%	88%
2015	93%	94%	93%	94%	94%	93%	94%	
2016	93%	94%	93%	95%	95%	95%	95%	

*Attendance rates effectively count 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. Daily SMS messages are sent to parents for any unexplained absences and followed up by Administration staff.

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. Where prolonged absence or repeated absence is an ongoing problem phone or face to face conversations are initiated between the Deputy Principal and the parent to discuss attendance and develop a plan to improve attendance. If persistent absence still occurs interviews with the parent are initiated by the principal to ensure parents are aware of their legal obligations and the actions that will be taken should attendance not improve.

Regular awards are implemented by class teachers for daily attendance through Gotchas as well as end of term rewards. Class attendance is monitored fortnightly with a TOPS Class of the Week Award for the Junior and Senior class with the highest attendance for the fortnight. The class that receives the Tops Trophy the most in a term then receives a negotiated reward at the end of each term.

NAPLAN

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

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**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 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.