

Ormiston State School (0023)

Queensland State School Reporting

2012 School Annual Report



Postal address	82-110 Gordon Street Ormiston 4160
Phone	(07) 3824 9111
Fax	(07) 3824 9100
Email	the.principal@ormistonss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr Anthony Palmer

Principal's foreword

Introduction

In 2012, Ormiston State School continued its tradition of high standards and high expectations, delivering quality education to students in the Redlands. This Annual Report provides information about the school's activities, performance and achievements during the 2012 school year.

As indicated in the 2012 Annual Implementation Plan (AIP), strategic objectives for the year were:

- Teaching and Learning Audit responses actioned with explicit school strategies focussed on improvement.
- Implementation of the Australian National Curriculum in English, Mathematics and Science in all year levels and mandatory LOTE (French) in Years 6 and 7; introduction of a second LOTE (Mandarin) and exploration of the Australian Curriculum in History.
- Embrace and empower the system generated "Curriculum into the Classroom" to leverage consistency and renewal for classroom practice and expectations.
- A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.
- Maintain and enhance a positive, safe and supportive learning environment and community through further capitalisation on the School Wide Positive Behaviour Support program.
- Consolidation of OneSchool as the operational environment for school data, plans and financial operations.

The 2012 school year saw a continued emphasis on the explicit teaching and learning of both literacy and numeracy, the inaugural year of Australian Curriculum implementation in English, Mathematics and Science and the ongoing provision of a safe and supportive learning environment.

Significant work was undertaken in 2012 to complete a range of frameworks to align pedagogy, teaching and learning at Ormiston State School and ensure consistency in curriculum planning and implementation to improve students' learning.

The achievement of our students in all fields of endeavour (academic, sporting, cultural and community) and the extensive range of experiences provided at Ormiston State School are a result of the high level of commitment from all members of staff and a reflection of the support provided from families and the P&C Association.

I am very proud to be the Principal of this great school and am equally proud of the hard work, efforts, achievements and current position of our staff, students, parents and school community.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

Ormiston State School saw continued growth, improvement and achievement in 2012. Local, State and National agendas shaped the current educational landscape and our school continued to rise to the challenge. Student numbers again continued to increase in 2012, demonstrating confidence in our school and befitting the school motto of "Learn as you Grow".

Our shared, explicit and focussed improvement agenda, with specific attention to the "foundation" areas of Reading (Literacy) and Number (Numeracy) continued in 2012, with an additional Literacy focus area of Spelling added to this agenda.

Progress in all six strategic objective areas in 2012 was achieved.

A significant highlight from the 2012 was school's performance in the "Teaching and Learning Audit", undertaken in September 2012. While this helped to inform the development of our school's Strategic Plan, it also clearly showed the improvement journey the school has been undertaking since the inaugural "Teaching and Learning Audit", conducted in September 2010. The school received the following commendations:

- The whole school is to be commended on the significant progress which has been made in all areas since the previous the Teaching and Learning Audit.
- The Principal, leadership team and all staff members have demonstrated their commitment to an agenda for school improvement in reading comprehension, spelling and problem solving in mathematics.
- The agenda has been clearly communicated to the whole school community.
- Targets have been set with timelines. These are monitored and reviewed.
- The school has developed and is implementing a plan for the systematic collection and use of student outcome data including both systemic tests and classroom assessments.
- The leadership team and staff members are united and passionate about improving student outcomes.
- Staff members and students have an obvious sense of pride and belonging in the school and parents speak very highly of the school.
- Teachers have regular meetings with members of the leadership team, during Professional Learning Team (PLT) and Curriculum Development Time (CDT), to discuss data analysis, develop their differentiation leaf for targeted students, to plan collaboratively and moderate writing tasks.
- The school has successfully undertaken the implementation of the Curriculum into the Classroom and Australian Curriculum in English, Mathematics and Science and continues to deliver essential learnings in other key learning areas.
- There is evidence that the Principal and other school leaders see development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.
- Teachers have used the Ormiston State School Pedagogy and Learning Framework matrix to self-reflect on their areas of strengths and areas for development.
- There is data evidence, including NAPLAN, reading benchmark levels and A-E achievement data, to show that many students are making significant progress.

Future outlook

Ormiston State School undertook a Quadrennial School Review (QSR) in 2012. This process led to the creation of the 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.

Thinking: Ormiston State School ensures all students are highly engaged in meaningful and purposeful learning. Rigorous identification of differing needs and abilities is combined with effective intervention programs and evidenced based, best practice teaching. Personalised learning goals are designed and developed collaboratively between teachers, parents and the student. The teaching of Higher Order Thinking Skills promotes the development of learners who ask questions, seek answers and can apply skills and knowledge in a diverse range of situations and environments.

Queensland State School Reporting

2012 School Annual Report



Opportunities: At Ormiston State School, balance, context and purpose are given to learning. The focus is on the “whole child”, with opportunities provided for, nurtured and valued across the four “pillars” of education: Academic; Arts/Cultural; Sporting; and Community. Learning happens across a range of settings and situations, enhanced by the use of digital technologies. Students are encouraged and challenged to take calculated risks in their learning, set personal goals and learn from mistakes. Excellence, success and achievement is acknowledged and celebrated at all levels.

Partnerships: Ormiston State School ensures effective partnerships are built both within and beyond the school community. These partnerships encompass a range of leadership opportunities: for staff, for students and for parents. Staff work collegially and collaboratively with one another, sharing contemporary practice. Parents and carers are highly valued partners in the learning process. There is clear, timely and open communication, along with meaningful opportunities for active participation and consultation. The school embraces a culture of reflection, conversation and feedback, where all opinions are valued and considered.

Sustainability: Ormiston State School strives to be one of the most sustainable and environmentally responsible schools in the Redlands. Furthermore, we embrace learning about the environment and sustainability as a means to engage, enrich, challenge and extend our students and their learning. The focus on sustainability allows our school, as individuals and as a community, to honour the past and contribute to the future.

With this futures orientation, Ormiston State School is well positioned to continue to capitalise on its successes and learn from and respond to its challenges. As indicated in our current Annual Implementation Plan (AIP), the three priorities for improvement in the 2013 school year are:

- **Reading**
- **Spelling**
- **Number**

... with the expectation that all students are able to achieve minimum standards (National Minimum Standards – NMS and C/Sound achievement levels) and a greater representation achieve highly (Upper 2 Bands – U2B, B/High or A/Very High achievement levels).

The three priority areas for development in 2013 are:

- **Higher Order Thinking Skills (HOTS)** – embedding Higher Order Thinking Skills in all curriculum areas.
- **School Wide Positive Behaviour Support (SWPBS)** – quadrupling, at minimum, the expected ratio of positives to negatives (4:1 expected, 16:1 minimum target) and maintaining our TOPS framework.
- **Sustainability** – reducing waste by 20%, tracking and reducing waste, electricity and water costs.

Ormiston State School will strive to continue to be a “school of choice” ... an innovative and effective learning community and a place where each student is challenged and supported to achieve their very best and fulfil their full potential.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	453	209	244	98%
2011	500	241	259	93%
2012	538	254	284	95%

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

Characteristics of the student body:

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	21	18
Year 4 – Year 10	26	27	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	9	7	17
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In 2012, Ormiston State School offered students the Australian Curriculum in English, Mathematics and Science from the Prep Year to Year 7. The Queensland Curriculum was offered in Study of Society and Environment (SOSE), Health and Physical Education, The Arts, Technology and Languages Other Than English (LOTE – Years 6 and 7). Investigation of and preparation for the Australian Curriculum in History in 2013 was also undertaken.

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 5-7

Choirs (Junior & Senior)

Interschool Sports Competition – 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 and Years 6/7 Camps)

School Discos

These 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. Peripherals, such as printers and digital cameras, were also been reviewed.

In 2012, 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, 27 computers were provided in the "Computer Lab" and 12 computers were provided in the Resource Centre. All classrooms also have either Interactive White Boards (IWBs) or Data projectors. Additionally, the use of iPads for learning in both our Special Education Program (SEP) and upper school was commenced.

Social climate

Ormiston State School provides a safe and supportive learning and teaching environment, catering for all students. The school motto, "Learn as you 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.

Our school at a glance

"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 Councillors) 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 2012, 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

2012 School Opinion Survey data was again very positive and echoed the continued development of a united, positive and collaborative school culture.

Student, Parent and Staff satisfaction levels increased in 2012 when compared with 2011, although full comparisons are unable to be undertaken given the change in School Opinion Survey structure and format in 2012.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	97.1%
teachers at this school motivate their child to learn*	94.1%
teachers at this school treat students fairly*	94.1%
they can talk to their child's teachers about their concerns*	97.1%
this school works with them to support their child's learning*	94.1%
this school takes parents' opinions seriously*	97.1%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	97.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.8%
they like being at their school*	97.5%
they feel safe at their school*	96.2%
their teachers motivate them to learn*	97.5%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	96.2%
teachers treat students fairly at their school*	97.5%
they can talk to their teachers about their concerns*	93.7%
their school takes students' opinions seriously*	94.9%
student behaviour is well managed at their school*	89.9%
their school looks for ways to improve*	100.0%
their school is well maintained*	98.7%
their school gives them opportunities to do interesting things*	96.2%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	97.7%
with the individual staff morale items	98.7%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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 either emailed to families (preferred method) or paper copies distributed through students. Relevant information from newsletters is also posted to our school's website.

Reducing the school's environmental footprint

Data is sourced from 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:

- Classroom Recycling Program, coordinated by Years 6 & 7 students
- Provision of an "Environmental Area"
- Monitoring and use of Solar Panels through the "Solar Schools" program
- Use of Rainwater Harvesting

In 2012, Ormiston State School continued to progress as an "Earth Smart Science" school, working collaboratively with Moreton Bay Environmental Education Centre. The school completed a "School Environmental Management Plan" (SEMP) to further focus efforts to increase sustainability.

Please note: the accuracy of the information below was still being investigated at the time of this report's publication.

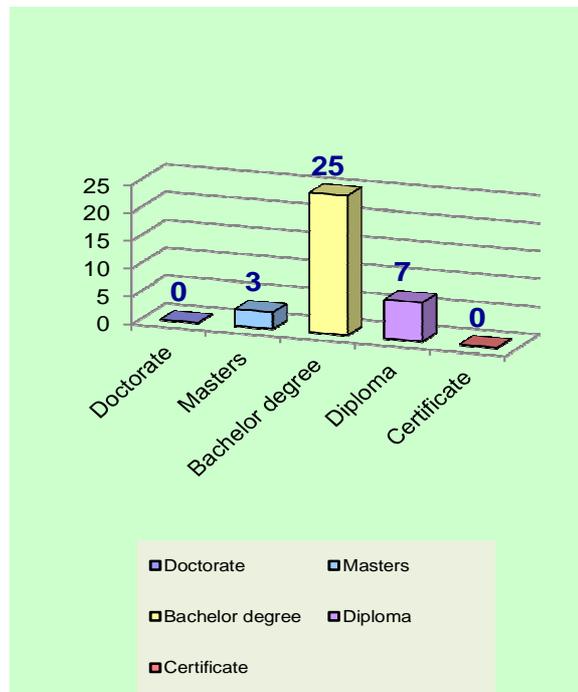
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	104,596	1,292
2010-2011	4,308	16,363
2011-2012	146,077	1,212

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	39	17	<5
Full-time equivalents	31.6	11.4	<5

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	25
Diploma	7
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$28808.23.

In 2012, 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 (for implementation)

Australia Curriculum – History (for exploration)

Curriculum Into The Classroom (C2C)

Queensland Curriculum, Assessment and Reporting (QCAR)

Embedding Aboriginal and Torres Traits Islander Perspectives in Schools (EATSIPs)

The Teaching of Reading

Our staff profile

The Teaching of Spelling
Mathletics
Science Spark
Earth Smart Science
Higher Order Thinking Skills
Information and Communication Technology (ICTs)
Assessment, Achievement Standards and Reporting
Curriculum Frameworks
Pedagogy and Learning Framework
Dyslexia
OneSchool
School Wide Positive Behaviour Support (SWPBS)
Behaviour Management
Workplace Health and Safety

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.3%	96.4%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.9% of staff was retained by the school for the entire 2012 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 web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

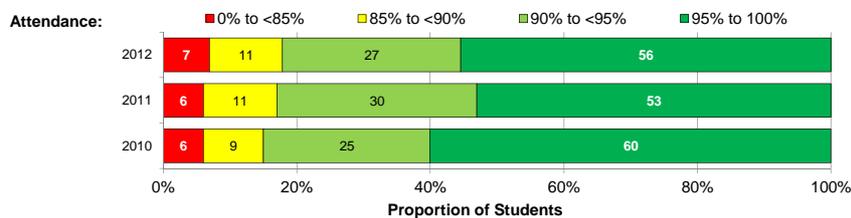
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	93%	96%	95%	94%	94%	96%					
2011	95%	93%	94%	94%	95%	93%	94%					
2012	94%	96%	94%	94%	93%	95%	93%					

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 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). Students who arrive after school has commenced are to report to the school administration building. This late attendance to class is then recorded. Similarly, early departures are to be organised through the office. If a student is to be absent from school, parents are able to notify the school via a written note, the office phone number or email. The school will contact parent/carers if there have been a number of unexplained or high absences reported.

Performance of our students

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

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 whose NAPLAN results 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 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 2012, the attendance rate of Indigenous students was 90%, lower than the attendance rate of Non-Indigenous students (94%) – an area for improvement. Indigenous students in Year 3 outperformed non-Indigenous students in writing, but there was a gap in Reading and Numeracy performance. There were no Indigenous students in Year 5 for a measure of Literacy or Numeracy achievement. There was a gap in Year 7 Literacy and Numeracy performance, but the gap closed significantly in Numeracy when considering previous performance at Year 5 in 2010.

All Indigenous students continued enrolment at our school from 2011 to 2012, giving a 100% retention rate. The school also saw an increase in Indigenous student enrolments in 2012. This gives the school a great platform on which to build Indigenous student success.