

Ormiston State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

In 2013, 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 2013 school year.

Ormiston State School celebrated 141 years of providing education in 2013, with the school experiencing continued student enrolment growth, with an Enrolment Management Plan (EMP) put in place at the beginning of the 2013 school year, as well as two hire buildings to cater for increased students and classes.

Student achievement and improvement continued to be the focus of staff and school efforts, and after consultation and application, the year culminated in the school becoming an "Independent Public School" (IPS) to commence the 2014 school year. I am very proud to be the Principal of this great school and am equally proud of the hard work, efforts and achievements of our staff, students, parents and school community.

School progress towards its goals in 2013

As indicated in the 2013 Annual Implementation Plan (AIP), the three priorities for improvement in the 2013 school year were: Reading, Spelling and Number. The three priority areas for development in 2013 were: Higher Order Thinking Skills (HOTS), School Wide Positive Behaviour Support (SWPBS) and Sustainability.

Good progress in terms of student improvement was achieved as summarised through 2013 NAPLAN, with 8 out of 15 areas seeing the school's Upper Two Band (U2B) percentage better than that of the nation. Additionally, 9 of 15 areas saw an increase in U2B percentage in 2013 compared to 2012. National Minimum Standards (NMS) was another area that saw improvement, with 10 of 15 areas seeing 95% of students or greater above NMS and two areas (Year 3 Numeracy and Year 7 Writing) seeing 100% of students above NMS.

As a School Wide Positive Behaviour Support School (SWPBS), Ormiston achieved a "positive to negative" behaviour ratio of 77:1, eclipsing both the schools target of 16:1 and the SWPBS target of 4:1. A reduction in electricity and water usage and costs were also achieved in 2013.

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 2013 by continuing with the same priority areas for both improvement (Reading, Spelling, Number) and development (Higher Order Thinking, SWPBS, Sustainability) in 2014. As an Independent Public School, Ormiston State School will continue to develop as a highly effective learning community focus even more on **"Innovation", "Performance"** and, most importantly, **"Students"**.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year to Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	500	241	259	93%
2012	538	254	284	95%
2013	552	275	277	96%

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

Characteristics of the student body:

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	18	21
Year 4 – Year 7 Primary	27	27	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	7	17	21
Long Suspensions - 6 to 20 days	0	0	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In 2013, Ormiston State School offered students the Australian Curriculum in English, Mathematics, Science and History 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 Geography in 2014 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 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 2013, 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 as a "trial" in both the upper school and our Special Education Program (SEP), with the initiative extended across the entire school before the end of the school year. Wireless environments were also rolled out across the school to assist with the provision of "anywhere, anytime" access to digital learning – with the project to be completed in 2014.

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 school at a glance

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

2013 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 were comparable with those of 2012, and show a significant improvement when compared with 2011, although full comparisons are unable to be undertaken given the change in School Opinion Survey structure and format since 2012.

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

Performance measure (<i>Nationally agreed items shown*</i>)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	98%
they like being at their school* (S2036)	97%	94%
they feel safe at their school* (S2037)	96%	95%
their teachers motivate them to learn* (S2038)	97%	96%
their teachers expect them to do their best* (S2039)	100%	99%

Our school at a glance

their teachers provide them with useful feedback about their school work* (S2040)	96%	94%
teachers treat students fairly at their school* (S2041)	97%	93%
they can talk to their teachers about their concerns* (S2042)	94%	94%
their school takes students' opinions seriously* (S2043)	95%	93%
student behaviour is well managed at their school* (S2044)	90%	90%
their school looks for ways to improve* (S2045)	100%	97%
their school is well maintained* (S2046)	99%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	95%

Performance measure

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

* 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 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.

Our school at a glance

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.

In 2013, Ormiston State School continued to progress as an "Earth Smart Science" school, working collaboratively with Moreton Bay Environmental Education Centre. The school completes a "School Environmental Management Plan" (SEMP) annually to further focus efforts to increase sustainability.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	4,308	16,363
2011-2012	146,077	1,212
2012-2013	125,364	1,100

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

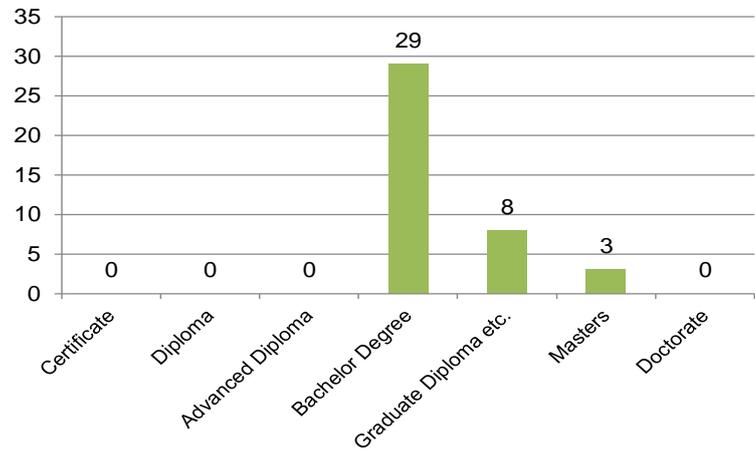
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	40	21	<5
Full-time equivalents	32	13	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.	8
Masters	3
Doctorate	0
Total	40



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$30 032.20.

In 2013, 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 (for implementation), Geography (for exploration)

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 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

Our staff profile

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

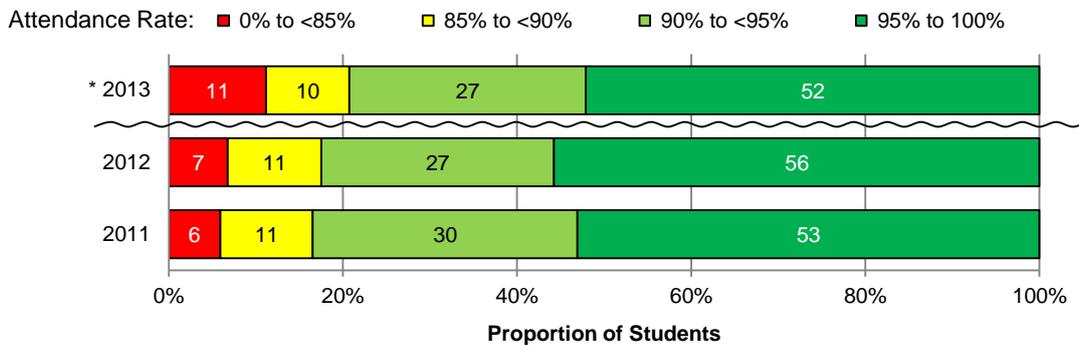
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	93%	94%	94%	95%	93%	94%					
2012	94%	96%	94%	94%	93%	95%	93%					
2013	93%	91%	94%	93%	94%	93%	93%					

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 from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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). 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 and 7.

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 result

Achievement – Closing the Gap

In 2013, the attendance rate of Indigenous students was 87.5%, lower than the attendance rate of Non-Indigenous students (93.2%) – an area for improvement. There was a gap in Year 3 Literacy and Numeracy performance, an area identified for specific focus of improvement. There were no Indigenous students in Year 5 or Year 7 for a measure of Literacy or Numeracy achievement.