

Ormeau State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Ormeau State School is located in the Canowindra Estate approximately fifteen kilometres south of Beenleigh. The school site is small (4.5 hectares) with landscaped gardens and native trees. The school opened on this site in 1986 following a relocation from the opposite side of the highway where space was limited. The classroom buildings are mostly low set with one double storey block. Ormeau State School became an Independent Public School in 2015 following community consultation. With that came a commitment that Ormeau would position itself as a specialist Science school.

History

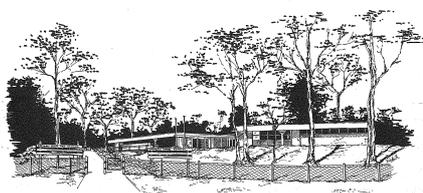
The first meeting of parents was held on 28 March 1878 when residents formed a committee to agitate for a school of their own. At that time only Pimpama was opened and children had to walk across heavily timbered ridges to get to school. The first teacher was Mr Hutton Banks who opened the doors with 17 children on 5 August 1878. The school was known as Podinga Provisional School.

1892 Name changed to Ormeau Provisional School

1909 Ormeau, along with a large number of Provisional Schools throughout Queensland, became a State School.

1917 A new school was built to accommodate a growing community. The same site was used.

1937 A new site was selected and another school was built. As the community continued to grow additional buildings were added and eventually the site became too small again with several demountable buildings.



1978 Land donated by the Holm family for a new site on the opposite side of the highway in Canowindra Estate, Pimpama. Ormeau State School area is only 4.5 hectares.

2003 Ormeau State School celebrated 125 years of learning and teaching with a *Sunday Funday* on 2 August 2003. The 125th Anniversary Dinner was held at the Gainsborough Greens Golf Club to celebrate achievements. The great debate entertained the gathering and was titled "*That the good old days were not really so bad*".

- 2007 Population is 885 (June 2007) and growing.
- 2008 Growth continues. Enrolment peaked at 1050 students. Norfolk Village State School was built to relieve enrolment numbers.
- 2015 Ormeau State School became an Independent Public School with an enrolment of 780 students (March 2015).
- 2016 Enrolment = 826 students
- 2017 Enrolment reached 900 students ... again.

Principal's Foreword

Introduction

2016 has been significant in the lives and development of young Ormeau students. We have continued to uncover new talents, develop initiatives that reveal priceless rewards and watch the growth of our students, academically, socially and emotionally.

The most important sign of the healthy life of a school is found in its curriculum, the totality of opportunities we provide for the education of each student. The curriculum is under constant monitoring and evaluation. We continue to offer a wide curriculum that we believe really caters to the interests of our students. The range of extracurricular activities on offer each term continues to impress. From the regular sporting program to the lunchtime A.C.E. programs and then on to after school activities, Ormeau State School can indeed hold its head high in its attempt to engage students in worthwhile activities. All of these activities gather momentum each year and can only enhance the life of students and engage them in life-long learning.

School Progress towards its goals in 2016

- Curriculum Framework progressed – in 8 Key Learning Areas
- Explicit teaching of Reading and daily writing activities
- Intervention programs value-added
- Reading Comprehension strategies explicitly taught
- Special Education – increased enrolments
- Annual Performance Plans for administrators, teaching staff and ancillary staff
- Strong links maintained with Ormeau Woods S.H.S.
- Science as a specialist field – our I.P.S. initiative

Future Outlook

Our Annual Improvement Plan for 2017 identifies the following priorities:

- Establishing our platform as an Independent Public School
- Student Reading
- Student Writing
- Teacher Pedagogy
- Science as a specialist endeavour

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	820	397	423	28	92%
2015*	772	374	398	25	91%
2016	826	404	422	33	93%

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

The school has a small number of Indigenous students, Kids in Care and EALD students as per table below:

	Males	Females	Total
Indigenous	15	17	32
EALD	29	17	46
Kids in Care	2	3	5

AIMS – Adjustment Information Management System

There were forty-eight (47) students with current educational adjustment plans –

- 3 with Speech Language Disability
- 29 with Autistic Spectrum Disorder
- 5 with Physical Disability
- 3 with Intellectual Disability
- 7 with Hearing Disability
- and some with multiple disabilities

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	22	24	23
Year 4 – Year 7	27	26	27
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

Ormeau State School offers a full range of curricula in congruence with Education Queensland. Additional opportunities are offered in Instrumental Music, Woodwind, Brass, Percussion and Strings. The teaching of German has continued as a key learning area in Years 6 and 5. The school has a full optic fibre link to all classrooms and iCentre and now with wireless connectivity throughout. One Computer Lab remains as a training facility. In addition, all classrooms have a small number of computers also connected to the curriculum network. Mobile laptops and iPads are increasing in number and a three year plan exists for the ongoing upgrade of devices and network upkeep.

The Australian Curriculum has driven the production of school-based programs and planning documents in preparation for our 2016 Curriculum Program. Our Pedagogical Framework sits as a guiding platform for every teacher's professional practice. The Head of Curriculum position has offered additional support to curriculum development within the school. Academic classes exist in Years 4, 5 and 6 with additional opportunities being offered through the School of Distance Education IMPACT classes. These are offered online.

Timetabling has been arranged to allow for blocks of uninterrupted teaching time, particularly in Literacy. The school has an A.C.E. program (Active Community Engagement) to complement school-based programs and offers extra-curricular activities to students at lunchtime. School sport is highly valued with students participating in district netball, soccer, rugby league, AFL, touch football, softball, basketball and cricket competitions. Swimming is offered to all students in years prep to four.

Co-curricular Activities

Students were provided with opportunities to participate in:

- Interschool Sporting Gala Days
- Days of Excellence in Science, Writing
- Instrumental Music Showcase – November
- Talent Quest – *Ormeau's Got Talent*
- Parent / Teacher Night – February
- Year 6 Graduation
- Culmination Days
- Arts Expo and Celebrating Science Day

- Student Council events
- Cluster Music Camps
- Oktoberfest and Karneval
- UNIFY programs offered by School of Distance Education as part of our Gifted Education.
- After school programs in Soccer, AFL, Dance, Zumba, Guitar, Tae Kwon Do.

How Information and Communication Technologies are used to Assist Learning

Ormeau State School aims to position itself as a centre of continuous learning for staff, students, and the community, with a strong emphasis on Information and Communications Technology. We believe it is vital that ICT tools are available for teachers to support their everyday practice and we have allocated computers for all teaching blocks as we explore the potential for great improvement in teaching practice and learning management skills. The school has a full optic fibre link to all classrooms and iCentre. In addition, all classrooms have a small number of computers also connected to the curriculum network. One computer Lab was accessible to junior students. Wireless cabling has been installed in the iCentre and Multi-purpose Hall also. All students have access to the internet, personal email service and the school's webpage. Each school member has a unique access login and password. Information Communication Technology is an integral component of teaching and learning in all classrooms.

In 2016, the school's managed operating environment was maintained by an IT technician and all teachers were equipped with a laptop. The OneSchool system for student assessment and reporting was used.

Social Climate

Overview

Social climate at **Ormeau State School** is generally exemplary and in keeping with our school motto of *Helping Each Other To Do Our Best*. Results from the 2016 School Opinion Survey reveal good satisfaction from students, staff and parents with ALL areas of the survey.

The school has an A.C.E. program (Active Community Engagement) to complement school based programs and offers extra-curricular activities to students at lunchtime. A Leadership Program exists to offer additional opportunities with Peer Mediation and Buddy classes in the Junior school so that the intent of our school motto "*Helping Each Other To Do Our Best*" is fully realised. Values Education is fundamental to all aspects of school activity with a determination to develop student leadership potential, interpersonal capabilities and social responsibility. Our school's core values have been embedded in practice and will drive our Values and Social Skills Program each year.

Our school values are:

O pportunity **R** esponsibility **M** anners **E** xcellence **A** cceptance **U** nity

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)	89%	98%	92%
this is a good school (S2035)	96%	98%	92%
their child likes being at this school* (S2001)	99%	100%	92%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	88%	98%	82%
their child is making good progress at this school* (S2004)	87%	100%	82%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	98%	87%
teachers at this school motivate their child to learn* (S2007)	91%	94%	90%
teachers at this school treat students fairly* (S2008)	93%	98%	89%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	95%
this school works with them to support their child's learning* (S2010)	91%	96%	85%
this school takes parents' opinions seriously* (S2011)	89%	94%	92%
student behaviour is well managed at this school* (S2012)	93%	98%	90%
this school looks for ways to improve* (S2013)	91%	98%	95%
this school is well maintained* (S2014)	96%	100%	97%

Student opinion survey

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

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	95%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	97%	88%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	98%	95%
staff are well supported at their school (S2075)	100%	95%	86%
their school takes staff opinions seriously (S2076)	100%	97%	84%
their school looks for ways to improve (S2077)	98%	97%	95%
their school is well maintained (S2078)	100%	100%	95%
their school gives them opportunities to do interesting things (S2079)	95%	93%	91%

* 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

The school enjoys a great deal of support from the Parents' and Citizens' Association, local community and parent helpers. The local community puts due emphasis on the importance of the school in community life with the school acting as a centre of the developing community. The school and community work harmoniously together in keeping with the school's motto - *"Helping Each Other To Do Our Best"*.

Results from the 2016 Parent Opinion Survey indicated an overall outcome of satisfied-very satisfied for all performance areas. These results are indicative of the general support that parents and the wider community have for Ormeau State School. Feeder high schools are generally keen to receive our students exiting for higher education.

A School Council exists to assist the Principal with the strategic direction of the school.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. In 2016 we explored the following:

- Bravehearts Education – Prep to Year 3
- Life Education – all year levels
- Social Skills – delivered by B.A.T.
- Values Education – delivered by senior students from Year 6
- Graduation – Year 6
- Early Years network for cluster – reciprocal partnership
- Community relationship with Holcim Quarry

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	11	20	18
Long Suspensions – 6 to 20 days	1	0	2
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

The school has been challenged to improve its environmental footprint at a time when the community is very conscious of sustainability issues. Our waste management practices of recycling have continued to significantly reduce our land fill waste. Our water consumption has also been reduced through the use of tank water for toilets. The planting of native species and mulching are used extensively to maintain the moisture in the ground.

In 2016, data projectors were maintained in all learning areas. This assisted teachers in providing interactive and highly visual lessons. A reduction in photocopying costs resulted. Students from each class were responsible for switching off lighting and air conditioning units in an effort to conserve energy. A policy for the use of air conditioners was enforced. Power Rangers in each classroom are responsible for compliance with all energy usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	208,482	0
2014-2015	213,488	
2015-2016	217,789	1,079

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.

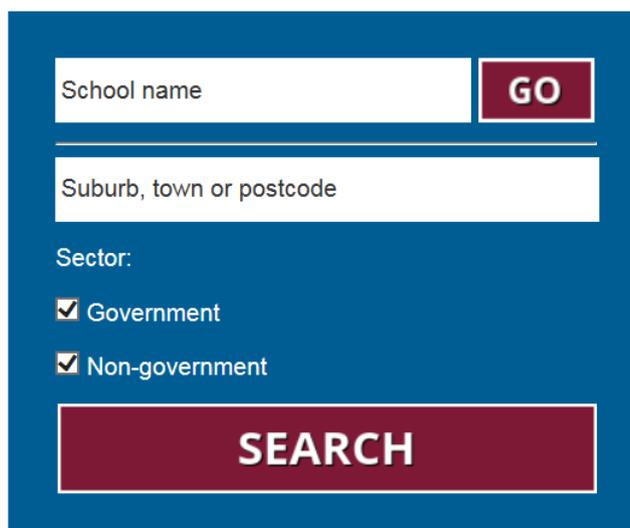
School Funding

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



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	59	28	0
Full-time Equivalents	50	21	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	47
Diploma	5
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 \$49,217.00.

The major professional development initiatives are as follows:

- Australian Curriculum development
- Dimensions of Teaching and Learning
- Differentiation Workshops
- Learning Lounges in a variety of curriculum topics – delivered by HOC and staff members.

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	94%	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%.

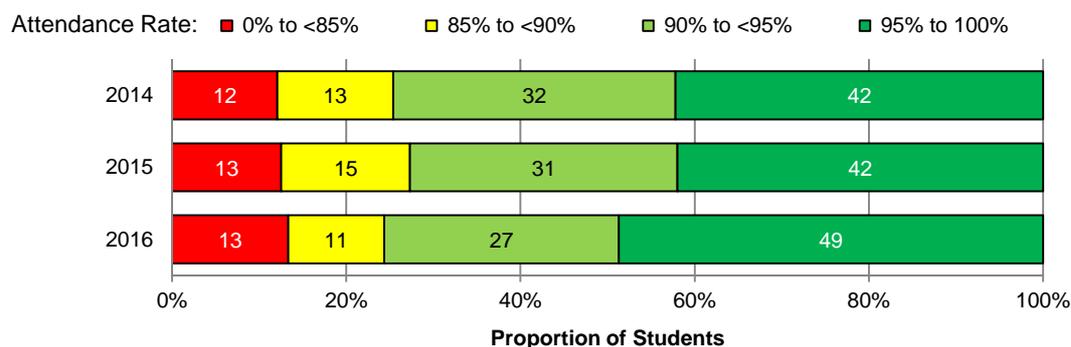
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	93%	94%	93%	92%	92%	90%					
2015	91%	92%	92%	92%	93%	92%	92%						
2016	93%	92%	93%	92%	92%	93%	92%						

*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.

Ormeau State School managed roll marking electronically twice per day in each class using the OneSchool application. Absence reports were generated weekly and followed up by the

AO2 and Principal, with phone contact and letters sent home for explanation. In addition, a school generate letter using traffic lights and data from the OneSchool Dashboard was sent home at the end of each semester indicating attendance progress as a percentage.

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

School name

Suburb, town or postcode

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 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.

Conclusion

We strive to uncover new talents, develop initiatives that reveal priceless rewards and watch the growth of our students, academically, socially and emotionally.

We want an Ormeau child to be happy, to be a competent learner, to be a confident member of the school community, to have faith in his/her teacher and to feel sure of the teacher's regard and interest. To achieve all this we set rules and goals which are attainable and, to the student, sensible. Our teachers actively seek out evidence of bullying in any form and act strongly to resolve any such situation. All at the school are proud of its attainments, of our pupils'

appearance, and of the parents who have worked so hard with us to achieve students who fully achieve their potential.