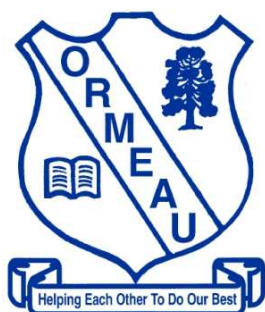


Ormeau State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

2014 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 2014

- Curriculum Framework progressed – in 8 Key Learning Areas
- Development of new Australian Curriculum - Geography
- Explicit teaching of Spelling 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.

Future outlook

Our Annual Improvement Plan for 2015 identifies the following priorities:

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

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.

Our school at a glance

School Profile

Ormeau State School is a co-educational school located in the Canowindra Estate approximately fifteen kilometres south of Beenleigh. The local areas of Canowindra and Old Ormeau Town are acreage estates. Norfolk Village Estate has significant numbers of smaller blocks and cluster type housing. Pimpama Rivers Estate, Jacobs Ridge, Ormeau Ridge and Ormeau Hills are other developments in the school catchment area. Consistent enrolment growth continues to challenge our school site due to these developments. An enrolment management plan, endorsed in August 2014, has allowed greater monitoring of enrolments.

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	857	427	430	93%
2013	841	408	433	95%
2014	820	397	423	92%

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

Characteristics of the student body:

The school has a small number of Indigenous students and ESL students as per table below:

	Males	Females	Total
Indigenous	18	8	26
ESL	0	0	0

AIMS – Adjustment Information Management System

There were thirty-eight (38) students with current educational adjustment plans –

- five (5) with Speech Language Disability
- twenty (20) with Autistic Spectrum Disorder
- four (4) with Physical Disability
- nine (9) with Intellectual Disability

- eight (8) with Hearing Disability
- and some with multiple disabilities

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	22	22
Year 4 – Year 7 Primary	25	27	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	8	11
Long Suspensions - 6 to 20 days	0	0	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 7. The school has a full optic fibre link to all classrooms and iCentre and now with wireless connectivity throughout. Two computer Labs exist as training facilities. 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 Essential Learnings have been published by E.Q. and the Australian Curriculum has driven the production of school-based programs and planning documents in preparation for our 2015 Curriculum Program. The Head of Curriculum position has offered additional support to curriculum development within the school.

Some teachers team teach and the school had no composite classes in 2014. 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.

Extra curricula 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 7 Graduation AND Year 6 Graduation
- Culmination Days
- Arts Expo and Celebrating Science Day
- Student Council events
- Cluster Music Camps
- Oktoberfest and Karneval
- Gifted Education Programs delivered through Brainways Education – 2 days
- 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. Two computer Labs were accessible to all students. Wireless cabling has been installed in the Resource Centre and Multi-purpose Hall. 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 2014, the school's managed operating environment (MOE) 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

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 2014 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:

Opportunity **R**esponsibility **M**anners **E**xcellence **A**cceptance **U**nity

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	100%	89%
this is a good school (S2035)	97%	97%	96%
their child likes being at this school* (S2001)	97%	100%	99%
their child feels safe at this school* (S2002)	100%	97%	100%
their child's learning needs are being met at this school* (S2003)	95%	100%	88%
their child is making good progress at this school* (S2004)	92%	94%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	90%	92%
teachers at this school motivate their child to learn* (S2007)	92%	91%	91%
teachers at this school treat students fairly* (S2008)	92%	94%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	97%
this school works with them to support their child's learning* (S2010)	92%	88%	91%
this school takes parents' opinions seriously* (S2011)	91%	93%	89%
student behaviour is well managed at this school* (S2012)	89%	97%	93%
this school looks for ways to improve* (S2013)	94%	100%	91%
this school is well maintained* (S2014)	97%	100%	96%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school* (S2036)	97%	94%	97%
they feel safe at their school* (S2037)	98%	94%	99%
their teachers motivate them to learn* (S2038)	97%	96%	97%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	94%
teachers treat students fairly at their school* (S2041)	94%	92%	93%
they can talk to their teachers about their concerns* (S2042)	96%	91%	95%
their school takes students' opinions seriously* (S2043)	94%	90%	96%
student behaviour is well managed at their school* (S2044)	92%	93%	92%
their school looks for ways to improve* (S2045)	100%	95%	99%
their school is well maintained* (S2046)	98%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		92%	97%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		98%	100%
staff are well supported at their school (S2075)		93%	100%
their school takes staff opinions seriously (S2076)		91%	100%
their school looks for ways to improve (S2077)		97%	98%
their school is well maintained (S2078)		98%	100%
their school gives them opportunities to do interesting things (S2079)		90%	95%

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

'Agree' represents the 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.

Involving parents in their child's education

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 2014 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.

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 2014, 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.

Environmental footprint indicators

Years	Electricity kWh	Water kL
2011-2012	191,829	2,646
2012-2013	202,932	0
2013-2014	208,482	0

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

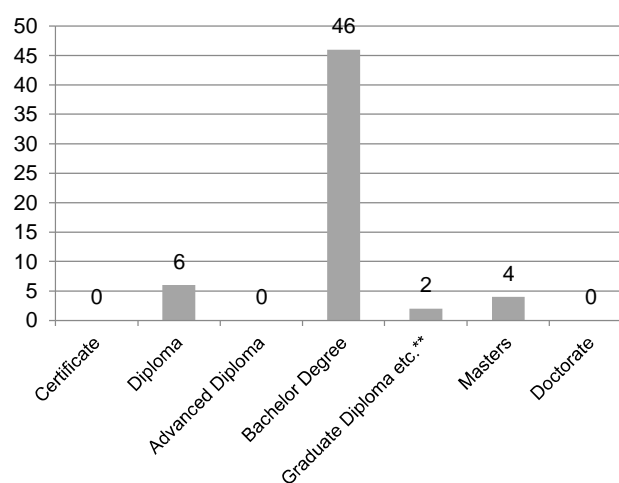
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	23	<5
Full-time equivalents	50	17	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	46
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	58



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were **\$32,000.00**.

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

The proportion of the teaching staff involved in professional development activities during 2014 was 95%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

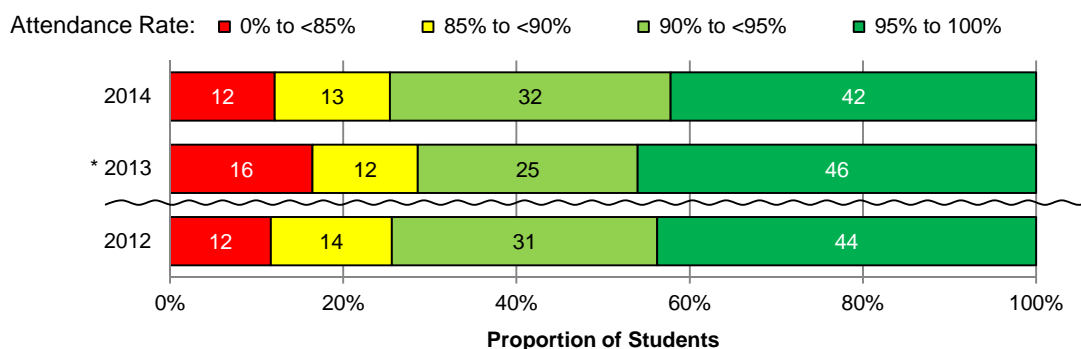
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	93%	93%	92%	94%	92%	91%					
2013	92%	92%	92%	93%	91%	92%	90%					
2014	92%	93%	94%	93%	92%	92%	90%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 generated 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.

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.

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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.

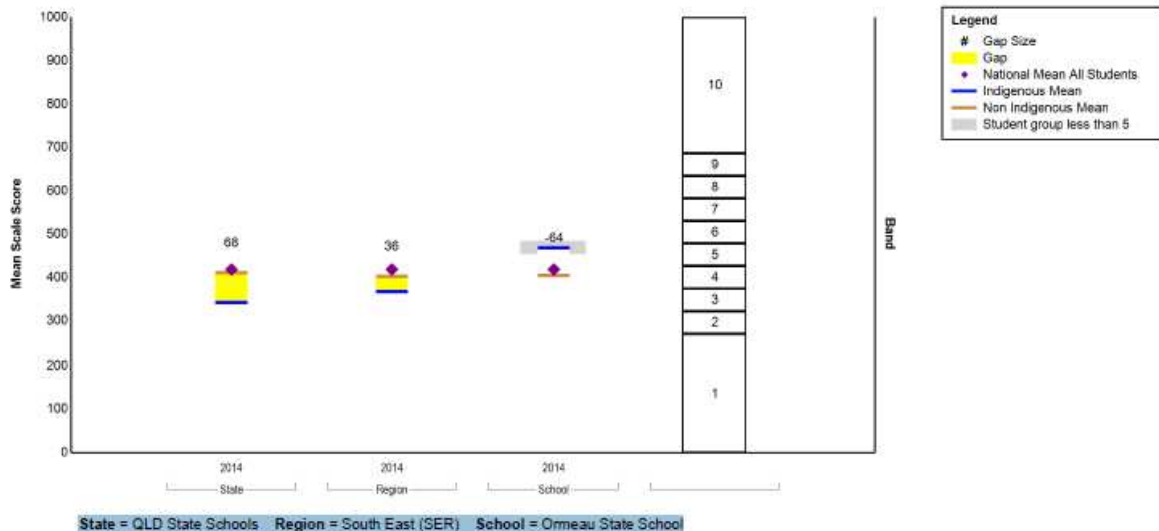
Achievement – Closing the Gap

Ormeau State School has a low indigenous student population (26 students). Indigenous student progress is closely monitored and teaching programs are tailored to meet the needs of each child. Teachers meet with school administrators to discuss each child’s progress. Resources are provided as required and families are supported. In 2014, Closing the Gap Report summary data of the 26 indigenous students remains inconsistent. The Reading strand below indicates a range of gap size.

Ormeau State School (0336)

NAPLAN Year 3 Indigenous / Non-Indigenous Gap in Mean Scale Score - Comparison: 2014 to 2014

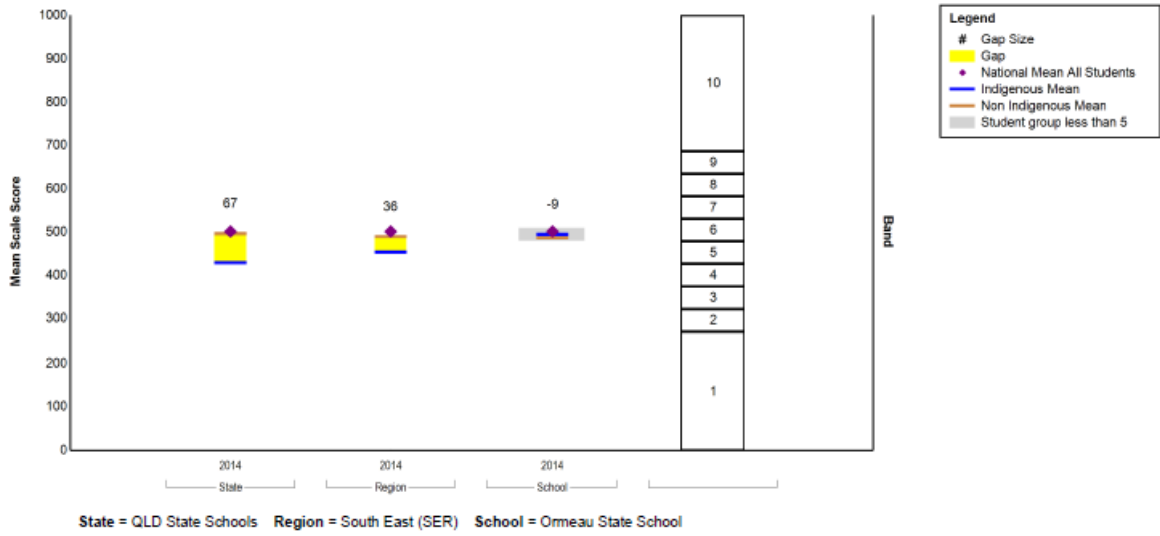
Reading



Ormeau State School (0336)

NAPLAN Year 5 Indigenous / Non-Indigenous Gap in Mean Scale Score - Comparison: 2014 to 2014

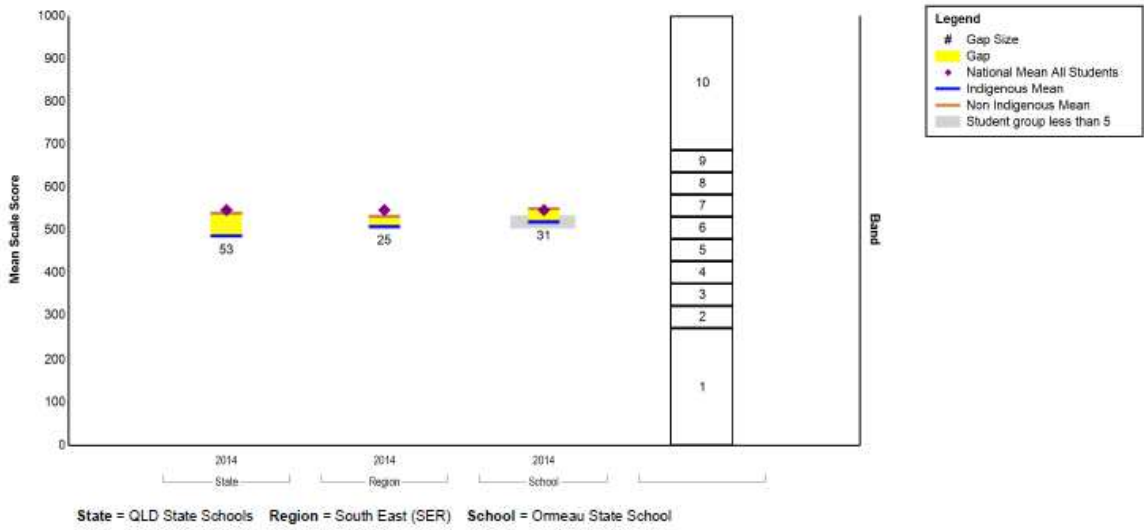
Reading



Ormeau State School (0336)

NAPLAN Year 7 Indigenous / Non-Indigenous Gap in Mean Scale Score - Comparison: 2014 to 2014

Reading



Destination Information

The destination of students is tabled below:

