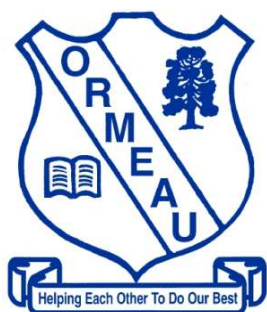


# Ormeau State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

**2015** 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 2015

- Curriculum Framework progressed – in 8 Key Learning Areas
- 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 2016 identifies the following priorities:

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

## 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

**Independent Public School:** Yes - since 2015

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	841	408	433	33	95%
2014	820	397	423	28	92%
2015	772	374	398	25	91%

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 2015, there were no students enrolled in a Pre-Prep program.\*

### Characteristics of the student body:

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

	Males	Females	Total
Indigenous	16	20	36
EALD	19	16	35

AIMS – Adjustment Information Management System

There were forty-eight (48) students with current educational adjustment plans –

- 4 with Speech Language Disability
- 26 with Autistic Spectrum Disorder
- 1 with Physical Disability
- 7 with Intellectual Disability
- 7 with Hearing Disability
- and some with multiple disabilities

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	24
Year 4 – Year 7 Primary	27	27	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	11	20
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### 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 Labs exist 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 Essential Learnings have been published by Education Queensland 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 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 improve 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 all students. Wireless cabling has been installed in the iCentre 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 2015, 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

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 2015 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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	89%	98%
this is a good school (S2035)	97%	96%	98%
their child likes being at this school (S2001)	100%	99%	100%
their child feels safe at this school (S2002)	97%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	88%	98%
their child is making good progress at this school (S2004)	94%	87%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	92%	98%
teachers at this school motivate their child to learn (S2007)	91%	91%	94%
teachers at this school treat students fairly (S2008)	94%	93%	98%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	100%
this school works with them to support their child's learning (S2010)	88%	91%	96%
this school takes parents' opinions seriously (S2011)	93%	89%	94%
student behaviour is well managed at this school (S2012)	97%	93%	98%
this school looks for ways to improve (S2013)	100%	91%	98%
this school is well maintained (S2014)	100%	96%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	97%	98%
they like being at their school (S2036)	94%	97%	95%
they feel safe at their school (S2037)	94%	99%	97%
their teachers motivate them to learn (S2038)	96%	97%	99%
their teachers expect them to do their best (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	94%	98%
teachers treat students fairly at their school (S2041)	92%	93%	97%
they can talk to their teachers about their concerns (S2042)	91%	95%	95%
their school takes students' opinions seriously (S2043)	90%	96%	94%
student behaviour is well managed at their school (S2044)	93%	92%	92%
their school looks for ways to improve (S2045)	95%	99%	98%
their school is well maintained (S2046)	96%	98%	96%
their school gives them opportunities to do interesting things (S2047)	97%	98%	97%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	97%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	96%	100%
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)	98%	100%	98%
staff are well supported at their school (S2075)	93%	100%	95%
their school takes staff opinions seriously (S2076)	91%	100%	97%
their school looks for ways to improve (S2077)	97%	98%	97%
their school is well maintained (S2078)	98%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	95%	93%

<sup>#</sup> '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 2015 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.

### 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 2015, 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
2012-2013	202,932	0
2013-2014	208,482	0
2014-2015	213,488	

\*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.

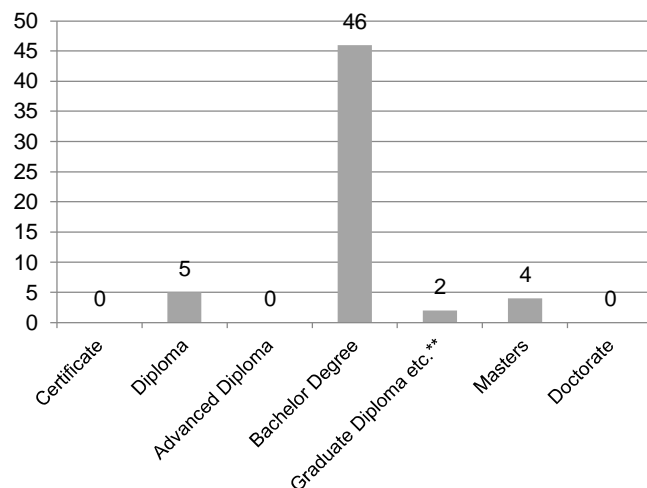
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	28	0
Full-time equivalents	49	21	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	46
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
<b>Total</b>	<b>57</b>



\*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 2015 were **\$31,377.00**.

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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	92%	94%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

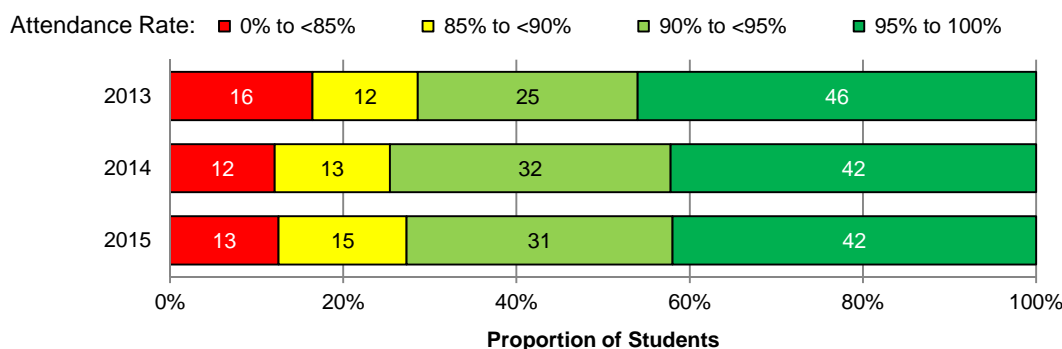
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	92%	92%	93%	91%	92%	90%					
2014	93%	92%	93%	94%	93%	92%	92%	90%					
2015	91%	92%	92%	92%	93%	92%	92%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

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

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Sector:

Government

Non-government

Where it says '**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.