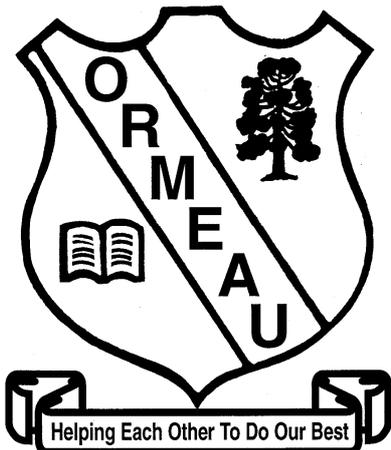


Ormeau State School (0336)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Heather Andrew - Principal

Principal's foreword

Introduction

2012 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.

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.

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 2012

Pedagogical Framework developed using Dimensions of Teaching and Learning

Development of new Australian Curriculum through curriculum committees – English, Mathematics, Science

Explicit teaching of Spelling and daily writing activities

Intervention programs value-added

Special Education – increased enrolments

Strong links maintained with Ormeau Woods S.H.S.

Successful completion of Quadrennial School Review – Term 3

Development of School Strategic Plan for 2013-2016

Queensland State School Reporting

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Future outlook

We are building a balanced education that includes a comprehensive curriculum along with diverse sporting and cultural activities as well as academic rigour. Values Education is fundamental to all aspects of school activity with a determination to develop student leadership potential, interpersonal capabilities and social responsibility. The Pedagogical Framework has been developed as we finetune the new Australian Curriculum and the Scope and Sequence for each key learning area. The new Australian Curriculum will match these expectations. A School Age Care program, provided by PCYC Beenleigh, will also continue a vacation care program during school holidays.

Outline 2103 Improvement agenda

- **Pedagogical Framework** based on *Dimensions of Teaching and Learning*
- **Reading**
- **Spelling**
- **Mathematics**

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 four other developments in the school catchment area. Consistent enrolment growth continues to challenge our school site due to these developments. Year levels offered in 2012 were Preparatory to Year 7.

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	881	455	426	94%
2011	852	433	419	94%
2012	857	427	430	93%

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	9	27
ESL	0	0	0

AIMS – Adjustment Information Management System

There were thirty-six (36) students with current educational adjustment plans –

- four (4) with Speech Language Impairment
- sixteen (16) with Autistic Spectrum Disorder
- four (4) with Physical Impairment
- six (6) with Intellectual Impairment
- six (6) with Hearing Impairment

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	24	24
Year 4 – Year 10	26	24	25
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	2	9	8
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Ormeau State School offers a full range of curricula in congruence with Education Queensland. Additional opportunities are offered in Instrumental Music through Woodwind, Brass, Percussion and Strings. The teaching of German has been continued in 2012 as a key learning area in Years 6 and 7. The school has a full optic fibre link to all classrooms and Resource Centre and a rollout of wireless networking has begun. Two computer Labs exist as training facilities. In addition, all classrooms have a small number of computers and laptops also connected to the curriculum network.

The Australian Curriculum, using C2C Units, has been published by E.Q. in English, Mathematics and Science and the Scoping and Sequencing documents have driven the production of other school-based programs and planning documents. The Head of Curriculum position has offered additional support to curriculum development within the school.

Some teachers team teach and the school had one composite classes in 2012. 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 one to five.

Extra curricula activities

Students were provided with opportunities to participate in:

Interschool Sporting Gala Days

Days of Excellence in Science, Visual Arts, Dance, Drama, ICTs, Writing

Visits to Ormeau Woods SHS for liaison Days of Excellence

Musical Showcase - November

Parent / Teacher Night – February

Year 6 Writers Camp - June

Year 7 Graduation - December

Culmination Days

Celebrating Science Day

Student Council events

Regional Music Camps

Oktoberfest and Karneval

Gifted Education Programs delivered through Brainways Education – 2 days

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. Interactive whiteboards are available for dynamic lessons. The school has a full optic fibre link to all classrooms and library. 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 new Resource Centre and Multi-purpose Hall and Year 7 classrooms. All students have access to the internet, personal email service, school's Teamsite for staff information and the school's website. 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 2012, the school's managed operating environment (MOE) was maintained by an IT technician and all teachers were equipped with a laptop and data projector. The OneSchool system for student assessment and reporting was used. Four teachers continued training for their Pedagogical Licence and one teacher was signed off with completion.

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 2012 School Opinion Survey reveal good satisfaction from students with ALL areas of the survey, viz, *Student Outcomes, Curriculum, Pedagogy, Learning Climate, School Climate, Resources*.

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, Games Gurus 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 (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012*
their child is getting a good education at school	94.7%
this is a good school	97.4%
their child likes being at this school*	97.4%
their child feels safe at this school*	100.0%

Our school at a glance

their child's learning needs are being met at this school*	94.7%
their child is making good progress at this school*	92.1%
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*	94.4%
teachers at this school motivate their child to learn*	91.9%
teachers at this school treat students fairly*	91.7%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	91.9%
this school takes parents' opinions seriously*	90.9%
student behaviour is well managed at this school*	89.2%
this school looks for ways to improve*	94.4%
this school is well maintained*	97.4%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.3%
they like being at their school*	96.7%
they feel safe at their school*	98.3%
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*	97.5%
teachers treat students fairly at their school*	94.1%
they can talk to their teachers about their concerns*	95.8%
their school takes students' opinions seriously*	94.0%
student behaviour is well managed at their school*	91.6%
their school looks for ways to improve*	100.0%
their school is well maintained*	98.3%
their school gives them opportunities to do interesting things*	95.8%

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	90.9%
with the individual staff morale items	98.9%

* 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

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 2012 Parent Opinion Survey indicated an overall outcome of satisfied-very satisfied for all performance areas. Specific mention can be made of areas that resulted with 100% satisfaction:

that your child is safe at this school

teachers at this school expect their child to do his or her best

they can talk to their child's teachers about their concerns

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has been challenged to improve its environmental footprint at a time when the community is very conscious of sustainability issues. In 2012 our school's Sustainability Officers (Science teachers) attended workshops to complete the Ormeau State School **Strategic Energy Management Plan**. 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.

Data projectors are installed in all learning areas. This assisted teachers in providing interactive and highly visual lessons. A reduction in photocopying costs has 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	
	Electricity kWh	Water kL
2009-2010	212,033	3,052
2010-2011	0	0
2011-2012	191,829	2,646

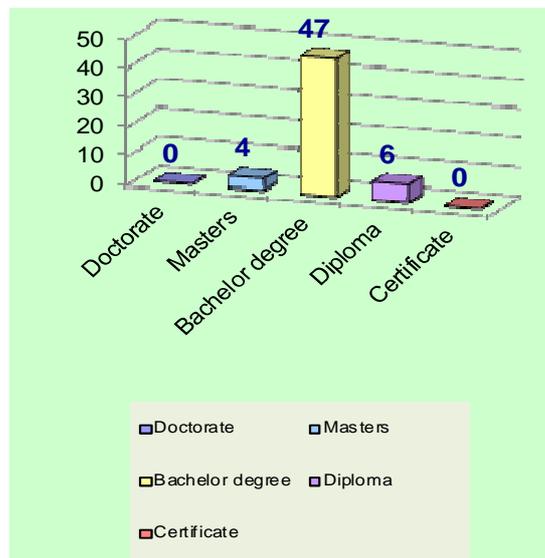
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	21	<5
Full-time equivalents	50	16.4	<5

Qualifications of all teachers

Doctorate	0
Masters	4
Bachelor degree	47
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were **\$32,000.00**.

The major professional development initiatives are as follows:

- Dimensions of Teaching and Learning
- Differentiation workshops
- C2C Unit development
- I.T. Learning Lounges

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was **90%**.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.5%	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, **84.2% 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

Highlights from 2012 include:

Strong academic results, with improvements noted in Writing, Grammar, Punctuation

Outstanding sporting results

Days of Excellence in Science, Visual Arts, Dance, Drama, ICTs, Writing.

Musical Showcase

Parent / Teacher Night – February

Enrolment Growth sustained despite new schools opened

Year 7 Graduation

Culmination Days

Celebrating Science Day

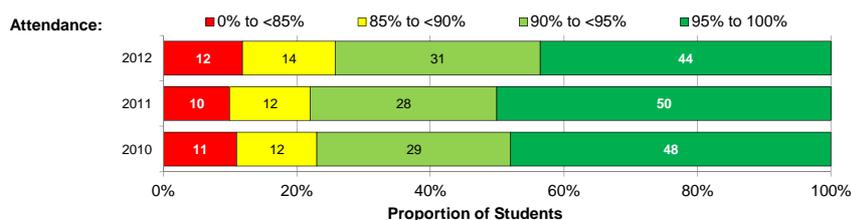
Oktoberfest and Karnevale

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	94%	93%	94%	93%	93%	94%	93%
2011	93%	93%	93%	95%	93%	93%	93%
2012	93%	93%	93%	92%	94%	92%	91%

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.

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.

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, and 7 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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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.

Performance of our students

Achievement – Closing the Gap

Ormeau State School has a low Indigenous student population. 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 2012, Closing the Gap Report summary data on the 27 Indigenous students did display some improvement from previous years but remains inconsistent. NAPLAN data showed the following:

Year 3 – gap size increased from previous year in Reading and Numeracy.

Year 5 – gap size increased from previous year in all areas

Year 7 - gap size increased from previous year in Reading. Significant improvement in Writing, however.

Trend data indicates:

Reading – gap size is reducing in Year 3

Writing – significant improvement in gap size by Year 7

Numeracy - gap size is reducing, but is inconsistent.

School priorities relating to EATSIPS centres around the organisational environment and the development of community partnerships. Funding was used to engage a teacher one day per week to oversee student progress and connect with cultural activities. An indigenous mural was commissioned to connect with local cultural activities. The artist was Luther Cora.

Destination Information

The destinations of 129 Year 7 students who left the school, as follows:

