Ormeau State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Ormeau State School is located in the Canowindra Estate approximately fifteen kilometres south of Beenleigh. The Ormeau State School community is driven by a passion for life-long learning. This renewed focus will provide all members of the school community with opportunities for future success in an emerging digital age where learners need to be flexible and adaptable and learning needs to be differentiated to the specific needs of those learners. Our proud tradition of school spirit, underpinned by our key values of Opportunity, Responsibility, Manners, Excellence, Acceptance and Unity, will continue to support our four year focus on school-wide improvement and our drive to provide ongoing success for our school community. At Ormeau State School we are a professional learning community, which is committed to building staff capacity and catering to all the needs of our learners. We have a belief that ALL students can achieve and endeavour to deliver this within a 21st century learning environment.

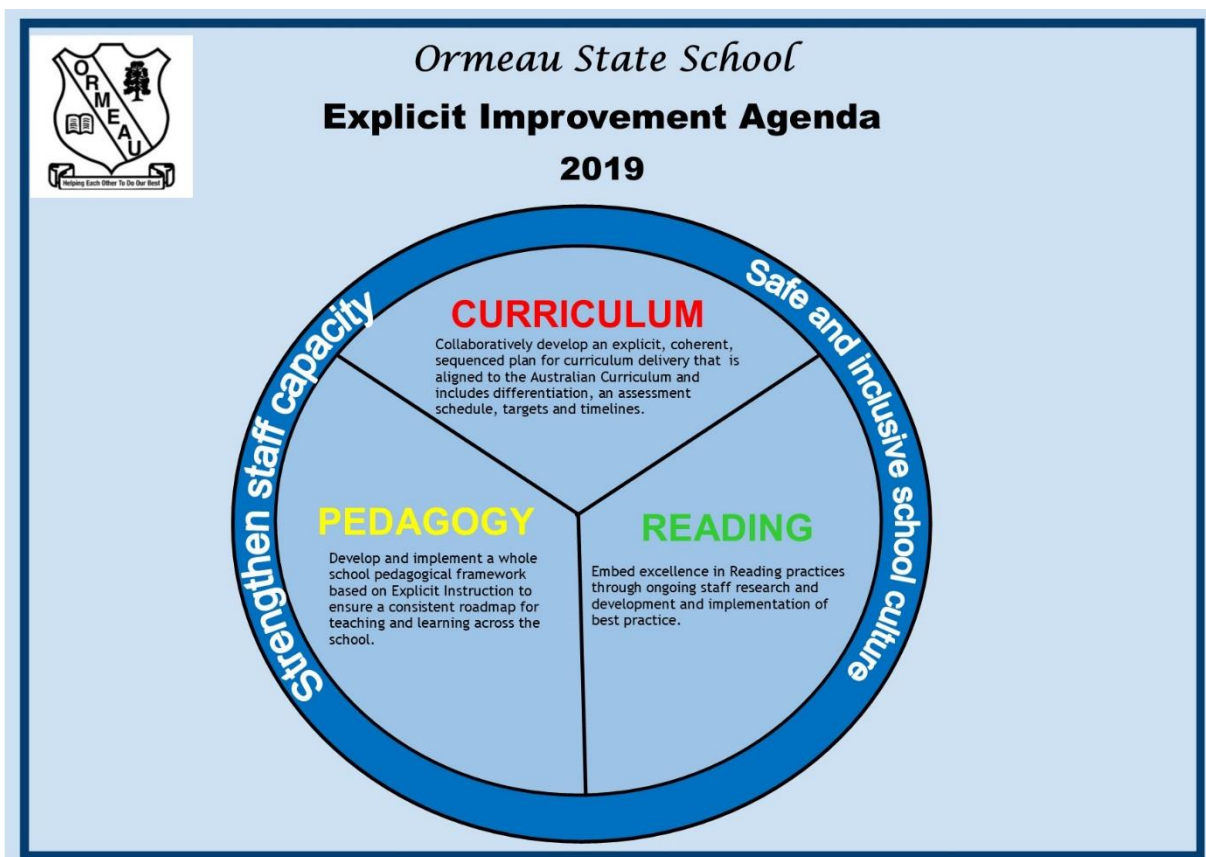## School progress towards its goals in 2018

Ormeau State School experienced significant change in 2018 with the current Principal Ms Heather Andrew retiring at the end of Term 1. A new leadership team commenced throughout term 2. In Term 3 the School Improvement Unit performed a full school review and gave their recommendations on future school improvement which gave us our direction for the next 4 years.

In 2018 we:

- Continued our MacqLit and MiniLit literacy intervention

- Applied to become a Positive Behaviour for Learning School

- Reviewed our Inclusion Policy in line with Departmental requirements

- Celebrated NAIDOC day as a whole school with Koomurri Incursion Group

- Introduced our Early Year's Transition program - Ready Set Prep for prep-prep children to attend school once a week for two hours with their parents. Children participate in school readiness activities while parents attend sessions to assist their child in a smooth transition to school.

- Held our first ever Teddy Bear's Picnic to welcome to Prep families to the school

- Participated in our first ever 'Walk Safely To School Day'

- Held our first ever Under 8's Day

- Appointed our school Chaplain funded by our P&C Committee

- Commenced breakfast Club 5 days per week

Future outlook

As a result of recommendations from the school review team, our explicit improvement agenda for 2019 is:

Ormeau State School
Explicit Improvement Agenda
2019

Strengthen staff capacity

CURRICULUM
Collaboratively develop an explicit, coherent, sequenced plan for curriculum delivery that is aligned to the Australian Curriculum and includes differentiation, an assessment schedule, targets and timelines.

Safe and inclusive school culture

PEDAGOGY
Develop and implement a whole school pedagogical framework based on Explicit Instruction to ensure a consistent roadmap for teaching and learning across the school.

READING
Embed excellence in Reading practices through ongoing staff research and development and implementation of best practice.

2019 Ormeau State School Improvement Plan

Priorities	Strategies	Success Criteria
Curriculum *Effective curriculum alignment, design and delivery*	Collaboratively develop an explicit, coherent, sequenced plan for curriculum delivery that is aligned to the Australian Curriculum and includes differentiation, an assessment schedule, targets and timelines • Continuation of Head of Curriculum positions for Junior and Senior Sectors to support teachers to deepen their knowledge of the Australian Curriculum, understand their students and their data to deliver differentiated learning experiences that cater to all learners. • Support teachers to build their skills in personalising learning for the full range of students in their classrooms including the co-development of learning goals and ongoing timely and regular feedback that makes clear what actions individuals can take to further their learning. • Continue collaborative planning sessions for teachers once a term facilitated by Heads of Curriculum and Deputy Principals.	• Whole School Curriculum Plan aligned to Australian Curriculum • Collaborative team planning • Consistent planning processes and documentation P-6 • 85% students P-6 achieving A-C in English • Assessment and Reporting Framework • Differentiation practices evident in planning processes and observed in all classrooms • 45% students in P-6 achieving A/B in English and Maths
Pedagogy *Consistent pedagogical practices*	Develop and implement a whole school pedagogical framework based on Explicit Instruction to ensure a consistent roadmap for teaching and learning across the school. • Professional development for all staff in Explicit Instruction. • Classrooms walkthroughs and coaching and feedback for teachers to support pedagogical practices. • Continue to upskill teachers and introduce Age Appropriate Pedagogies (AAP) into Early Years classrooms.	• Whole school Pedagogical Framework • Walkthrough postcards aligned to Explicit Instruction expectations • Consistent lesson delivery model
Reading *Excellence in Reading*	Embed excellence in Reading practices through ongoing staff research and development and implementation of best practice. • Embed excellence in Reading practices through ongoing staff research and development and implementation of best practice • Develop whole school Reading Framework through Reading Committee structure, and align with school wide pedagogical framework. Include expected pedagogies, benchmarks and targets. • Continue to plan and refine data conversations with staff to establish teacher ownership of student reading data in comparison to regional benchmarks and state and national performance measures. • QAR comprehension strategy implemented to improve student reading achievement levels across the school.	• Reading Framework developed and utilised by staff • 85% students P-6 achieving A-C in English • 100% of teachers engaged in coaching feedback cycle for the teaching of reading each semester • 80% Prep students achieving at or above regional benchmark for Reading • 50% students achieving in the Upper 2 Bands in NAPLAN Year 3 Reading • 35% students achieving in the Upper 2 Bands in NAPLAN Year 5 Reading
Staff *Strengthening staff capacity*	• Invest in developing the capability of school leaders, teachers and teacher aides according to needs identified in the APR process and the improvement agenda. • Enhance the professional capability of staff members through regular and timetabled peer coaching and mentoring processes and models of feedback. • Develop a professional learning plan, aligned to the improvement agenda and APR process • Develop effective induction processes to support new staff to the school.	• Induction program implemented • Coaching and mentoring process and framework developed and implemented • Whole school professional learning plan aligned to staff APRs and school priorities
Culture *Maintaining a safe and inclusive school culture*	• Review inclusive education practices. Embed inclusive education model throughout the school • Introduce Positive Behaviour for Learning • Strengthen the relationship between home, school and community through effective communication, explicit expectations and linking opportunities to improve student outcomes.	• Responsible School Behaviour Plan • PBL evident throughout the school – SET data • Decrease in negative behaviour incidents

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	826	892	929
Girls	404	420	459
Boys	422	472	470
Indigenous	33	34	39
Enrolment continuity (Feb. – Nov.)	93%	93%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students attending Ormeau State School reside in the communities and estates of Pimpama Rivers, Ormeau Hills, Ormeau, Pimpama and Jacob's Ridge. This area continues to experience population growth.
Many young families move into this area from interstate and overseas to access work in both Brisbane and the Gold Coast and to raise their families in a semi-rural environment with coastal access. Families value and seek quality educational outcomes, support their child's education at school and become involved in many ways to support their child's achievement. The school maintains a highly respected status in the community and as such many people choose to buy or rent within the school catchment area.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	27	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Australian Curriculum

In 2018 our curriculum was based on the Australian Curriculum for Prep – Year 6. IN 2018 we began using the Curriculum to the Classroom resources developed by the Qld Curriculum and Assessment Authority (QCAA) in line with the Australian curriculum. Teachers met in year level teams to plan collaboratively around C2C assessment items.

- English
- Mathematics
- Science (Delivered to Prep – Year 6 classes by three specialist teachers in purpose built Science Rooms)
- History and Social Sciences (HASS)
- The Arts
- Health and Physical Education
- Technology
- Languages (German Years 5 and 6)

Other
- Instrumental Music – strings, percussion, woodwind, brass
- Swimming Prep – Year 4
- Interschool sport Gala Days for Years 5 and 6

Academic Classes

Academic classes (XL) in Years 4, 5 and 6 targeted students with above average academic data.

Each class engaged with IMPACT online, interactive lessons (through Brisbane School of Distance Education) covering the following topics:

- Year 4XL – "Green Zone" – a Science investigation of Moreton Bay
- Year 5XL – "Critical Thinking" – developing effective arguments
- Year 6XL – "Design It" – a design and technology challenge

Co-curricular Activities
- Camps – Years 4, 5 and 6
- Excursions/Incursions
- Choir and Band eisteddfod groups
- ICAS Assessment – Science, Spelling, Mathematics
- Cultural Day – celebrating The Arts through cultural activities
- Book Week
- Science Week
- NAIDOC Day
- Under 8's Day

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. One computer Lab was accessible to junior students. 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 2018, the school's managed operating environment was maintained by an IT technician and all teachers were equipped with a laptop and iPad. The OneSchool system for student assessment and reporting is used.

In 2018 Ormeau Sate School subscribed to two online learning platforms to trial through 3P Learning – Reading Eggs / Eggspress and Mathletics. Teachers were upskilled in the use of these programs to enhance their teaching of whole class, group and individual lessons. These programs also offer a 24/7 learning environment where students can link what they have learnt at school to home anytime of the day or night.

Teachers were engaged in professional development to assist them to integrate the use of their school issued iPad into their daily classroom practice. Three teachers and some leadership staff also attended Apple teacher training to prepare for the introduction of our Bring our Own Device (BYOD) classes in 2019.

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 2018 School Opinion Survey reveal good satisfaction from students, staff and parents with ALL areas of the survey.
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

2018 saw the appointment of our first ever school Chaplain. Our Chaplain provides spiritual and emotional support to our school community. 'Chappy' Caleb helps students find a better way to deal with issues ranging from family breakdown and loneliness, to drug abuse, depression and anxiety. He provides a listening ear and a caring presence for children and young people in crisis, and those who just need a friend. Caleb also provides support for staff and parents in school communities.

Through consultation with staff and community members, Positive Behaviour for Learning (PBL) was introduced to our school in 2018. Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	89%	94%
• this is a good school (S2035)	92%	92%	94%
• their child likes being at this school* (S2001)	92%	100%	90%
• their child feels safe at this school* (S2002)	95%	97%	94%
• their child's learning needs are being met at this school* (S2003)	82%	92%	92%

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	82%	84%	91%
• teachers at this school expect their child to do his or her best* (S2005)	97%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	80%	89%
• teachers at this school motivate their child to learn* (S2007)	90%	89%	94%
• teachers at this school treat students fairly* (S2008)	89%	94%	88%
• they can talk to their child's teachers about their concerns* (S2009)	95%	97%	94%
• this school works with them to support their child's learning* (S2010)	85%	86%	90%
• this school takes parents' opinions seriously* (S2011)	92%	88%	87%
• student behaviour is well managed at this school* (S2012)	90%	91%	90%
• this school looks for ways to improve* (S2013)	95%	91%	95%
• this school is well maintained* (S2014)	97%	95%	98%

* 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.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	98%
• they like being at their school* (S2036)	96%	94%	96%
• they feel safe at their school* (S2037)	97%	97%	95%
• their teachers motivate them to learn* (S2038)	100%	98%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	92%
• teachers treat students fairly at their school* (S2041)	96%	96%	86%
• they can talk to their teachers about their concerns* (S2042)	92%	82%	85%
• their school takes students' opinions seriously* (S2043)	96%	93%	86%
• student behaviour is well managed at their school* (S2044)	93%	88%	89%
• their school looks for ways to improve* (S2045)	98%	98%	100%
• their school is well maintained* (S2046)	98%	95%	95%
• their school gives them opportunities to do interesting things* (S2047)	97%	98%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree[#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	100%	86%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	93%
• they receive useful feedback about their work at their school (S2071)	82%	80%	70%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	88%	93%
• students are encouraged to do their best at their school (S2072)	100%	99%	93%
• students are treated fairly at their school (S2073)	100%	96%	89%
• student behaviour is well managed at their school (S2074)	95%	93%	77%
• staff are well supported at their school (S2075)	86%	90%	68%
• their school takes staff opinions seriously (S2076)	84%	87%	67%
• their school looks for ways to improve (S2077)	95%	97%	96%
• their school is well maintained (S2078)	95%	100%	93%
• their school gives them opportunities to do interesting things (S2079)	91%	93%	80%

* 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

Ormeau State 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 2018 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 education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. In 2018 we explored the following:

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	18	12	49
Long suspensions – 11 to 20 days	2	0	3
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2018, data projectors were maintained in all learning areas and 55 inch TVs were introduced into some classrooms to replace aging infrastructure. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	217,789	228,415	217,164
Water (kL)	1,079	6,972	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	66	33	<5
Full-time equivalents	57	23	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Annual Report
2017.dot.docx   **Qualification of all teachers**

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	15
Bachelor degree	61
Diploma	4
Certificate	15

*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 2018 were $63 119.89

The major professional development initiatives are as follows:

- Collaborative Team Planning of the Australian Curriculum

- Apple iPad training for teachers

- Age Appropriate Pedagogies – Early Years

- Early Start Training

- Berry Street Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	92%	90%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

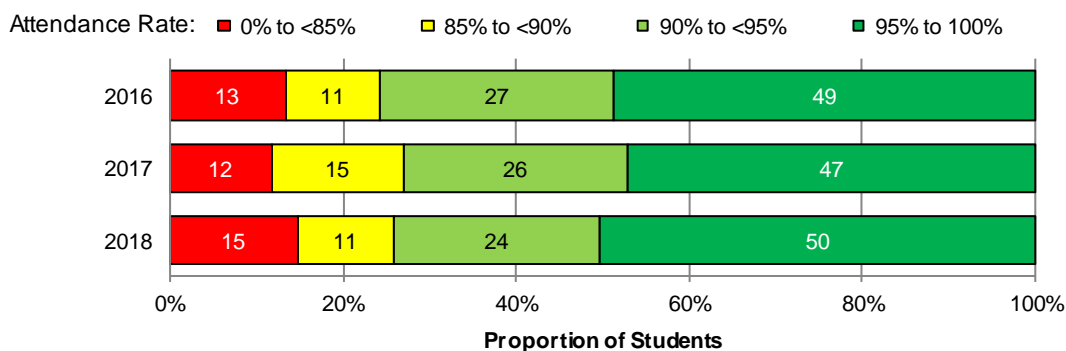Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	93%	93%	92%		Year 7			
Year 1	92%	93%	93%		Year 8			
Year 2	93%	93%	93%		Year 9			
Year 3	92%	93%	93%		Year 10			
Year 4	92%	92%	92%		Year 11			
Year 5	93%	91%	93%		Year 12			
Year 6	92%	92%	91%					

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	11	27	49
2017	12	15	26	47
2018	15	11	24	50

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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. Attendance rates are shared via email to staff and students and classes with above target rates celebrated.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.