



**ORMISTON
COLLEGE**

Annual Report 2021

(Based on 2020 data)



By publishing this report, Ormiston College meets both Queensland and Australian Government reporting requirements.

School Sector

Independent

School's Address

Physical

97 Dundas Street West
ORMISTON QLD 4160

Postal

PO Box 1835
CLEVELAND QLD 4163

Total Enrolments

1383 (Census Data 2020)

Year Levels Offered

Prep to Year 12

Co-educational or Single Sex

Co-educational

Characteristics of the Student Body

% of boys:	51.55%	% of students with disabilities:	6.57%
% of girls:	48.59%	% of indigenous students:	0.36%

Distinctive Curriculum Offerings

The College's mission to achieve academic excellence was once again realised in 2020 with the College recording excellent results in its ATAR Scores. Due to COVID-19 NAPLAN testing did not occur last year. In 2020, Ormiston College developed an exclusive partnership with Griffith University's School of Education creating an exciting breakthrough in the area of online teaching and learning. The project supported the professional learning of our school leaders and more than 80 teachers, optimising the on-going development of a rigorous validated model for remote schooling.

This involved all teachers undertaking professional development from Dr Sarah Prestridge which included:

- Access to the Rapid Response suite of videos outlining the key concepts that underpin quality online teaching and learning. These videos provided the blueprint for creating online lessons that were fit for purpose.
- A webinar presented by Dr Sarah Prestridge highlighting the Six Steps to Course Design, and the Four Role of the Online Teacher.

When it comes to continuous improvement, Ormiston College does not leave it to chance. The Griffith University partnership enabled Dr Prestridge to conduct rigorous surveying of all stake holders regarding the effectiveness of our *Learning from Home* model during COVID-19.

The data analysis and report validated the success of the Ormiston College blended approach to *Learning from Home*. However, the information contained within the report extends far beyond a report on the experience in 2020. Ormiston College's commitment to innovation and continuous improvement has led to the fine tuning of our approach to learning from home should this be required in the future.

Mechanisms have been established to enable teachers to share their experiences with other teachers through the Professional Learning Zone and to continue to explore how innovative approaches can enhance learning outcomes.

The College views Literacy and Numeracy skills as both foundational for learning; and essential for lifelong learning and achievement. In particular there is a strong culture in the Junior School of teaching these foundational skills. Targeted programs are used for Spelling, Writing and Reading, and for Numeracy across the campus.

The Secondary School has a strong focus on Literacy and Numeracy in all subjects. All students in Year 7 and Year 8 study a Literacy course. Year 9 students may choose to continue Literacy as one of their electives. Students in Years 7 and 8 are now offered Academic Development as a subject to enable them to further enhance their Literacy and Numeracy skills.

The College maintains significant information and records in regard to student learning outcomes. The aggregated data and identified trends on student learning outcomes inform the setting of new learning targets and the associated development of strategies for improvements in student learning.

A deliberate focus on higher order thinking skills, technology and the development of 21st Century learning skills to prepare students for the future is key to the professional opportunities offered to staff.

The Ormiston College Teaching and Learning Framework is designed to create innovative and high-quality programs across the P-12 campus. All staff use a consistent Teaching and Learning template designed for planning their curriculum. The educational programs offered from Prep to Year 12 align to the Australian Curriculum.

The Key Learning Areas (KLAs) of English, Mathematics, Humanities and Science are taught by the Junior School core classroom teachers from Prep to Year 6 and build upon the teaching and learning strands from year to year and across the junctures.

Specialist Teachers teach Physical Education, Library, Art, Music and Chinese (Mandarin) in the Junior School.

The integration of ICTs in the curriculum, one of the key focuses of the College Strategic Plan, has been strengthened over time with the use of iPads, computers, interactive whiteboards and a suite of mixed reality resources. The opening of the new Centre for Learning and Innovation in 2019 continues to provide an array of opportunities for students to engage in innovative tech-enabled learning. The CLI has quickly become the community hub of the College.

Years 7 to 12 teachers have written educational programs that give regard to the ages, abilities, aptitudes and development of the school's students in the Secondary School. There are work programs in Years 7, 8 and 9 for English, Mathematics, Science, Humanities and Social Sciences, LOTE (Chinese and Spanish) and Physical Education that constitute core learning.

The College offers four Middle School Arts Electives - Visual Arts, Media Arts, Drama and Music. Each year, Year 7 and Year 8 students experience two areas within the Arts curriculum by choosing one of the four Arts subjects to study in Semester 1 and a different Arts subject to study in Semester 2. In Year 9, students are able to select Arts subjects through Elective offerings.

As well as the core learning, Year 9 students can choose from three Elective Studies – Visual Arts, Media Arts, Music, Drama, Languages, Sport Science, Business and Commerce, STEM, Digital Technologies, Design and Technologies, and Literacy. These electives are school based and school derived.

The written programs for these one-year subjects, which are Minor Studies, value creative problem solving and are educationally designed to be hands on and practical. These elective subjects have a strong focus on 'the ways of looking at our world' and on communication.

During Years 10, 11 and 12, Ormiston College students study QCAA (Queensland Curriculum and Assessment Authority) Senior subjects. Towards the end of Semester 1 of Year 10, students choose six Senior subjects which must include English and Mathematics Methods or General Mathematics. These six subjects will be studied during Semester 2 of Year 10, Year 11 and Year 12. Thus, all students at Ormiston College are eligible to receive an Overall Position. The 2020 Year 12 students were the first to obtain an ATAR under the new Senior System. Staff, students and families were informed and prepared for these changes during 2019.

The Student Support Services team offers support within the skills of organisation, time management and study, to those identified students who may benefit from such support.

With Junior School classes, teachers may have individual students working on modified programs, for either support or for enhancement/challenge. The work of the Junior School Teacher Aides is important in this regard.

Within Senior Studies, the College has offered Music Extension for a number of years and introduced Literature in 2019.

The College offers a Tutoring program to Secondary students before and after school on designated days of the week. Individual teachers or Departments also offer tutorials on a need's basis, either from student requests or teacher observation of student needs.

The College utilises university links with Griffith University to enable students to complete a first-year unit of Accounting/Business. These additional programs enable students of Ormiston College to pursue their chosen career goals at an earlier time.

The Prep to Year 12 Student Enhancement Program (SEP) was reviewed between 2018 to 2020 as a College Strategic Priority. A number of key pastoral care teachers and leaders worked collaboratively to review and develop a new Student Wellbeing Framework. The new Framework focuses on Being Well, Prepared and Connected. It continues to heavily utilise Program Achieve by explicitly teaching the Foundations of: Organisation, Getting Along. This new framework will be launched in 2021.

In the Junior School, Wellbeing is taught by the Classroom Teacher and integrated into the teaching units, with some of the focuses being from Program Achieve, the Daniel Morecombe Child Safety Program, Say NO to Bullying and Cyber Safety programs.

In the Secondary School, Wellbeing is timetabled for 80 minutes per week and is taught by Wellbeing teaching teams to set themes, topics and strands which are often a spiral developing through the years. The Wellbeing Program also uses guest presenters and external groups.

The College offers a range of Excursions, Incursions and Camps, Trips and Tours, each of which has its own educational aims and objectives, many of which are building a continuity of skills and attitudes and meeting developmental needs.

Programs such as the Year 7 Making Connections Program is aimed at connecting the Year 7 cohort upon commencement in the Secondary School.

The STEM program allows students who are passionate about Science, Technology, Engineering and Mathematics to access opportunities to extend and challenge themselves. STEM is offered to Year 9 students as an elective subject.

The implementation of the National Curriculum was strongly evident at the College in 2020, together with the appropriate reporting to parents and students.

Extra-curricular Activities

<p>Sports:</p> <ul style="list-style-type: none"> Athletics Basketball Cricket Cross Country Football (Soccer) Gymnastics (External Provider) Hockey Netball Rugby Union Sailing Swimming Tennis Touch Football Volleyball 	<p>Cultural:</p> <ul style="list-style-type: none"> Art Club Chess Club Dance Tuition Debating Drama Tuition Duke of Edinburgh Award Environment Committee Junior School Science Club Kidpreneur Challenge Music Tuition OC Music Eisteddfod Readers' Cup Robotics Club Social Justice Committee STEM Club 	<p>Instrumental Ensembles:</p> <ul style="list-style-type: none"> Brass Ensemble Flute Ensemble Guitar Ensembles Jazz Ensemble Percussion Ensembles Wind Ensemble Big Band OC Chamber Orchestra Symphonic Band Symphony Strings Sonata Strings Subito Strings Symphonic Band <p>Choirs:</p> <ul style="list-style-type: none"> Kinder Chorus (Years Prep - 2) Pochino Choir (Years 3 - 4) OC Singers (Years 5 - 7) OC Chorale (Years 7 - 12) Chamber Singers (Years 8 - 12) Redback Chorus (Years 8 - 12 Boys)
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Social Climate

In addition to the Wellbeing Program, which is outlined in the Distinctive Curriculum Offerings section, the College has numerous programs aimed at creating a social climate that develops a culture of belonging and pride.

As a non-denominational Christian College, Christian Values shape who we are and provide us with a strong foundation to build upon our faith. Our values of Compassion, Integrity, Respect, Responsibility and Service are integral to the ethos of the College.

Providing a safe and supportive environment for all students is a key priority and we therefore have a well-resourced and committed pastoral care team. We use explicit age appropriate social and emotional wellbeing programs through our Student Enhancement Program to ensure students and families are well supported. We have a strong Student Support Services team with two full time Guidance Counsellors and a Chaplain on campus four days per week along with a full time Nurse. Service is an important Christian Value for the Ormiston College community and we offer a wide range of Service opportunities for our students.

These include:

- Service orientated tours.
- Social Justice Activities – held throughout the year by the Junior and Secondary School Leadership Committees, these activities fundraise for designated charities.
- Hearts and Hands Team – a team of staff, students and parents committed to providing service to school and community projects.
- Chaplaincy Committee –The Chaplaincy Parent Support Group assisted with many events throughout the year which included a Shrove Tuesday Pancake Breakfast.

Students, parents and staff are encouraged to make connections and work alongside each other to organise, promote and execute the various community projects and initiatives throughout the year.

The College has a clearly defined process for inducting and orientating all students who are new to the College, as we welcome them to their new school. Many strategies and processes are used, including: Orientation Days; Welcome to the College Evenings for parents; Buddy programs; and New Student Morning Teas with the Headmaster. At the specific intake years our new Prep, Year 5 and Year 7 students participate in focused activities that are organised to build connections with the College climate and the way we do things. For example, all Year 7 students are involved in the College's Making Connections Program in Terms 1 to 3. Year 11 Student Mentors connect with the Year 7 students during Form activities throughout the year. In Term 1, Year 7 students attend a three-day camp where students undertake a range of activities aimed at bringing them together as a year group and developing meaningful relationships with their peers and staff.

There is a well-developed student leadership structure within the Junior and Secondary Schools aimed at adding value to the College through the work of the student committees. Collectively, the School Community, Social Justice, Cultural, Academic, Sporting and Environmental Committees provide an avenue for students to add to the social, academic and cultural climate of the College.

The House System is an important aspect of the College, providing students with an opportunity in both the Junior and Secondary Schools to participate in a variety of sporting and cultural competitions. The spirit that is generated from the House System is fundamental to the fabric of the College.

The College's comprehensive Co-curricular Program provides opportunities for students to develop cultural and sporting skills and experience the benefits of belonging to a team and learning from those experiences. The College values the Co-curricular Program for building and establishing an ethos of participation, supporting each other and contributing to what the College stands for.

Underpinning the establishment of the warm and caring social environment is a Behaviour Management Strategy that protects the rights of everyone to be part of a pleasant and safe environment, which is conducive to learning.

Ormiston College has clearly defined processes and policies regarding its responsibility to ensure the rights of its students are safeguarded with respect to harassment and bullying. In any form, bullying is not acceptable. All members of the College community are aware that harassment and bullying is not acceptable behaviour within the College, nor is it in their lives outside the College.

The College's Anti-Bullying Policy aims to prevent bullying and have clear processes in place to manage instances of bullying.

Therefore, the College aims to develop in students respect and concern for others and an understanding that they must be responsible for their own behaviour. One of the Foundations in Program Achieve (already mentioned in Distinctive Curriculum Offerings) is Getting Along. Showing tolerance, compassion and an understanding that people may be different, but we can still get along, is the mindset we aim to instil in our students.

The College's Anti-Bullying Policy is framed around: Cooperation, where parents, students and staff are required to be alert and share information, so that any instances of bullying can be quickly identified, managed and consequences given; Communication which clearly states that speaking out and saying "No to Bullying" will bring positive change; and Consistency across all parts of the College community. The College also works to ensure that students understand that 'Bystander Behaviour' is positive when it safeguards the safety and happiness of others. 'Bystander Behaviour' encourages students to: do something about what is seen; tell someone about what is occurring; talk to a teacher or an older student/mentor if support is required.

Should management of bullying instances not result in changed behaviour, the Method of Shared Concern may be used to bring understanding and resolution.

Ormiston College does not condone harassment or bullying within its community. The College's emphasis upon Getting Along recognises the role that Information and Communication Technologies and online learning can play in terms of cyberbullying. Again, the College aims to prevent such activities, but acknowledges that the online environment is 24 hours/7 days a week possibility. Prevention through education is important. The College offers information evenings for parents and students; frequently offers advice from experts in various College communications; uses guest speakers for parents, students and teachers and has a clear Acceptable Use Policy for ICTs. The College's internal computer network has filters and is monitored for inappropriate use. Student laptops have internet filtering software installed which provides additional home filtering. Students understand that inappropriate online behaviour as described in the ICT Acceptable Use Policy will have consequences that will be applied consistently so that they can learn and move forward.

The health and safety of children within the College from Prep to Year 12 is managed within Child Protection Legislation and Guidelines. The College has appropriate policies and guidelines surrounding this important aspect of child safety. Reporting lines are clear and understood. All College staff receive annual professional development on the Child Protection Policy at the College.

College Surveys clearly indicate that Ormiston College students feel very safe at school and know they have teachers who care for and support them; a belief also held by their parents.

Parental Involvement

Parents & Friends Association

The Ormiston College Parents and Friends Association (P & F) commenced two years prior to the founding of the College.

The function of the P & F is to 'friend-raise' and, in doing so, to work together to continue to provide excellence in both opportunities and facilities for all students at Ormiston College. The P & F and its Support Groups also engage in fundraising activities directed towards specific College projects. In 2020, some of the P & F projects supported College music, the many sports, chaplaincy and other College based projects.

The P & F Support Groups represent the following:

Art	Athletics
Basketball	Cricket
Football (Soccer)	Music
Hockey	Performing Arts
Netball	Volleyball
Rugby	Chaplaincy
Touch Football	Parents of Past Students
Junior School	

Parents' Involvement at Ormiston College

Parents who would like to become more involved in their child's school life can:

- become an active member of the P & F Association
- join one of the College's many Support Groups
- volunteer with the College Musical Productions
- volunteer in Junior School classrooms and/or Junior School camps
- coach a sporting team
- become involved in the Duke of Edinburgh Program
- volunteer in the Library or Archives
- attend the many parent functions, information evenings and College forums
- offer assistance or convene a stall at the biennial College Carnival. This event also connects to our local community in various ways.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data: Parent, Staff and Student Surveys are conducted during the Strategic Planning Process to enable the College to make informed decisions about the key priorities of the College

School Income Broken Down by Funding Source

2020 Financial data for Ormiston College may be found on the My School website via the following link – <http://www.myschool.edu.au/>

Staffing Information

Staff Composition, including Indigenous Staff:

Full-Time Staff	126
Part-Time Staff	43
Teaching Staff	105
Non-Teaching Staff	64

*Source: Census – August 2020. The College is an equal opportunity employer.

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	2%
Masters	20%
Bachelor Degree	70%
Diploma	7%
Certificate	0%

Expenditure on and Teacher Participation in Professional Development:

In 2019 a new Strategic Plan was developed after much consultation with staff, students and families. The new 2020-2023 plan continues to express our visions and goals and provides an overarching framework from which more explicit implementation and operational plans can be developed.

Staff undertook a range of professional learning opportunities that focused on further developing our new Teaching and Learning Framework at the College, which is one of the strategic priorities of the plan. A deliberate focus on Higher Order Thinking Skills, Technology and the development of 21st Century Learning Skills to prepare students for the future has been key to the professional opportunities offered to staff.

In 2020 a number of staff were provided with opportunities to lead and present technology projects at staff meetings and conferences. Unfortunately, due to COVID-19 a number of these opportunities had to be postponed or cancelled. We were, however, able to develop a suite of blended learning resources and partner with Sarah Prestridge from Griffith University during this time to provide an engaging and innovative online learning from home program.

We were also successful in obtaining a two-year ISQ Middle Leaders Grant through ISQ to enable us to work with a team of pastoral leaders across the College to develop and reconceptualise our Student Enhancement Program. Whilst undertaking this project the Middle Leaders were encouraged to reflect on their leadership styles and further develop key areas of their leadership. A new Student Being Wellbeing Framework was developed in readiness for launching in 2021.

The College further advanced our strategic curriculum focus of integrating the use of Information and Communication Technologies in authentic, meaningful and engaging ways into the curriculum by offering specific and targeted PD to staff. This particularly occurred during COVID-19 and has really empowered staff to be able to deliver a suite of programs that integrate technology meaningfully.

The new QLD Senior Syllabus was a major focus for our Secondary Staff in 2020.

Professional Learning continued to be a focus within the College with a number of platforms available to staff both on and off campus.

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
ACEL Online Conference - How Students Learn	1
ASTA, CSIRO, Questacon - STEM X Academy	1
BEAQ PD Day	1
Bowen Hills Psychology - Psychology Seminars	1
Casio Education - Calculator Conference	1
Crimson Education - Advisor Workshop with former Stanford Admissions Officer	1
Defence Force Recruiting - Influencer Forum	1
Drama Queensland Conference	2
Duke of Edinburgh - Online Record Book Training Session	1
EduTECH Conference - Online	1
ETAQ - Diving Deep into the External Assessment PD	2
ETAQ - Preparing for EA English Analytical Essay	1
First Aid CPR	58
FPS Coaching Course	1
Griffith University - Guidance Officer Day	1
IPSHA PD Day - Courageous Leadership for Contemporary Learning	2
ISQ - Education Adjustment Program (EAP) Workshop - Online	1
ISQ - Effective School Cybersafety Planning (Secondary)	1
ISQ Big Ideas Summit	2
ISQ - QCOT Presentation	1
ISQ School & Curriculum Leaders' Workshop	1
Microsoft E2 Conference	3
Microsoft Teams Best Practice	1
Modern Teaching Aids - Lego Education SPIKE Prime	2
NCCD Evidence and Data Quality Workshop	1
QCAA - Assessor (Confirmation) Training Workshop	9
QCAA - Heads of Department Networking Forums	3
QCAA - Numeracy & Literacy Conference	2
QCAA - Online Webinar - External Assessment	1
QCAA - Online Webinar – Geography ISMG	2
QCAA - Principal's Delegate Webinar	1
QCAA - Reading Comprehension PD	1
QCOT - Diving Deep into the External Assessment	1
QELi - Leading from the Middle Workshop	1
QELi - The Coaching Accreditation Program	1
Qld Association of Student Advisors - Tertiary Pathways for 2020	1
QTAC - Insights Workshop for Tertiary pathways, updates.	1
QUT - Guidance Officer Day	1
Reading and Writing Centre - Teaching Reading and Writing in The Australian Curriculum Years 3-6	1
Senior Leaders Networking Day	1

STAQ/UQ - Senior Chemistry Day	2
STILE Education - Consultant Workshop	1
TrackOne - Online Learning Series	1
UQ - Guidance Officer Day at St Lucia	1
VCTA - Comview Conference Online	1
Wavell Heights SHS - Spatial Technology PD	1
WHS Induction	9
Write That Essay - Writing Workshop	1
You Can Do It! Education - Raising Resilience of Students workshop	1
Total number of teachers participating in at least one activity in the program year.	77

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
98	\$55,452.00	\$565.83
The total funds expended on teacher professional development in 2020		\$55,452.00
The proportion of the teaching staff involved in professional development activities during 2019		100%
The major professional development initiatives were as listed above.		

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
91	80	88.57%
From the end of 2019, 88.57% of teaching staff were retained for the entire 2020 school year.		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2020 was 95.23%.

*Source: TASS DEEWR STATS Report 2020 adjusted for total student population.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2019
Prep	91.07%
Year 1	95.57%
Year 2	95.61%
Year 3	95.23%
Year 4	95.82%
Year 5	95.22%
Year 6	96.75%
Year 7	95.21%
Year 8	96.46%
Year 9	95.77%
Year 10	93.44%
Year 11	94.18%
Year 12	93.97%

Student Non-Attendance Management

Attendance is initially recorded and tracked by Class Teachers (Junior) and Form Teachers (Secondary). Parents are required to contact the College regarding absences. This information is made available to staff. Should a student be recorded as absent and no telephone advice has come from parents, the Junior and Secondary School Receptionists will telephone the parent. As a courtesy, the Class Teacher/Form Teacher will ring home if a student has been away for more than three days. In the Secondary School, Year Level Coordinators monitor absentee rates and students coming late to school within their year level. Students who miss assessment are required to present a medical certificate to the Dean of Studies. Issues to do with absenteeism that impact on academic learning are handled by the Dean of Studies whilst absentee issues that are of a social or emotional nature are managed through Student Support Services.

In the Junior School, Classroom Teachers will notify the Deputy Head of Junior School if the student's absence is of an extended nature and also if a student's lateness is persistent and unacceptable.

Apparent Retention Rate Year 10 to 12

	Year 10 Base		Year 12		Apparent Retention Rate %
Number of Students	2007	142	2009	125	88%
	2008	134	2010	122	91%
	2009	131	2011	129	98%
	2010	144	2012	132	92%
	2011	125	2013	110	88%
	2012	130	2014	116	89%
	2013	127	2015	108	85%
	2014	134	2016	113	84%
	2015	134	2017	119	89%
	2016	137	2018	120	88%
	2017	90	2019	80	89%
	2018	121	2020	102	84%

Year 12 student enrolment as a percentage of the Year 10 cohort is 84.30%.

Year 12 Outcomes

In 2020 Year 12 students participated in the new ATAR (Australian Tertiary Admission Rank) system. Ormiston College graduates can be congratulated on achieving the following results:

- 100% of Year 12 students received an ATAR compared to 52% ATAR eligibility across the State
- 39% of students achieved an ATAR of above 90
- 79% of students achieved an ATAR of above 70.

Post-school Destination Information – Next Step Survey

The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2020, whether they attended a state, Catholic or independent school, or a TAFE Secondary College. The *Year 12 Completers Survey* is conducted approximately six months after students have completed Year 12.

School Response Rate to the Survey:



75.0% response rate

84 out of 112 Year 12 completers from this school responded to the 2021 survey.
Results may not be representative of all Year 12 completers at this school.

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.qld.gov.au/nextstep

Post-school destinations



In 2021, 98.8% of Year 12 completers from Ormiston College were engaged in education, training or employment in the year after they completed school.

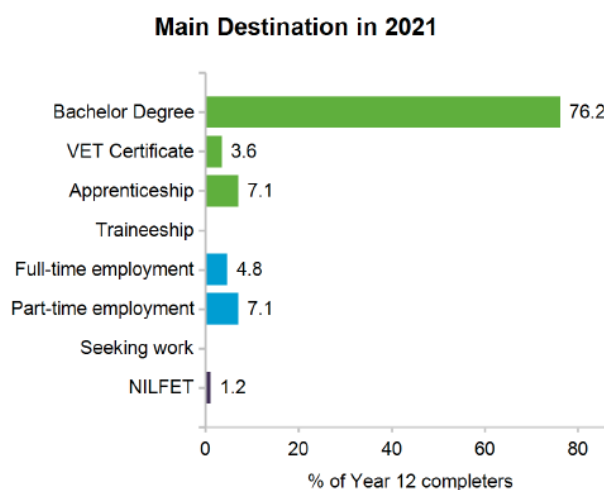
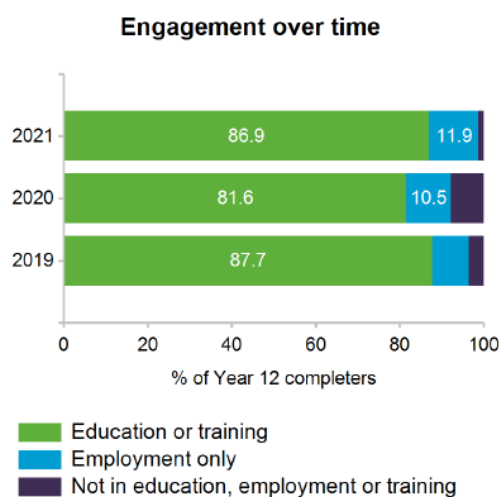


Of the 84 respondents, 86.9% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 11.9% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.



Other Information of Interest

Additional Information – Value Added

Better Positioning Parents

The College has a vested interest in ensuring that positive partnerships are developed between home and school. We believe that parents should have the opportunity to assist and support students in their learning at home as well as at school. The use of the See Saw App in the Junior School has been very well received by parents. There is more access to online information, and a series of parent information evenings focussing on a number of key subject areas took place.

Teaching and Learning

Ormiston College works with Educational Consultants to map the learning potential of students and their preferred learning styles. Students are tested at Prep, Years 2, 4, 6 and 8. This allows the College to gather longitudinal data about the strengths and weaknesses of our students as learners. This knowledge assists us in constructing learning experiences designed to assist students towards attaining their potential as learners. We also use our NAPLAN data from Years 3, 5, 7 and 9 to track student progress.

Ormiston College 2020 Successes

Ormiston College recorded another successful year in 2020 for academic, sporting and cultural achievements.

Here is a snapshot of just some of our top achievements for Secondary and Junior School students.

- With the implementation of the ATAR system, the Class of 2020 are to be congratulated for their outstanding academic results in the External Assessments. Not all students gave approval for their results to be published to the College. Of those received 4% achieved a score > 99.00; 38% achieved > 90.00 and 79% achieved >70.00.
- ICAS Digital Technologies: 1 High Distinctions, 12 Distinctions, 13 Credits.
- ICAS Mathematics: 2 Prize, 6 High Distinctions, 52 Distinctions, 100 Credits.
- Australian Mathematics Competition: 2 Prizes, 4 High Distinctions, 35 Distinctions, 61 Credits.
- QAMT Problem-solving Competition: 1 Second place, 1 Third place.
- Australian Mathematical Olympiad Committee Senior Contest: 1 Silver Award
- Computational and Algorithmic Thinking Competition: 1 student was awarded an Award for Excellence and Certificate of High Distinction.
- National Computer Science School Challenge: 62 Perfect Score
- Results in AMEB and Trinity Exams continue to be excellent.
- Outstanding Drama Eisteddfod results.
- Overall in 2020 there were 8 Redback Champion teams. The Redbacks won eight premierships: Seconds Girls Tennis, Thirds Girls Tennis, Intermediate 2 Girls Tennis, Year 9 Boys Volleyball, Year 8 Boys Tennis, Third XI Cricket, Year 8 Blue TAS Supp Girls Basketball, Year 8 Blue TAS Supp Girls Basketball. OC was again Champion Boys Volleyball School and Champion Girls Tennis School. OC was second overall for the Trimester 1 Champion School trophy.
- Junior School sport once again exceeded participation numbers beyond any other Junior TAS school in 2020.
- In the Junior TAS Swimming, Cross Country and Athletics Carnivals we placed first, third and fifth respectively.

Information, Communication Technologies (ICTs) to Assist Learning

Ormiston College has spent many years laying the foundations for a technology rich classroom but with the ICTs being meaningfully used within.

Ormiston College is a heavy user of Microsoft Office 365 to enable collaborative learning. Students can access OneNote's that are shared between all students and the classroom teacher using Microsoft Teams. This enables 24/7, world-wide, real-time access to learning resources used in the classroom and the ability for students to respond to assessment tasks. OneNote, with its cross-media abilities and use of digital ink, has transformed the way students can interact with the device and their class, resulting in an overall improved quality of work.

In 2020, during the height of the pandemic, Ormiston College was successfully able to offer synchronous and asynchronous *Learning from Home* activities online during the short lockdown period. This included regular check-ups on the wellbeing of students, and flexible learning arrangements for the children of essential and non-essential workers. Given our foundation in the innovative use of technology as mentioned in the previous paragraph, staff and students were already familiar with the software and learning tools available and consequentially were able to respond very quickly to the COVID-19 crisis.

Ormiston College has been on a steady journey for almost a decade in supporting staff with the effective and meaningful use of ICT in the classroom. Using programs such as the Learning Innovation Leadership Committee 'Big Ideas' projects, the annual Innovation Grants and the E-Learning Department providing holistic and comprehensive professional development, Ormiston College has uniquely positioned itself as a College where technology does improve student outcomes. As evidenced by a record academic year with outstanding outcomes in Year 12 ATAR Scores as well as other external tests for the 2020 year.

Device Distribution Statistics (in total over 1100 devices available in the classroom across the College):

- Every student in Years 7 to 12 was provided their own dedicated tablet with Electronic Pen (approximately 740 devices).
- Year 3 to Year 6 – One trolley with 30 convertible tablets per classroom. This enabled one tablet between two students, or trolleys pooled to provide 1:1 ratio (120 devices).
- Prep, Year 1 and Year 2 – 30 iPads per classroom building and minimum of six desktop computers in each classroom. (120 devices in total)
- Junior School iPads – an additional 30 available to be booked between Year 3 to Year 6.
- High End Computer Graphics LAB with AutoCAD certified state of the art workstations and 3D printers (28 devices).
- LOTE iPads – 20 iPads to teach Japanese and German.
- Interactive TVs in over 90% of teaching spaces, with the remainder scheduled for upgrade in 2021.
- Access to full colour A3 copying and printing with the ability for students to scan and digitise paper resources.

The Strategic Plan

The 2020 – 2023 Strategic Plan provided guidance for the implementation of the key priorities through to 2020. The College Report provides details on the key outcomes through the Strategic Plan and notes the developments and successes which have continued to advance the reputation of the College as one of Queensland's leading independent schools.

The College's outcomes demonstrate this belief within Academic, Sporting and Cultural endeavour. These outcomes provide an indicator that Ormiston College graduates are able to embrace their post-school lives with an excellent foundation for lifelong learning and continued achievement.

The College continues to seek opportunities for further growth in terms of participation and from time to time, offers some voluntary evening and weekend sporting competitions. The College is very pleased with the number of our athletes who win selection in State and National Teams.

As stated in the College Strategic Plan, the College have a specific set of Ormiston College 'Christian Values' which are incorporated into the daily life of the College. These values are explicitly taught during Wellbeing lessons and assist us in defining the Christian ethos of the College. Our Christian values help shape who we are and provide us with a strong foundation to build upon our faith. The set of values includes Compassion, Integrity, Respect, Responsibility and Service.

The community came together in 2019 to develop the new four-year Strategic Plan which commenced in 2020. Surveys were undertaken and a great deal of collaboration occurred between key stake holders to develop a new plan that is relevant to the future needs of the College.

Facilities

The Centre for Learning and Innovation continues to be an amazing facility for staff, students and parents. It is an award-winning facility having won the 2020 Learning Environments Australasia Educational and Facilities Awards, Category 2 – New Construction/New Individual Facility.

This facility provides a spacious and cutting-edge 21st century facility in which our students and community connect, collaborate, innovate and learn.

The building houses large flexible learning areas, small collaboration spaces, a state-of-the-art makerspace, a contemporary recording studio as well as areas for mixed reality, robotics and STEM activities. There are reading areas, quiet study zones and a canteen/café precinct. This facility has become a vibrant social and learning hub.

The shaded outdoor areas in the Junior School continue to provide a very attractive, shady, welcoming space for Junior School students. The reurfing, top-dressing and soft fall replacement for the Infant Playground, plus the installation of the handball courts, garden and turf in the Murraya Court have all enhanced the appearance and the outdoor activities which are enjoyed by the younger members of the College.

To ensure our students encounter the best facilities for collaborative learning, we continually upgrade their working areas.

In 2020 construction commenced on an international-style Athletics Precinct. Builders and design experts were engaged to prepare concept designs. The College community can look forward to yet another exceptional resource with the completion of the project in 2021.

Other notable building and grounds improvements were completed during 2019 with the refurbishment of the Somerset Sports Centre which included internal and external painting and new flooring.

Staff

All teaching staff developed a Professional Learning Plan at the beginning of the year and met with an Executive member at the end of the year to reflect on their goals. This was part of their Self Appraisal process.

The College also continued to acknowledge teachers with the Senior Teacher Program, Service Awards and in the Recognising Excellence in Teaching Bonus Program.

Contact Person for Further Information

For further information please contact the Deputy Head of College on 3821 8999.