



**ORMISTON
COLLEGE**

Annual Report 2022

(Based on 2021 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

1425 (Census Data 2021)

Year Levels Offered

Prep to Year 12

Co-educational or Single Sex

Co-educational

Characteristics of the Student Body

% of boys:	51.09%	% of students with disabilities:	8.28%
% of girls:	48.91%	% of indigenous students:	0.49%

Distinctive Curriculum Offerings

The College's mission to achieve academic excellence was once again realised in 2021 with the College recording excellent outcomes in ATAR Scores and NAPLAN results.

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.

In 2021, Ormiston College continued to work in partnership with Griffith University's School of Education in the area of online teaching and learning. This project supports the professional learning of our school leaders and teachers. Teachers work with Dr Prestridge to develop units that integrate technology into the classroom. The Teachers have an opportunity to showcase their work throughout the year.

Ormiston College's commitment to innovation and continuous improvement has led to the fine tuning of our approach to remote learning (*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 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 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 Centre for Learning and Innovation continues to provide an array of opportunities for students to engage in innovative tech-enabled learning and is 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 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. Within Senior Studies, the College has offered Music Extension for a number of years and introduced Literature in 2019.

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 ATAR.

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

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.

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, Resilience, Persistence and Confidence. This new framework was launched in 2021.

In the Junior School, Wellbeing is taught by the Classroom Teacher and is 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, 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 are 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 National Curriculum continues to be strongly evident within teaching and learning programs at the College in 2021, together with the appropriate reporting to parents and students.

Extra-curricular Activities

<p>Sports: Athletics Basketball Cricket Cross Country Football (Soccer) Gymnastics (External Provider) Hockey Netball Rugby Union Sports Aerobics (External Provider) Swimming Tennis Touch Football Volleyball</p>	<p>Cultural: Art Club Chess Club Dance Tuition Debating Drama Tuition Duke of Edinburgh Award Environment Committee Junior STEM Club Kidpreneur Challenge Music Tuition OC Music Eisteddfod Readers' Cup Robotics Club Social Justice Committee Service – Hearts and Hands</p>	<p>Instrumental Ensembles: Brass Ensemble Flute Ensemble Guitar Ensembles Jazz Ensemble Percussion Ensembles Wind Ensemble Big Band Chamber Orchestra Symphonic Band Symphony Strings Sonata Strings Subito Strings Symphonic Band</p> <p>Choirs: Kinders (Years Prep to 2) Voices (Years 3 and 4) Singers (Years 5 to 7) Chorale (Years 7 to 12) Chamber Singers (Years 8 to 12) Bellas (Years 8 to 12 Girls) Redback Chorus (Years 8 to 12 Boys)</p>
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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 Wellbeing Framework 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 five 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 Crew – 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 Mother's Day and Father's Day 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 information videos and packs 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, Prep students are invited to participate in a transition program in the year prior to commencing school, 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 Wellbeing 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.

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.

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. 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 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 and 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 2021, 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 Award 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

2021 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:

Type	Gender	All Staff		Indigenous	
		Headcount	FTE	Headcount	FTE
Principal	Male	1	1.0	-	-
Teaching Staff	Male	34	34.0	-	-
	Female	63	60.0	-	-
Specialist Support	Male	3	3.0	-	-
	Female	2	1.8	-	-
Building Operations	Male	8	7.6	-	-
	Female	8	6.2	-	-
Administrative and Clerical	Female	41	28.0	-	-
TOTAL		160	141.6	-	-

*Source: Census – August 2021. 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	73%
Diploma	5%
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.

The College was 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. The new Student Wellbeing Framework was launched 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 2021.

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
ACHPER annual state conference	1
ACS School Counsellors & Pastoral Care Conference 2021	1
ALIA Schools: 2021 Professional Learning Webinar Package	1
ANZELEA conference	1
ASBA	1
Australian Psychologists and Counsellors in Schools (APACS) Biennial Conference	1
Barry Voevodin – Secret Teacher Business - New Visual Art Syllabus	1
BEAQ	1
Behaviour and Emotional Management for Children and Adolescents with Autism	1
Chaplaincy Conference	1
Early Years Conference: Think, Inquire, Learn through Talk	5
Ecological Hazards PD Day	1
Ecology Extravaganza (2021 Edition): Ecology - How do we measure?	1
Educate Plus 2021 International Conference	1
EduTECH 2021	1
ETAQ conference on the External Assessment	1
Geography Teachers' Association of Qld Annual Conference	1
German Teachers Conference	1
GTAQ State Conference	1
ISQ Big Ideas Conference	2
Inspiring STEM Teacher workshop	2
IPSHA Conference	4
IPSHA Deputies Meeting	2
IPSHA Meeting	1
ISQ Building Pedagogical skills - English	1
Japanese Network Conference	1
LawSense Law for School Counsellors 2021	1
Level up science teaching' professional learning workshop	1
Lighthouse Schools PD	3
LivingWorks ASIST	1
Marine Science IA2 and IA3 ISMG Working Groups	1
Microsoft Excel Training	2
MIE Expert Digital Forum	2
NCCD Moderation Workshop	1
Online Webinar - Years 7-10: Analytical response in Geography	1
QCAA Chemistry Marker Training	1
QCAA Identifying opportunities to build data literacy in Years 7-10 Science	2
QETA Conference for Economic Teachers	1
Queensland Art teachers Annual Conference	2
QUT Teacher PD: Facilitating Innovation	1
Research Investigation Tips and Trick Vol 2	1

Save the world with Stem. Online professional development based on UN sustainable goals.	1
STEM TEACHER CHALLENGE	1
The Inspiring STEM Teacher Workshop	1
Timetabling Solutions	1
University of QLD - Senior Biology Day	1
University of Queensland - Data workshop	1
UQ MEGA Professional Development Day	1
Visible Learning for Maths	5
WEBINAR - 2021 NCCD Census	1
WEBINAR - Governor of the RBA.	1
WEBINAR - Master the Fundamentals of Microsoft Teams for Elementary and Secondary Staff	1
WEBINAR - Physical Education 2019 – Making judgments	1
WEBINAR - STAQ PD - Senior Chemistry Day	1
WEBINAR Australian Economy emerging from the Covid Recession.	1
WEBINAR Sustainable design	1
WEBINAR - Unpacking the subject report for Geography	2
WEBINAR - Years 7-10 Identifying opportunities to build students' data literacy in Science	2
WHS Induction	22

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
102	\$28,042.00	\$274.93
The total funds expended on teacher professional development in 2021		\$28,042.00
The proportion of the teaching staff involved in professional development activities during 2021		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
93	87	93.55%
From the end of 2020, 93.55% of teaching staff were retained for the entire 2021 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 2021 was 94.29%.

*Source: TASS DEEWR STATS Report 2021 adjusted for total student population.

Average student attendance rate for each year level:

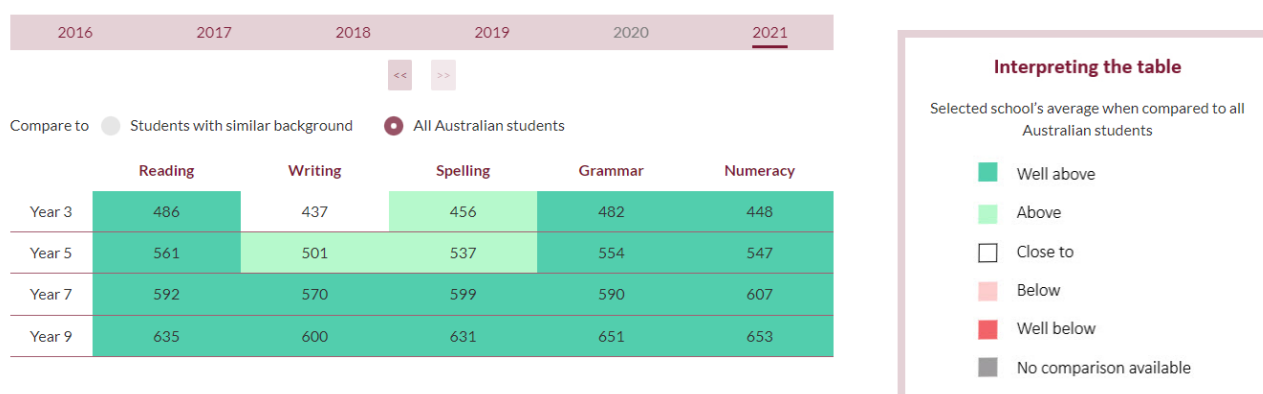
Year levels	Average attendance rate for each year level as a percentage in 2021
Prep	93.92%
Year 1	95.25%
Year 2	95.79%
Year 3	96.34%
Year 4	94.90%
Year 5	95.23%
Year 6	95.24%
Year 7	95.54%
Year 8	94.83%
Year 9	94.01%
Year 10	93.09%
Year 11	91.36%
Year 12	93.38%

Student Non-Attendance Management

Attendance is initially recorded and tracked by Class Teachers (Junior) and Wellbeing 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 College Receptionists will telephone the parent. As a courtesy, the Class Teacher/Wellbeing 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.

NAPLAN results for Years 3, 5 and 7 and 9 in 2021



*Source: <http://www.myschool.edu.au/>

Apparent Retention Rate Year 10 to 12

Year 10 Base	Students in Cohort	Graduation Year	Student who graduated who were part of the original Year 10 base	Apparent Retention Rate %
2015	134	2017	119	84%
2016	137	2018	120	89%
2017	90	2019	80	88%
2018	121	2020	102	84%
2019	107	2021	98	92%

Year 12 Outcomes

All Ormiston College Senior students study QCAA (Queensland Curriculum and Assessment Authority) Senior Subjects making them eligible to receive an ATAR score. Ormiston College graduates of 2021 can be congratulated on achieving the following results:

- 100% of Year 12 students received an ATAR compared to 52% ATAR eligibility across the State
- 50.5% of students achieved an ATAR of above 90
- 88.9% 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:



80.6% response rate

87 out of 108 Year 12 completers from this school responded to the 2022 survey.
Results may not be representative of all Year 12 completers at this school.

Post School Destinations:



In 2022, 97.7% of Year 12 completers from Ormiston College were engaged in education, training or employment in the year after they completed school.



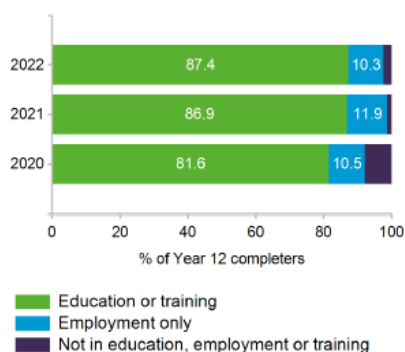
Of the 87 respondents, 87.4% continued in some recognised form of education and training. The most common study destination was bachelor degree.



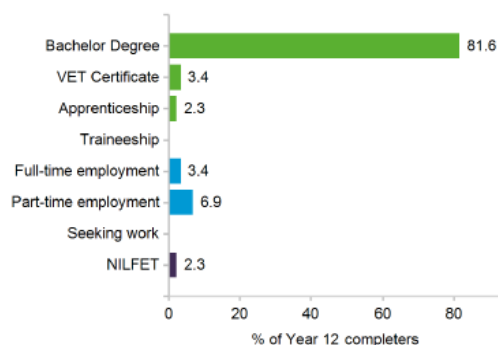
A further 10.3% transitioned directly into paid employment and no further study.

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.

Engagement over time



Main Destination in 2022



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 focusing 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 along with MAP Growth.

Ormiston College 2021 Successes

Ormiston College recorded another successful year in 2021 for academic, sporting and cultural achievements. Here is a snapshot of just some of our top achievements for Secondary and Junior School students.

- The Class of 2021 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. Just over half of our 2021 graduates achieved > 90 and top 30% of the state achieved an ATAR of 88.9.
- ICAS Science: 3 High Distinctions, 8 Distinctions, 34 credits.
- National Computer Science School Challenge: 61 Perfect Score
- the League of Legends Redbacks eSports team came through with a stellar performance to take out the 2021 High School League of Legends Queensland Championships
- Results in AMEB and Trinity Exams continue to be excellent.
- Outstanding Drama Eisteddfod results.
- Placing second in the overall Champion School trophy.
- The College entered the greatest number of teams in trimester sport in OC history – 110 teams (79 TAS and 31 TAS Supp).
- 2021 saw the Ormiston College Redbacks win the greatest number of TAS premierships in OC history – 22 (previous best was 20 in 2010).
- Equalling the highest success rate across all trimester sports – 66% (66% also achieved in 2014 and 2010).
- Trimester 2 Champion School.
- Champion Girls Tennis School for the sixth time and the third consecutive year of winning this title.
- Champion Boys Tennis School.
- 26 premierships were won in 2021, which included 22 TAS and 4 TAS Supp teams.
- 25% of all OC teams winning a premiership in 2021.
- Junior School sport once again exceeded participation numbers beyond any other Junior TAS school in 2021.
- 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 2021, Ormiston College continued to successfully offer synchronous and asynchronous *Learning from Home* activities online during various lockdown periods. This included regular check-ups on the wellbeing of students, and flexible learning arrangements for the children of essential and non-essential workers.

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 2021 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 2023. 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 endeavours. 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, participates in evening and weekend sporting competitions. The College is very pleased with the number of 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.

In developing the Strategic Plan, 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.

Each year we continue to improve, modernise and refurbish different buildings and areas within our college grounds.

This year we have installed a number of new shaded seating areas for Secondary School students, some new play activities in the Prep Precinct and a new sandpit for the Junior School. We also completed the refurbishment of the Somerset Sports Centre, constructed new cricket practice nets, and redeveloped the north-west oval area.

The establishment of a new state-of-the-art Athletics Precinct was a major building highlight for 2021. The Athletics Precinct was built to incorporate international standards and accommodates many different sporting activities including track, jump and throw events in Athletics.

Whilst Ormiston College physical education and sports activities are already well supported with facilities such as the Marsson Aquatic Centre, the Somerset Sports Centre and various playing fields, the addition of the new Athletics Precinct provides a very special addition to the College sports program.

To ensure our students encounter the best facilities for collaborative learning, we continually update our master plan and have engaged architects to design a new Science Precinct which will start taking shape next year.

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.