



**ORMISTON
COLLEGE**

Annual Report 2020

(Based on 2019 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

1332 (Census Data 2019)

Year Levels Offered

Prep to Year 12

Co-educational or Single Sex

Co-educational

Characteristics of the Student Body

% of boys:	51.88%	% of students with disabilities:	6.08%
% of girls:	48.12%	% of indigenous students:	0.23%

Distinctive Curriculum Offerings

The College's mission to achieve academic excellence was once again realised in 2019 with the College recording outstanding results in both its OP Scores and NAPLAN results. The College was rated as one of the highest performing schools in Queensland.

Achievement at this level is often reflected in the public release of Queensland's NAPLAN and Year 12 outcomes and is something the College aims to continually build upon and improve.

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. In addition, targeted programs are used for Spelling, Writing and Reading, and for Numeracy across the campus.

The Secondary School continues to focus on Literacy and Numeracy in all subjects. All students in Year 7 and 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 has been key to the professional opportunities offered to staff.

Distinctive Curriculum Offerings continued

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 across the campus 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). Spanish as a second language choice will be offered from Year 7 in 2021.

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 a new Centre for Learning and Innovation in 2019 has provided an array of opportunities for students to engage in innovative tech enabled learning. It has quickly become the 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 (Japanese and German) and Physical Education that constitute core learning.

After a review in 2018 it was decided that in 2019 the College would offer four Middle School Arts Electives - Visual Arts, Media Arts, Drama and Music. Each year, Year 7 and Year 8 students will 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 A or B. 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 will be the first to obtain an ATAR under the new Senior System. Staff, students and families were informed and prepared for these changes during 2019.

Within the Teaching and Learning programs of the College, as required by the observable progress of students, strategies to provide support or to provide challenge are used. This may be in the form of Extension Groups or, as required, Extension Classes, and smaller classes when more intense work on a particular concept or aspect of learning is required. This is often the case in English and Mathematics.

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.

In the Secondary School, English and Mathematics Extension Groups are formed for those students whose abilities and attitudes show as requiring this enhanced level. 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 needs 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 Student Enhancement Program (SEP) is a whole of College personal development program. This is based around explicit teaching of the Foundations of: Organisation, Getting Along, Confidence and Persistence, so that building students' capacities for Emotional Resilience can be realised.

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

The SEP Program is currently being reviewed by a team across the campus with the implementation of a revised Student Wellbeing Framework anticipated to commence in 2021.

The College offers a range of Excursions, Incursions and Camps, Trips and Tours, each of which has its own particular 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 2019, 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 Student Enhancement 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 three 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 – Nepal Trip
- 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 – held a Mother's Day Breakfast in 2019 which was well received and supported by OC families. 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 2019, 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	Sailing
Rugby	Volleyball
Touch Football	Chaplaincy
Junior School	Parents of Past Students

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 were conducted in 2019 to enable the College to make informed decisions regarding the new Strategic Plan.

School Income Broken Down by Funding Source

2019 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	115
Part-Time Staff	45
Teaching Staff	95
Non-Teaching Staff	65

*Source: Census – August 2019. 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	19%
Bachelor Degree	68%
Diploma	11%
Certificate	0%

Expenditure on and Teacher Participation in Professional Development:

The 2016 to 2019 Strategic Plan provided a clear outline of our proposed directions and a unity of purpose for the years ahead. In 2019 a new Strategic Plan was developed after much consultation with staff, students and families. The new 2020-2023 plan will continue to express our visions and goals and will provide 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 new Framework was implemented in 2017 following much consultation with staff around the look and feel of the new model.

In 2019 a number of staff were also provided with opportunities to lead and present technology projects at staff meetings and conferences. Some staff were also successful in obtaining Innovation Grants to enable them to focus on an innovative project within their teaching area.

We were 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 are encouraged to reflect on their leadership styles and further develop key areas of their leadership. It is hoped at the end of 2020 this framework will be ready for implementation 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.

The new QLD Senior Syllabus was a major focus for our Secondary Staff and will continue to be the case in 2020.

Professional Learning continued to be a focus within the College with many different options available to staff both on and off campus.

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
2019 BEAQ PD Day Facing the Future – Together	1
A Morning with Prof. Henry Reynolds: Reflections on Australia's Frontier Wars	1
Online webinar - Cataloguing and Understanding of the basis of SCIS records	1
ACHPER Brisbane HPE Conference	1
ACHPER Conference	1
ACU Guidance Officer Day	1
Adolescent Success Conference	2
ALIA Schools: Copyright for Schools: online seminar	1
ANZELA Legal Studies Teacher Conference	1
ASBA 2019 Biennial Conference	1
ASD Professional Education Workshop	1
Attended Brisbane Science Festival	1
Australian Geography Teachers' Association Annual Conference	1
BIMR Berghofer Teacher Workshop- 'Genetics and gel electrophoresis. Suitable for the Australian Curriculum for Science.	1
Certified Advancement Practitioner Training Course – Educate Plus, Alumni & Community relations/events	1
Chief Entrepreneur Leanne Kemp - 'Smart Minds with a Smart Approach...Creating the Path'	1
Choir for Choral Directors - Griffith University	1
CiTeL Learning Analytics Symposium	1
CiTEL Symposium on Using Data Analytics in schools	1
Cluster meeting for Brisbane Visual Art teachers	1
Coaching Professional Reflection Day	1
Conference presentation for National Education Summit	1
Curriculum Innovation Ideas Exchange - Final Showcase:	1
Cutting Edge STEM Conference workshop (Griffith University)	1
Defence Force Recruiting	1
Design thinking in the Australian Curriculum: Technologies Years 7–10	1
Developing Coaches Launch	1
Duke of Ed Award Leader Training - run by the State Award Operating Authority (Dept. of Education/Duke of Ed)	1
Ecology Data Fun Dat - STAQ and UQ	1
Educate Plus AGM, Professor Jeff Brand 2039: The Digital Transformation of Our Students' Future	2
Educate Plus Queensland Chapter Conference	1
Educate Plus 2019 Queensland Chapter Conference	1
EduTech Conference	1
Endorser Training with QCAA	1
Entrepreneurship Workshop	1

Essentials of Emergency Nursing: A 2-day workshop for school nurses	1
Executive Leadership Program with Melbourne Business School (MBS)	1
National Psychology Examination	1
First Aid	12
First Aid including CPR	33
CPR refresher	20
FPS Evaluator training.	1
Griffith Uni Guidance Officer Day	1
HPE Heads of Department Network Forum	1
Historical Connections: Modern and Ancient History	1
How to build business cases to support the delivery of the new QCAA business curriculum	1
IPSHA Conference/Refresher Weekend	1
IPSHA Meeting	1
IPSHA State Refresher Weekend	1
ISQ - Leadership - High Performing Teams Workshop.	1
ISQ Big Ideas Summit	1
ISQ Coaching Launch for the Junior School Peer Coaching Program.	1
ISQ Coaching Partnerships Launch	1
ISQ Coaching Project Launch	1
ISQ- Contemporary Leadership	1
ISQ Middle Leaders Program Launch	2
ISQ Middle Leaders Workshop 4	1
ISQ School Marketing and Communication Forum	1
Leading the Teaching of Reading in the Curriculum Workshop	1
Learning Analytics Symposium (Track One)	2
Literacy Solutions Guided Reading workshop	1
Literacy Solutions: Prep-Year 1 Reading Comprehension	1
Makerspace workshop at Substation 33 in Logan	1
Maryborough Music Conference	1
Microsoft ANZ MIE-Expert Forum 2019	1
Microsoft Education Conference in Seattle, USA	1
Microsoft EduMeet Brisbane	1
Microsoft Study tour to Seattle	1
MLTAQ Japanese Network One Day Conference	1
NAPLAN Online Forum - ISQ	1
NASA Museum exhibition	1
NCCD Moderation workshop	2
NCCD Moderation Workshop - provided by ISQ	1
Neurodiversity & Employment symposium 2019	3
'Negative Painting' with De Gillett Cox	2
QLD Economic Teachers Association. the new Economic syllabus	1
Teacher Librarians Supporting Learning: Cognitive Verbs across the School	1
Read Like A Girl: Remarkable Women Conference	1
Positive School Wellbeing Conference - Student Wellbeing Workshop	1
QCAA Confirmation workshop	2
QCAA Event – Heads of Department networking forums	6
QCAA Principals Delegate Meeting 2019	1
QCAA School Leaders Roadshow	3
QCAA Webinar: Making Judgements Units 1 and 2	1

Qld Assoc. Student Advisors Members Meeting	1
QLD Association of School Registrars Conference	1
QTAC Insights Workshop. Venue - QTAC office in Milton	1
QUT Guidance Officer Day	1
Senior Biology Data Fun Day	2
Senior Ecology Data Fun Day	1
Sheena Dempsy - Editing Workshop	1
Sketching Masterclass - Inspired Education	1
Spatial Technologies for the New Senior Geography Syllabus	1
STAQ The Senior Science	1
Statistics in Biology: Unit 3 Biodiversity and Ecology	1
STEPS Autism Treehouse PD	3
2019 TASS Conference	1
Term 4 IPSHA Meeting	1
Using Data to Inform School-wide Change Symposium	1
Michelle Loch Workshops and School Tours	1
Data Analysis and Interpretation for the new Biology Syllabus	1
Strengthen Students' Understanding of Analysis and Analytical Thinking when Writing Workshop	1
Tristan Bancks - Reading Centre Book Week Launch & Organisation	1
UQ Guidance Officer Day	1
UQ STAQ Senior Science Day	2
Visual Art Cluster Meeting - discussing implementation of new syllabus	1
WHS Induction	16
Freelance Robotics PD	1
Total number of teachers participating in at least one activity in the program year.	110

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
110	\$56,818.00	\$517.00
The total funds expended on teacher professional development in 2019		\$56,818.00
The proportion of the teaching staff involved in professional development activities during 2019		100%
The major professional development initiatives were as listed above.		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
95	180	698	95.91%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95.91% in 2019.			

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	78	86.25%
From the end of 2018, 86.25% of teaching staff were retained for the entire 2019 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 2019 was 94.79%.

*Source: TASS DEEWR STATS Report 2019 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	92.97%
Year 1	95.97%
Year 2	94.99%
Year 3	95.76%
Year 4	95.50%
Year 5	95.98%
Year 6	95.44%
Year 7	95.82%
Year 8	95.32%
Year 9	93.60%
Year 10	94.16%
Year 11	93.36%
Year 12	93.38%

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%

Year 12 student enrolment as a percentage of the Year 10 cohort is 88.89%.

*Note: The 2019 Year 12 cohort was smaller due to the introduction of Prep in 2007 and the entry age requirements.

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	484	427	100%
Year 5	552	503	100%
Year 7	592	545	99%
Year 9	628	576	100%
WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	448	413	100%
Year 5	498	465	100%
Year 7	545	504	100%
Year 9	587	535	94%
SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	460	411	99%
Year 5	528	495	100%
Year 7	594	544	100%
Year 9	623	580	100%
GRAMMAR and PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	526	433	100%
Year 5	547	498	98%
Year 7	608	542	99%
Year 9	629	573	100%
NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	457	399	100%
Year 5	552	493	100%
Year 7	623	550	100%
Year 9	652	589	100%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	92
Number of students awarded a Queensland Certificate of Individual Achievement	91
Number of students who received an Overall Position (OP)	90
Number of students are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	1
Number of students awarded a Queensland Certificate of Education at the end of Year 12	91
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	92
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	99%

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 2019, 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

Number of Respondents	Number of students who completed Year 12	Percentage response rate
76	92	82.6%

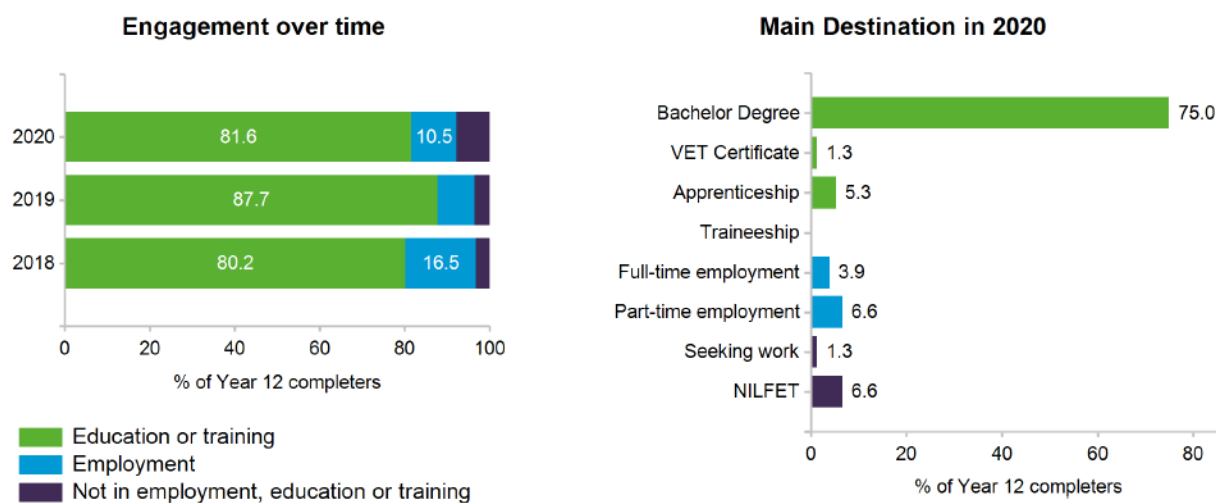
Definitions of main destinations

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.education.qld.gov/nextstep

Summary of findings in relation to main destinations of students

Main Destination	% of Year 12 students
Bachelor Degree	75%
VET Certificate	1.3%
Apprenticeship	5.3%
Traineeship	
Full-time employment	3.9%
Part-time employment	6.6%
Seeking work	1.3%
NILFET (not in education or training, not working and not seeking work)	6.6%

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 2019 Successes

Ormiston College recorded another successful year in 2019 for academic, sporting and cultural achievements. Here is a snapshot of just some of our top achievements for Secondary and Junior School students.

- The College's overall results in NAPLAN continue to improve year by year.
- Outstanding academic results for the Class of 2019: 12 graduates were awarded an OP 1 with 92% of the cohort receiving an OP between 1 and 15.
- ICAS Digital Technologies: 1 Medal, 3 High Distinctions, 13 Distinctions, 37 Credits, 8 Merits.
- ICAS English: 5 High Distinctions, 20 Distinctions, 48 Credits, 17 Merits.
- ICAS Mathematics: 1 Medal, 3 High Distinctions, 33 Distinctions, 98 Credits, 43 Merits.
- ICAS Science: 1 High Distinction, 26 Distinctions, 100 Credits, 47 Merits.
- Australian Mathematics Competition: 3 Prizes, 5 High Distinctions, 43 Distinctions, 62 Credits.
- Ormiston College was again named Champion School for the prestigious interschool Mathematics Team Challenge.
- Australian National Chemistry Quiz: 9 High Distinctions, 12 Distinctions.
- Australian Geography Competition: 46 High Distinctions, 61 Distinctions, 86 Credits.
- UNSW Computer Programming Competition: 2 Distinctions, 3 Credits.

- Computational and Algorithmic Thinking Competition: 1 High Distinction, 1 Distinction.
- National Computer Science School Challenge: 147 Perfect Score, 100 High Distinctions, 19 Distinctions
- Australian Informatics Olympiad: 2 Bronze
- ACER Language Competition: 12 High Distinctions, 16 Distinctions, 33 Credits.
- Language Perfect, World Championships in Languages: 1 Elite
- 16 music students selected as members of State Honours Ensemble.
- Results in AMEB and Trinity Exams continue to be excellent.
- Outstanding Drama Eisteddfod results.
- Overall in 2018 there were 21 Redback Champion teams.
- Trimester 1 Champion School. The Redbacks won six premierships: Third XI Cricket, Year 7 Girls Tennis, Year 10 Girls Tennis, Seconds Girls Tennis, Year 8 Boys Volleyball and Year 10 Boys Volleyball. OC was Champion Boys Volleyball School and Champion Girls Tennis School. Redback teams enjoyed a 65% success rate over the season.
- Trimester 2 Champion School. The Redbacks won five premierships: Year 10 Boys Tennis, Firsts Boys Tennis, Year 8B Netball, Year 8 Rugby and Seconds Rugby. Redback teams enjoyed a 60% success rate over the season.
- Trimester 3 Champion School. The Redbacks won four TAS premierships: Firsts Football, Seconds Football, Year 7 Football and Year 8 Girls Volleyball; and one TAS Supplementary premiership: Year 8 Supp Boys Basketball. Redback teams enjoyed a 59% success rate over the season.
- OC placed fourth in the TAS Swimming Championship and first in the Bayside District Swimming Championship for the ninth year in a row. There were three TAS Champion Teams: Boys 13 Years, Boys 15 Years and Boys 16 Years, and the boys were the Overall Aggregate Champions.
- OC placed third in TAS Cross Country and third in the Bayside Cross Country Carnival.
- OC placed third in TAS Athletics and third at the Bayside Athletics Carnival. The Boys 14 Years were the TAS Champion Athletics Team and our boys were the Overall Aggregate Champions.
- OC won 15 TAS premierships in 2019.
- Overall in 2019 there were 21 Redback Champion teams.
- Junior School sport once again exceeded participation numbers beyond any other Junior TAS school with an 89% participation rate, that is 267 students out of 301 participating in at least one sport in 2019.
- In the Junior TAS Swimming, Cross Country and Athletics Carnivals we placed second, third and fourth respectively.
- One Junior School student was selected to compete at the National Swimming Championships.
- Junior Sport also had a successful winning percentage of just over 50% across Term 1, 2 and 3, which equates to 139 wins across 44 teams.

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 2019, Ormiston College continued its association with Microsoft as a Microsoft World Showcase School, an honour that only two schools in Australia have been given. This association gives our teaching staff the very latest access to Microsoft technology.

In 2019 the College opened its new Centre for Learning and Innovation which has a mixture of flexible learning, incubators, quiet study, maker space, design lounge and 3D printing, and a unique to Ormiston interactive foyer floor.

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 has uniquely positioned itself as a College where technology does improve student outcomes. As evidenced by a record academic year with outstanding outcomes in NAPLAN, Year 12 OP Scores as well as other external tests for the 2019 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 15 convertible tablets per classroom. This enabled one tablet between two students, or trollies 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 15 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 Whiteboards in each Junior School Classroom (30 devices).
- Projectors and Audio Equipment in every classroom (81 devices).
- Access to full colour A3 copying and printing with the ability for students to scan and digitise paper resources.

The Strategic Plan

The 2016 – 2019 Strategic Plan provided guidance for the implementation of the key priorities through to 2019. 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 forecast in the College Strategic Plan, the College developed a specific set of Ormiston College 'Christian Values' which is now incorporated into the learning program and assists 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 a new four-year Strategic plan. Surveys were undertaken and 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

In 2019 the new Centre for Learning and Innovation was officially opened and has proven to be an amazing facility for staff, students and parents.

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. The construction of the Junior School playground funded by the P & F Association was completed during 2019.

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

In 2019 discussions commenced on plans to construct 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 construction to commence in 2020.

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

The College's implementation of Staff Appraisal and Professional Learning Plans continued in 2019. Each staff member 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.

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

Contact Person for Further Information

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