

ORACLE

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ORMISTON
COLLEGE



MORE THAN A SCHOOL,
a community



**ORMISTON
COLLEGE**

From the Editor

An extremely successful British author and philanthropist, J. K. Rowling, has provided the world with many interesting quotations, one of which is: **“We’ve all got light and dark inside us. What matters is the part we choose to act on. That’s who we really are”.**



Valerie Warwick
Oracle Editor

To me, this particular prose reflects our own ever-expanding Ormiston College Community which not only consists of current families and students, teaching and non-teaching staff, but also the OC Alumni (our past students), POPS (our Parents of Past Students), past staff and friends of the College. All of whom, over the years, have displayed the character, nature and dedication to our school motto, **Seek to Achieve.**

In recent years, due to the worldwide pandemic, we have all undergone the inconvenience of disappointments, cancellations and so many changes. However, as the quote suggests, we have certainly managed to push away the dark side to make way for the light, because ... that is who we really are!

Ormiston College and its growing community has certainly focused upon positivity as often as has been possible. In doing so, we have continued to reach many new goals, achieved exceptional results, attempted new courses of action, and produced remarkable success, not only in the academic and technology fields but also in our cultural pursuits in art, music and drama, and in competitive sport and our selection of co-curricular activities.

The ongoing support of our teaching staff; their collaboration and great sharing of resources; their team building and team work; their attendance at

regular meetings and workshops, and professional development sessions certainly make for an outstanding group effort. All of this, plus the tremendous enthusiasm of our students and families, allows us to be the great school that we are. We are providing an outstanding education for all students from our Early Learning Centre right through to our Seniors in Year 12 who automatically become members of the OC Alumni and whose parents simultaneously become members of POPS. Further endorsement of our success is the growing number of Second-Generation Students who now join us each year.

As you read through the following pages, I think you will observe the relevance of J. K. Rowling’s quote, especially her words citing that **“What matters, is the part we choose to act on.”**

Please enjoy the information you are about to read, exploring why Ormiston College is so well regarded, plus view the many smiling faces appearing on the various pages.

You will see beyond doubt, that Ormiston College not only delivers a very successful education, BUT it also provides students with a sense of leadership, a great deal of in-school happiness, the formation of many friendships, fun and enjoyment, all whilst preparing them for their future careers in tomorrow’s world. Enjoy.

“ Ormiston College reflects the individual spirit, integrity and values of a co-educational, independent, non-denominational Christian school, catering for students from Prep through to Year 12. ”

In this Issue



Strategic Planning



Leadership in Early Learning



Inside the World of Junior School



Secondary School Creating Future Success



Student Support Services



Parents as Partners

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From the Headmaster



Each year in Queensland, there are more than 50,000 Year 12 students completing their secondary education and graduating from their respective schools.

It is, undeniably, one of life's most memorable milestones. It is a journey worth celebrating and all schools do.

It is a time for students to reflect upon their growth and achievements and all they will soon leave behind, balancing this with the excitement of new beginnings and a future that is rich with possibility.

Of course, at OC, Graduation is a highly anticipated event. It is a day of palpable collective pride in our graduating class, as we acknowledge how far the cohort has come and thank them for enriching the life of OC in so many ways.

The students thank us right back. Their confident and heartfelt Valedictory messages highlight their gratitude for the profound influence of their parents, their teachers, their coaches, their mentors and of course their friends, all of whom have played an invaluable role in making their experience of belonging to Ormiston College so wonderful.



“ More than a school, a community. More than a place to learn, a place to belong, and always a place that is more than the sum of its parts. ”



Whilst Graduation is an occasion like no other on campus, it is but one of many formal and informal opportunities providing insight into just how many people make an invaluable contribution to the College and its culture.

On every one of the 2,400 or so OC school days that mark the journey toward a young person's graduation, there are countless amazing people and teams within the College triumvirate of parents, students and staff that are leading, influencing, inspiring, supporting, caring and generally shaping the experience of being part of Ormiston College.

More than a school, a community. More than a place to learn, a place to belong, and always a place that is more than the sum of its parts.

Within the crowd of 50,000 Queensland school leavers each year, there is a smaller group from our own community that are special to us. These OC graduates will always have an indelible connection to Ormiston College, as they leave their influence here on campus, and take the influence of OC with them into the world.

Many of this year's graduates, our future graduates and valued College contributors feature in the pages that follow, representatives of so many more that make a real difference at Ormiston College.

Brett Webster
HEADMASTER



More than a school, a community

One of the greatest strengths behind the success of Ormiston College, has undoubtedly been the original concept of providing a school whose populace shared the vision of a connected community. This vision began to take form way back in 1985, when an area was being sought for the establishment of a new independent, co-educational school in the Redland Shire (later renamed Redland City).

Once it was known that a piece of land had been purchased, interest immediately started to grow as was evident at the various meetings held by the newly formed board members. There were well-wishers, donors and local families all of whom began making new friendships and acquaintances. This, in turn, generated the original concept of fostering a strong, collaborative community.

Although the actual founding of Ormiston College was not until 1988, those who became involved as early as 1985, certainly shared the same exceedingly high expectations. Everyone was keen to be successful in the goal of establishing a great new local school for their children.

At Ormiston College, we all have the opportunity to contribute. Our current students, from the Early Learning Centre through to Year 12, parents, teaching staff, executive, non-teaching staff, board members, POPS (Parents of Past Students) and OC Alumni all have many wonderful stories to tell of their OC experience. The exciting addition of our second-generation students, children of the OC Alumni, is also indicative of the connected community that was first dreamed of back in 1985. Many of our retired staff and friends of the College also still keep in contact. Having become a member of the Ormiston College Community, you will always belong, always have a voice, and always be welcome.

“ *An important part of belonging and being a valued member of our great community, is the opportunity we all have to contribute to matters concerning our school and the education of our children.* **”**

Understanding the benefits of leadership

The shared vision of inclusive leadership, and the creation of a strong culture of belonging, are always prominent at Ormiston College.

In Semester 1, our students from Prep to Year 12 attended the investiture and presentation of our 2023 School Captains, Prefects, Junior School Leaders, House Captains and many other leaders. These leadership roles require students to demonstrate responsibility, understanding, direction and the ability to offer help and advice. Our Junior School, Middle School and, of course, Senior School provide numerous opportunities for leadership: in group situations, at school camps, in sporting teams and in co-curricular pursuits. Leadership creates the desire to achieve one's best in individual areas of study and interest, and empowers students through opportunity and engagement to create a greater sense of belonging.

Advantages gained when students take on a position of leadership

Communication skills. Accepting a leadership position provides an opportunity for students to practise skills in communication: public speaking, liaising with teachers and parents, communicating with peers, solving problems, and even resolving conflicts.

Sense of empowerment. Students in leadership positions can feel satisfaction in knowing they are contributing to solving a problem or making a difference. Whatever the scale, as a leader one has a stronger voice within the school.

Problem-solving skills. It is inevitable that leaders will need to face making decisions, but this is highly beneficial for young people as it provides opportunities to think creatively, and it is also a way of working alongside others.

Stepping outside one's comfort zone. The development of strong leadership skills provides opportunities for students to embrace and confront problems. They learn to compromise and apologise, and step outside one's comfort zone to solve a problem and embrace a challenge.

Develop teamwork skills. The best leaders are collaborators; that is, people who are willing to listen to other people's opinion and give it consideration. A highly sought-after skill in most situations is the ability to work successfully in teams. Leadership in schools is a great opportunity to build on these skills.

Achieve success in a non-academic forum. Taking on a leadership role and doing well is a highly regarded form of success. A good leader receives great respect and encouragement.

Leadership is not about giving orders and outlining demands. Students undoubtedly learn by example, and at Ormiston College we are proud of the staff and students who every day provide a shining example of best practice leadership. We teach students about being empathetic and polite, about knowing how to explain in a helpful manner, and about developing trust in those with whom we work. Leadership enables our students to become problem solvers, to be dependable, and to strive for good outcomes. ■

One College

Shared Vision

Throughout the 35 years since its founding, Ormiston College has not wavered from its original concept at inception. That concept being to create a truly meaningful 'school culture', one that would inspire and encourage all students from the very youngest upwards.



Not only has it nurtured those beliefs from the onset, but the school has continued to embrace and build upon those values and many more, allowing Ormiston College to receive worldwide recognition.

The College encourages students to achieve and accomplish their best academically, on the sporting field, in the arts and their co-curricular activities, by providing a well-rounded education. It also provides many opportunities to acquire important life skills that will prove advantageous in their lives beyond school.



The very young children in our Early Learning Centre have numerous opportunities to experience the art of leadership, many by way of responsibility being placed upon them and learning how to be trusted to do the right thing by others. The same goes for students in Prep, who are also given certain tasks that require them to act independently, finding ways in which to communicate in various different situations.

John Calvin Maxwell, a renowned American Author and Speaker, who focuses his writings on Leadership, has been named in the New York Times Best Sellers list on numerous occasions. One of his very well-known quotes is "A leader is one that knows the way, goes the way, and shows the way," which certainly

highlights the point that a good leader knows what should be done.

By following the correct path, one sets an example of the best way to ensure success. Leadership is not about giving orders and outlining your demands. Students undoubtedly learn by example and we provide our students with the 'correct' examples. Students also learn that leadership is about being empathetic, polite, knowing how to explain in a helpful manner, and developing trust in those with whom one works. Leadership provides students with the opportunities to become problem solvers, dependable, and able to strive for good outcomes. ■



“If you fail to plan, you plan to fail.”

Benjamin Franklin

Strategic Planning

One of our most important College activities this year, and every four years, is the development of a new Strategic Plan.

Ormiston College operates a four-year strategic planning cycle and always looks forward to the opportunity this affords our community to dream about and document our preferred future.

Strategic planning is about so much more than the plan. Much of the magic lies in the process of development: the way we work together to dream big about the school we love, consider community opinion, and prioritise our values.

We take the opportunity to become better informed about the changing nature of the society that young people are facing. We update our collective knowledge of the social, economic, technological and demographic forces that are driving change in the world and plot the Ormiston College response to these forces.

It is always healthy to see our community aim high and perhaps challenge the status quo as we plan for the future with a sense of unity and combined purpose.

How do we ensure the school community voice is captured in the strategic plan?

This year in commencing the strategic planning process, the College Executive set out to call on experts in their fields. Parents and staff were invited to a special Strategic Planning Summit to hear and discuss the future of education and the challenges we as a College, and as parents, face from a collection of expert guest speakers.



Designing Our Future Together STRATEGIC PLANNING SUMMIT 2023



Effectively equipping Gen Z and Gen Alpha for the new world of work

ASHLEY FELL

Social researcher, author, TEDx speaker and Director of Advisory at the internationally recognised McCrindle.



Parent school partnership – what role do parents play to make a difference?

DR JUSTIN COULSON

Parenting expert on Channel 9's Parental Guidance and founder of Happy Families.



Bio Hacking Resilience and Wellbeing

ANDREW FULLER

Clinical psychologist, family therapist, author and speaker.



Reinventing the classroom – quality pedagogy in the digital age

BRETT SALAKAS

HP Education Ambassador, author, speaker and tech leader.



What parents want and why parents matter

ANDREA SACKSON AND AMANDA WATT

Experts from Independent Schools Queensland (ISQ), the not-for-profit peak body, dedicated to championing independent schools across the state.

What parents want and why parents matter?

As part of this special event, key questions were developed to drive discussion amongst key stakeholders.

Questions such as:

From the presentations this evening, can you describe one or more emerging issues that you believe are highly important for Ormiston College to consider and prioritise as part of its new Strategic Plan?

When thinking about the big picture for the future of Ormiston College, what issues do you consider to be most important for students' experience of being at school?

When thinking about the big picture for the future of Ormiston College, what issues do you consider to be most important for students' preparation for the future?

Students were also involved in the strategic planning process throughout the year with student representatives from Year 6 to Year 12 being invited to attend the Student Strategic Planning Summit.

Students, staff and parents have also had the opportunity to complete a survey with hundreds of responses being collected and analysed to inform our discussion around key priorities for the future.



The Ormiston College Strategic Plan provides a blueprint for continued action and excellence at Ormiston College in the coming years. Our strategic goals have been informed by valuable research and extensive collaboration among those who care most about the future of OC – the students, parents, friends, staff and members of the Ormiston College Board of Directors.

As the year comes to a close, the College will now document our collective priorities. This will now guide our work, influence our decisions and illuminate clear pathways along which the College will travel to inspire young people as they develop belief in themselves, a values-driven and community mindset, an adventurous attitude to learning and a breadth of skills ensuring students continue to grow, adapt and engage meaningfully with the evolving and globalised world we share.

With an impressive history of achievement behind us, the Ormiston College community still dares to dream and, of course, will always *Seek to Achieve* as our motto professes. We are passionate about our future vision for Ormiston College, and we look forward to creating it with our community. ■





We spark a journey of discovery.

“ Our Inspirational Leaders talk the talk and walk the walk **”**

Leadership in early childhood

“I never thought in terms of being a leader. I thought very simply in terms of helping people.” John Hume

Our Early Learning environment is fun, stimulating, safe and exciting and is filled with safe, yet challenging open-ended materials that provide ongoing opportunities for open-ended play. Our curriculum is adaptive and is driven by the child, with the emphasis on exploration, creative expression and active learning in a nurturing and relaxed environment.

Our Leaders of the future

“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.”
John Quincy Adams

Our Early Learning Centre is the start of a journey of joint enquiry, a place where we all have a shared vision for our future leaders. All children have the potential to become strong leaders. Leadership that is fostered over time is a valuable quality, not only for the individual but for the community.

Our frameworks strongly promote the incorporation of many learning outcomes associated with good leadership. Our Educators plan effectively to provide learning opportunities that promote better outcomes for the children in our care. We strive to ensure our children are socially and emotionally supported by teaching them to be resilient, empowering them to make decisions in matters that affect them, and teaching them to be independent, show persistence and be empathetic.

By creating open and inviting play spaces, we encourage children to use equipment with confidence and skill. By leaving provocations in the learning environment, it leads the children to be curious and imaginative in their play.



They negotiate and problem solve together and support one another in their learning.

Supporting the children to acquire these new skills begins as soon as they start in our Toddler Room. The Educators effectively demonstrate how to accomplish tasks and involve the children in all transitions and processes. The Toddler and Kindy children may help to water the plants or help care for a friend when they are sad; the tiny steps that are taken grow each day as more responsibility is given to the children enabling them to feel a sense of achievement.

“ Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others. ”

Jack Welch

There are many roles and opportunities within the classrooms that allow our children to display these characteristics: showing compassion and kindness for others, displaying strong community values, or by taking on a role and responsibility without being asked.

Children exhibiting these behaviours are then chosen to be a ‘Superstar Leader’, who in turn become strong role models for the other children during everyday transitions. They will announce when it is time to reset the room or tidy away resources and they will demonstrate what needs to be done. They will then oversee various transitions throughout the day. The children in these roles are not always successful in their tasks first time, but they persist even when they find tasks difficult. When they do achieve their goals, they show their strong sense of achievement and become

more passionate about their roles. In turn, this inspires other children to take on a leadership role.

By providing an interest-based program and rewarding new ways of thinking, the children thrive and are passionate about the roles they have taken on; this encourages them further and they start to take ownership and role model their practice to others. They too will praise the children who are starting to make independent choices and decisions. This positive reinforcement has a valuable outcome for all our future leaders.

“Courage doesn't always roar. Sometimes courage is the little voice at the end of the day that says I'll try again tomorrow.” Mary Anne Radmacher.



Our very own ‘Leadership Committee’

Our children’s ‘Leadership Committee’ has become a great success, plus a very integral part of the Early Learning Centre. With each annual appointment, a small group of eight children, most aged five, take on their role with great enthusiasm. The children decide where they would like to meet and what resources they would require for their meetings. On one occasion, we were informed that they would like to sit at a round table and have a jug of water and glasses!

The children discuss various topics and help to provide feedback for our younger children in the Toddler and Kindy Rooms. In one instance, they were instrumental in conducting a risk assessment of our outdoor environment, telling me what they considered a hazard and providing feedback on how they would solve

any problems. It was authentic and informative and gave me an insight into how the children think and the way the world is viewed through their eyes.



Spotlight on **Andrea Potter**

I look back to when I was offered my first Director role in October 2010. I had only arrived in Australia in the April of 2010 and had started working as a Lead Educator at an Early Education Centre. This was to be my first role as Director after mainly working in the state primary system in England.

Starting in a position of Leadership, I needed to firstly establish a culture of feedback, trust and openness; I worked collaboratively with my team, the families, and children, developing strategies and skills for reciprocal communication. When I look back to 2010, I realise I had a lot to learn in terms of supporting and leading a team of Educators.

When I started at Ormiston College in January 2016, my focus was to lead and to work with others to create a culture of joy, where Educators had a clear understanding of care and education and the needs and rights of others. To do this, I demonstrated a deep respect for each individual’s unique qualities, strengths and experience and, in turn, I was able to help support and build each Educator’s capacities to take action and participate in decision-making processes.

I worked in the same role as the team I was supporting and demonstrated regular reflection of my own pedagogical practices and values, ensuring my reflection was critical. I was able to change my own practices and abandon what was no longer useful or appropriate to the vision, values,

or strategic direction that I supported. My team of Educators could see that I constantly sought feedback to improve myself and my relationships with others.

By fostering and respecting the collective strengths and capabilities of the team and involving them to improve their practice, our Educators have become more confident in their abilities and are passionate about what they are achieving. The Educators support and guide each other and take on leadership responsibilities within their roles. There is a great mutual respect between our team at Ormiston College Early Learning Centre, which strongly influences the Educators’ practice and makes them incredible role models for the children in our care. ■



Director of The Early Learning Centre and Outside School Hours Care

An exciting and very special invitation

Last year, the children's Leadership Committee was invited by the Headmaster to hold their meeting in the College boardroom. The children were extremely excited to receive such a very special invitation to an important part of the College. The group ventured over to the College Administration building and were greeted in Reception by Mr Webster. They were then escorted to the boardroom, which was set up formally with glasses and water on the long table and 'big' important office chairs to sit on.

Our ELC Teacher, Gemma Higginbotham, began the meeting by discussing their role as members of the Leadership Committee, then followed on with the first topic which was "How do we keep ourselves and others safe in the ELC?" Ideas were brainstormed verbally, then transferred on to paper via drawings. It was

wonderful to see the children engaged and displaying so much enthusiasm.

The whole purpose of the Leadership Committee is to give the children the opportunity to have their say about issues and decisions that affect them, learn new skills, have fun and develop a sense of urgency. The children will then provide feedback to their peers and, by doing so, become the collective voice of the Early Learning Centre.

Prior to the end of the very impressive Meeting, the Headmaster invited the members of the Leadership Committee to join him on the boardroom veranda where he presented them with official lanyards as acknowledgment of their important positions. He also congratulated them on the excellent work they were carrying out.



Members of the Leadership Committee in 2022: Charlotte Allan, Chloe Legge, Emma Scott, Isabella Wang, Jack Turner, Laura Di Salvo, Leo Waddell, Miller Leddy, Saskia Fitch

When children are encouraged to work together as a team, or they are given a role in a project or activity that is important to them, it will encourage them to take on a leadership role. They become more passionate about the subject, leading to the children taking action, solving problems and supporting others. Our children made resources to sell at our Christmas Stall last year. We talked about a suitable charity to donate our money to and the children decided what resources they would make. They discussed

suitable prices, made posters and set up the stall every day. They also made sure they were dropped off early each day so they could oversee the setting up of the stall and ensure they were in charge of selling the items to the families.

This year, having acquired many new skills, our original founding members from the 2022 Leadership Committee successfully progressed on to Prep, opening up eight positions for the selection of our new 2023 Leadership Committee.



Members of the Leadership Committee in 2023: Alexander Brace, Christopher Greene, Cohen Walker, Ella Gordon, Hana Juta, Isla Williams, Noah Pieri, Olivia Kidner

“The key to successful leadership is influence, not authority.”

Kenneth H. Blanchard

As Early Childhood Educators, it is important for us to also take the advice of the children and let them take the lead. Before the children come inside each morning, they are responsible for making sure the yard is tidy and safe for the younger children. We have extended this by informing them of what the current learning and interests are in the younger rooms. The children can then become the 'Intentional Teachers'; they can decide what new concepts or skills they are going to introduce to extend the current interests. As Educators, we can then take this information and learn from their suggestions. They give us an insight into how they mind map for

their own interest. The children will then set up activities and provocations for the next time the children come outside. This starts an array of new thoughts and problem solving for all the children to enjoy; it also provides an opportunity for our older learners to discuss plans and strategies to address new situations.

Our vision for the future is to instil good qualities in our children. We want them to be strong, confident individuals who demonstrate kindness and compassion for others. It is important we create a good example for our children and teach them how to care for others and be good role models. ■

Spotlight on Early Childhood Educator



GEMMA HIGGINBOTHAM

Working in Early Childhood is an extremely rewarding career; however, being a Teacher in the Early Learning Centre of Ormiston College certainly exceeds all my expectations. As staff members we are constantly being rewarded by the results and achievements that occur on a daily basis.

I was delighted to have the opportunity to put together a 'form of charter' listing the fundamental principles relating to our framework, structure and philosophy for leadership. The full document is available at the ELC.

The United Nations Convention on the Rights of the Child advocates that: "All children have the right to say what they think in all matters affecting them and to have their views taken seriously, to get and share information that is important to their wellbeing."

Our meetings of the Children's Leadership Committee occur every fortnight. The children are always so ready to demonstrate a sense of responsibility and enthusiasm; we are excited to listen to more of their ideas and perspectives on matters that affect them and their peers within our ELC community.

Our philosophy and core beliefs are that:- Children have a respective voice. ■

Inside the world of Junior School

During the Junior Years, our students are exposed to a wide range of Ormiston College experiences and events such as Readers Cup, the International Competitions and Assessment for Schools (ICAS), Easter and Christmas Celebrations, Book Week Parades, House Competitions and Sporting Carnivals. An array of co-curricular programs including Sport, Instrumental Music, Choir, Drama, Art, Chess Club, plus Science, Technology, Engineering and Mathematics (STEM) are offered. We encourage our students to be involved in all programs on offer.

Several incursions and excursions occur during the year with the Year 3 Camp being the first big outdoor education experience held over two days. The students in Years 4 to 6 attend Camp for three days and two nights and experience a wide range of outdoor activities. Camps develop independence and resilience and encourage collaboration and teamwork.

Positive partnerships between home and school are crucial. It is easy to uphold our high standards with support from our committed families. We have an open-door policy in the Junior School and at the College.

Parents are most welcome to make a time to meet with a child's Class Teacher or the Leadership Team as needed. The learning at school can be consolidated and supported at home; daily revision via homework tasks provides a wonderful insight into what is occurring in the classroom.

The Early Years are a time when the brain develops and much of its 'wiring' is laid down. It is incredibly important that we provide real opportunities for children to learn, develop, lead and have fun during these years.



Children learn through explicit teacher instruction, 'hands on learning' experiences, play, and through their social interactions with others. They rely on a safe and supportive environment in which to learn and grow and it is imperative that every child feels nurtured and secure.

It is important to remember that our students are learning how to become socially and emotionally literate at this age. The experiences and relationships a child may have at this age can affect a child's learning enormously. Positive experiences help the brain to develop in healthy ways.

The Early Years are where the magic certainly happens and 'aha' moments occur daily. It is great to be able to share these moments with our families and we encourage lots of parent/teacher interaction during this early stage. Learning to read is an essential skill.

We encourage families to help instil a love of reading within their children by reading stories and by listening to their children read each day. Independent reading every day is encouraged as the students get older.

As our students transition through the Junior School, they become more independent in their learning and more emotionally mature, but it is important to remember that they are still young and will make mistakes.

Focusing on developing students' confidence and resilience is important. This may be on the sporting field, in class,

or through the wide array of co-curricular interests on offer. At this phase, their friendship circles may also change from year to year. We prepare our students for Middle School by having subject-specific teachers in Years 5 and 6 and a transition program in Year 6.

Our students enjoy a world of digital experiences that will prepare them for a digitally literate world and parents may start to face the challenges of balancing screen time at home. We have explicit cybersafety sessions for our students and parents which hopefully assist our families in making decisions around technology.

The Year 6 students have numerous Leadership opportunities that closely mirror the Secondary School Leadership Program and students are encouraged to become involved in the many activities and projects during the year. In Junior School, we strive to instill a love of learning within our children through the many opportunities that are afforded to them.

The transition program from Year 6 to Year 7 enables students to be confident when they move from our Junior School to become members of our Middle School; this allows them to feel like fully prepared, young people who are proud to be part of the Secondary School at Ormiston College.

We work closely with the Heads of Middle and Senior Schools to ensure that we have smooth transitions throughout each learning phase. ■



**We spark a
passion for learning.**

Spotlight on **Lee Catterall**

I commenced my teaching career in the small township of Moree, New South Wales, after studying at Armidale College of Advanced Education. As a 1983 graduate, I was elated to be appointed as the inaugural Director of the Moree Lutheran Preschool and loved setting up a brand-new Preschool. I then worked in both the private and public sectors of schooling in Moree and Armidale whilst my family was growing up prior to moving to Fraser Coast Anglican College (FCAC), Hervey Bay in 1997. It was there that my leadership journey commenced. I was appointed the inaugural Director of Early Childhood and went on to become the Deputy Head of Junior School. I was at FCAC for 14 years.



**Head of Junior School and
Deputy Head of College**

My journey to Ormiston College

I moved to Brisbane to accept the position of Head of Junior School at Ormiston College in October 2010.

My leadership journey continued at Ormiston College as I was appointed to the position of Deputy Head of College P-12 in 2015. This was a great honour and has certainly enabled me to develop a broader skillset as a leader. It has also provided me with a greater insight into the strategic direction of the College from Prep to Year 12.

In 2021, I was reappointed as Head of Junior School whilst maintaining my Deputy Head of College position. In this dual role, I lead the Junior School Team and support the Headmaster in all College matters.

Our Team Behind the Magic in the Junior School

The College is fortunate to have two Deputies with whom I work very closely to ensure the smooth running of the Junior School. Erin Ware and Michael Crowe are experienced educators who focus on the Wellbeing and Curriculum areas. There are also four Team Leaders to assist with Curriculum; an E-Learning Teacher Leader to assist with Digital Technologies; a Learning Enhancement Coordinator; and several Senior Teachers on the teaching team. Our highly regarded staff at the College work closely together to ensure the smooth running of a P-12 school and we are well supported by our Headmaster, Mr Brett Webster and the College Board.

I have worked on several key projects throughout my time at the College which have included developing the College's unique Teaching and Learning and Student Wellbeing Frameworks along with a Languages Review and further development of the Chaplaincy Program.

I am currently the President of the Independent Primary Schools Heads Association in Queensland (IPSHA) and also sit on the Queensland Branch Executive of the Australian College of Educational Leaders.

I was humbled to be recognised for my commitment to education in 2019 when I received an award from the Australian Council of Excellence in Leadership (ACEL) and was thrilled to be named on The Educator Hot List in 2021.

I have a passion for the Arts and enjoy taking the Kinders Choir ensemble each week. I also relish being involved in our College musicals and watching our students participate in the many sporting events across campus.

One of our College core Christian Values is Service. I strongly believe that building a culture of Service is incredibly important. We have numerous student-led service activities that are run by our Student Leadership teams during the year, and it is wonderful to see our College community supporting these causes.

I enjoy working alongside our Chaplain, together with Mrs Wong and our Hearts and Hands Crew, to lend others a helping hand in the College and wider community by cooking meals, donating to causes and undertaking projects such as the mural painting at the Redlands District Special School. ■

Pastoral Care in the Junior School

Student Wellbeing is of paramount importance to us at Ormiston College. We have recently reviewed our Student Wellbeing Programs and have implemented a new Student Wellbeing Framework that focuses on being 'well', 'prepared' and 'connected'.



All students at Ormiston College undertake explicit Health and Wellbeing lessons each week and really enjoy being part of the Buddy Program which enables cross campus connections between our older and younger students.

Our Christian Values of Compassion, Respect, Integrity, Responsibility and Service commence in Prep and continue through to Year 12. We instil these values through our daily care, explicit lessons, and through the support of our Chaplain.

We aim to ensure a safe and caring learning environment for all our students. We believe that our students want to be the best person they can be and will thrive in an environment where they feel respected, supported, and part of the school community.

We have high expectations of student behaviour in classrooms and in the playground. Over the past few years, we have embarked on a Behaviour Management journey.

We have worked with staff to develop a consistent classroom management system; devised Playground Guidelines for teachers and students which include levels of behaviour with appropriate consequences; and rebranded our 'Responsible Thinking Room'. As part of this process, staff agreed on a shared belief:

- We listen to understand
- We are respectful
- We are calm and kind

This belief underpins all our behaviour management systems and is upheld by staff members.

All teachers use a consistent approach where students move through steps that promote appropriate classroom behaviour. These steps include aspiring to be a Role Model and Exemplary Student within their classroom.

With regards to the playground, we have worked with the teaching team to devise guidelines for staff on duty and for students, outlining appropriate behaviour, rules and

responsibilities. These guidelines include levels of students' behaviour and appropriate consequences.

Celebrating learning and achievements in academic and pastoral areas is a significant component of creating a safe and caring environment for all students. Our students' achievements are celebrated each week in our assemblies, where they receive Merit Certificates and capes and take part in our Golden Ticket draws.

These initiatives reinforce the foundations of success and aim to develop all children to their full potential. ■



Spotlight on Erin Ware

I commenced my career in education in 1993, working in both New South Wales State and Catholic education sectors. In 1997 I added Independent Schools to my repertoire by moving to Queensland and accepting a position at Ormiston College.

As a classroom teacher, I continually added to my skillset via professional development and opportunities provided by Ormiston College in a vast number of fields over many years.

As Team Leader of Years 5 and 6 I worked collaboratively and supported colleagues to develop improved academic outcomes for their students. This was achieved through leading professional development sessions across the campus, building resources for all staff, building strong working relationships, and embedding critical thinking skills, literacy, numeracy, and ICTs into the curriculum.

My position as Deputy Head of Junior Years for the past seven years has provided me with a diverse range of experiences and the opportunity to work with a wide range of students, parents, teachers, committees, executives, and teams across the entire P-12 campus.



Deputy Head of Junior Years (Wellbeing)

I was awarded a leadership commendation from ACEL in 2021 for my work on the Student Wellbeing Framework. I was delighted to receive a 25-year recognition of service plaque from the College this year and was excited to step up into the Acting Head of Junior School role while Lee Catterall was on Long Service Leave in Term 3, 2022.

I strive to remain up to date, move with the times, be flexible and organised, and inspire students and colleagues to strive for their own success. The educational landscape is rapidly changing, and I believe it is our job as educators to stay abreast of these changes and equip students with the knowledge, skills, and drive to become tomorrow's leaders, and to compete on the global stage. ■

Getting the foundations right

Building strong foundations of Literacy and Numeracy are key priorities in the Junior School. We have recently reviewed some of our programs to further enhance our student outcomes.

Last year, the Junior School implemented the Big Write Program and the new Vocabulary, Connectives, Openers and Punctuation (VCOP). The aim of this framework is to support the teaching of grammar and the conventions of language with the aim to improve students' writing achievements from Prep to Year 6.

The framework focuses on the teaching of vocabulary, sentence

structure and punctuation and its effective integration into student writing. An explicit instruction model based on the gradual release of responsibility, along with mastery learning strategies, explicit learning intentions, success criteria, and transfer of knowledge and conceptual understanding through on-demand writing opportunities, provides an evidence-based pedagogical approach.



“ The aim of this framework is to support the teaching of grammar and the conventions of language. ”

Furthermore, our emphasis on improvement in student literacy outcomes has seen the introduction of a new spelling program in Year 3 to Year 6. The Spelling Mastery program interweaves three approaches according to students' skill development and provides straightforward lessons to help efficiently and effectively teach the spelling skills students need to become proficient readers and writers.

The program provides a logical next step in their development in literacy following the instructional pedagogies used with the program 'Get Reading Write' which is a very direct and prescriptive synthetic phonics approach used in Prep, Year 1 and Year 2.

In relation to numeracy, the Prime Maths program has been implemented in each

classroom from Prep to Year 5. The program develops conceptual mastery and procedural fluency. It enables teachers and students to evaluate learning and identify areas of remediation if needed. The Concrete-Pictorial-Abstract approach enables students to make meaningful connections and makes mathematical understanding deep and long lasting.

The impact of these changes and the support provided by our Academic Team Leaders in the areas of literacy and numeracy (Holly Photiou, Amanda Turner, Jemma Trendler and Danielle Askin) has led to outstanding results in external standardised testing. In 2022, the Ormiston College Junior School was ranked as the top independent school in Queensland for its results in NAPLAN. ■



Spotlight on **Michael Crowe**

Teaching was not my vocation when I left school. I studied a degree in Business Studies and embarked on a career in marketing, primarily working at the London Metal Exchange. In my role as Senior Marketing Executive, I took on the responsibility of overseeing the educational part of the business.

In this role, I was also provided with the opportunity to teach traders and industry how to manage risk through hedging. I enjoyed this part of my role so much that I knew that I had to explore a different career in the classroom.



**Deputy Head of
Junior Years (Curriculum)**

Sixteen years later, I am a nationally accredited teacher at the Lead career stage and have held significant curriculum leadership roles at my former school: St Margaret's Anglican Girls School. In my most recent position, I was a member of the Primary Schools' Curriculum Team in the role of Maths Specialist and Numeracy Coach.

As a Lead Teacher, I am recognised and respected by colleagues as an exemplary practitioner. I have demonstrated a consistent and innovative teaching practice over time and initiated and led activities that have focused on championing teaching that makes a real difference and learning that equips students with the attitudes and skills for lifelong achievement.

During my time at St Margaret's, I was awarded the inaugural Vincent's and Willink Family Award for Innovation. The award was presented for my use of blended learning to transform teaching practice. I have also presented at numerous educational events.

I am keen to stress that we are teaching at a time when there is a plethora of evidence to inform what excellent teaching looks like and what strategies have the greatest impact on student learning and development. I believe that it is the moral purpose of educators to improve the achievement of each and every single student each and every single day.

I am also passionate in my belief that, as an experienced educator, it is important to help in the development of colleagues. Schools should be

a place for teacher education as well as student education. During my time at St Margaret's, I led numerous professional development sessions for colleagues and led a team of teachers to develop a whole school early career teacher mentoring program, to assist in the development and retention of teachers at the school.

Moving to Ormiston College

My position as Deputy Head of Junior Years (Curriculum), is extremely rewarding on a daily basis. Through maintaining and modelling high levels of dedication and integrity within my own professional practice, I help students and staff to perceive learning as a lifelong journey. Through my actions I aim to inspire and motivate students, staff and the school community and set high standards for every learner to strive to achieve their personal best.

I understand that educators need to adapt and be adept at making students' learning experiences both meaningful and engaging. To guarantee that I am able to do this, I keep abreast of current research into teaching and learning, ensuring I am in a position of understanding about how best to apply such knowledge to meet the needs of students and improve educational practice within our school.

In August 2022 the Queensland Branch of the Australian College of Educational Leaders (ACEL) held their annual Award Ceremony. I was delighted to receive their ACEL Emerging Educational Leadership Award. ■

**We create a
sense of belonging.**



The Middle Years

A Spark of Discovery!

There is no doubt that the Middle School at Ormiston College outshines in so many areas. We continue to provide both academic and social connectedness to our students, contributing to their engagement and sense of belonging at Ormiston College. This connectedness lies at the heart of our Middle School education.

Middle School – A most critical phase

How would we describe Middle School? In the Middle School, students are undergoing physical changes, exploring their personal identity and yet they are still enormously dependent on and seeking the support of their family.

During their years in the Middle School at Ormiston College students have the opportunity to refine and develop their interpersonal skills and establish their work ethic for academic success.

During these most formative years, students are forming relationships with peers

on their own terms. This can be a challenging time for some students as their friendships start to shift and change.

The College pastoral care program provides students the opportunity to achieve success and be fully supported in their transition to the Secondary learning environment. Students are developing their skills for social interaction with a range of their peers and significant adults. Through a balanced involvement in academic, pastoral, sporting and cultural pursuits students refine their self-discipline and motivation in an environment that is safe, supportive and respectful.



The Middle School aims to provide an environment where students have the opportunity to refine and develop their interpersonal skills and establish a work ethic for successful academic studies. It also upholds the Christian values of compassion, integrity, respect, responsibility and service.

Life in the Middle School

The Middle School is focused on providing a caring and supportive environment that enhances the social, emotional wellbeing of all students and supports their ongoing development as young people of good character.

The Ormiston College Student Wellbeing Framework encompasses three components: I am Well, I am Prepared, I am Connected, and is underpinned by community involvement.

Some Middle School highlights that were included in the Wellbeing program this year include:

I am Well: Mental Health Week activities; Reggie Dabbs presentation developing positive self-talk (for Years 7 to 9); True Education-Sexuality and Relationship Education workshops; Sound Off-Mindfulness Educational Program (Year 7); Start A Revolution presented by the inspirational Glen Gerryn.

I am Prepared: Academic goals and study planning; Planning for Academic Success Parent Evening; Year 9 Careers Unit.

I am Connected: Christian Values focus; Year 7 and 9 Camps, Confidence Challenge (Year 8); 10th Say No to Bullying Middle School Cup, Developing Positive Relationships Program (Year 9).

Making Connections – Transitioning to Secondary School

Making Connections is a unique purpose-designed program for Year 7 students which facilitates the transition journey from Junior School to Secondary School and supports and develops students' intellectual and social skills during their first year in the secondary learning environment at Ormiston College. This program relies on developing a deep sense of connectedness between students, teachers and parents working in partnership towards shared aims, culture and values.

The program commences the year preceding the commencement of Year 7: At the Making Connections Day held in November, students meet with the Year Level Coordinator and teachers of Year 7 and get to know their peers by taking part in activities which build House Spirit and help build new friendships.



Year 7 Camp

What an adventure! Our happy campers enjoyed hiking, raft building, tree top challenges and more on Year 7 Camp at Mount Tamborine. Through activities designed to inspire confidence and a positive attitude, develop respect for individual differences, support trust and cooperation, build self-esteem, and develop leadership skills – new friendships are always formed, and existing bonds are strengthened.

Year 8 Confidence Challenge

United through dance, the Year 8 students have great fun showcasing their moves on stage in a vibrant display of Hip Hop. Each group of dancers can present a totally different version of Rap, demonstrating long, exaggerated dance steps or lots of very minute short steps to fit in with fast music. Work out a theme and plan outfits to wear. Give your group certain parts of the music where they can do something unexpected like a cartwheel. Confidence can be a lot of fun.

Year 9 Camp

Mountain bike riding, indoor rock climbing, archery, stand up paddleboarding, and leadership exercises. These are just some of the activities our Year 9s enjoyed, whilst on camp at Total Adventures Noosa North Shore Retreat. There is such a variety of different skills one can try out and also a wonderful way of introducing yourself to other students who can help and assist you with that new skill. ■

Orientation Day held in January on the day preceding the commencement of Term 1, provides students with an opportunity to meet their classmates and participate in a range of Get to Know You and House activities as well as joining the Year 11 Mentors on a tour of the College.

A focus on wellbeing and making connections continues throughout the year. The Student Mentor Program sees Year 11 Student Mentors connecting with students during Wellbeing Class every week, providing valuable support and tips in building resilience and confidence, persistence and developing their organisational skills.

Say No to Bullying Middle School Cup

The *Say No to Bullying* Middle School Cup is an annual event that reinforces these values; it is now in its 10th year. The students at our Middle School embraced the concept of inclusion and showed their support for the safe and supportive environment we cherish. Groups could act out a short skit, whereby they demonstrate the unhappy effects bullying can create and the difference it makes when empathy, consideration and caring are demonstrated.



Spotlight on Phillip Makridakis

I graduated from Queensland University of Technology (QUT), receiving a Bachelor of Education, with First Class Honours and as a University Medallist. My teaching career commenced in Brisbane in the State Sector, prior to moving on to the Independent Sector, where I taught for five years at ACGS, a top boys' school, also in Brisbane.



Head of Middle Years

In 2004, I joined Ormiston College, during which time I have held several key leadership roles. Commencing 19 years ago as Deputy Head of the Junior School, I took on the role of Acting Head of Junior School in 2010. In 2014, I was promoted to the inaugural position of Head of Middle School, Years 7 to 9.

As Head of Middle Years, I work closely with the Head of Secondary School, Paul Hornibrook, and am responsible for providing effective leadership and management for the Middle School, setting high standards for student and staff performance. A key focus is to ensure the smooth running of the Transition programs as well as the Wellbeing and Literacy and Numeracy programs in the Middle Years.

I am also fortunate to work closely with Head of Junior School, Lee Catterall, plus the support of the two Deputy Heads of Secondary Years Sandra Middleton (Wellbeing) and Paul Dhu (Academic). This ensures we build connected, cohesive and appropriate development, in both academic and wellbeing curriculum between Junior, Middle and

Senior Schools. I pride myself on having great rapport with my students, knowing everyone by name.

I am also a passionate contributor to the outstanding sporting program offered by The Association of Schools (TAS). I have been involved in both Cricket and Football throughout my years at Ormiston College. It has been a privilege to coach the TAS Firsts Boys Football team since 2015, as well as coach the very first ever 'Premiership Winning Team in 2019'. Girls Football was added to the TAS Program in 2020 and I have enjoyed the honour of being the Firsts Girls Football Coach since its inception. I was proud of the TAS Firsts Girls for creating history last year by claiming the 2022 Premiership.

In 2020 I received the Leadership Commendation Award from the Australian Council of Educational Leaders, (ACEL). My enthusiasm and passion for supporting students with adolescent challenges, plus ensuring wellbeing for each Middle School student are paramount to me. ■

We light the fire within.

SECONDARY SCHOOL - CREATING FUTURE SUCCESS

Head start for success
Life in the Senior Years



The Ormiston College Teaching and Learning Framework incorporates an explicit focus on 21st century skills and has been recognised nationally and internationally for well over a decade. Our student spirit, culture, and sense of belonging are acknowledged throughout the learning journey at Ormiston College. For that reason, students transitioning through Secondary School, especially those becoming Year 12 Seniors, have great expectations of academic success, co-curricular involvement, true leadership, and achieving their set goals for entry into future careers.

At Ormiston College, we concentrate on Adaptive Learning in Science and Mathematics, using personalised pathways for our students with Mastery Matrix, based on the student results. These then allow students to access different online tutorials to monitor their progress via success criteria. Personalised video feedback by the teacher is made in order that student and parents are provided with a report. With regard to the STEM Pathway, our whole College program has a dedicated STEM unit in every year level.

All of our Secondary School students have a stylus-enabled touch screen laptop computer. We are recognised internationally as a Microsoft Showcase School reflecting our commitment to the effective integration of technology in teaching and learning. Ormiston College has pushed the boundaries with our use of Virtual Reality, Mixed Reality, Augmented Reality, Cross Reality within the classroom.

We provide a new way of learning for our students, which is of the utmost importance in supporting the development of 21st century skills – creativity, empathy, critical thinking, and technological literacy. We are supporting the development of higher order thinking processes. Under the mantra of ‘developing a culture of belonging and pride’, significant emphasis is placed upon creating programs to support behaviour management; personal and character development; Wellbeing Classes,

Co-curricular and House involvement, plus Student Leadership; all geared toward supporting student wellbeing and encouraging our sense of belonging to a great community.

By the time our students reach Secondary School they are well aware that they are heading in the right direction for a successful future. They have great scope in the choice of academic subjects, also an outstanding and versatile sporting program, music, visual arts, drama, numerous excursions, visiting speakers, great school camps, all of which are shared with classmates and friends.

On top of which, Ormiston College has two of the most dedicated, helpful, caring and understanding teams, our Wellbeing Teaching Staff and our Student Support Services. Both are genuine in their wish to ensure they are always there to help, assist, advise and discuss any matters or concerns with our students and families. ■



Spotlight on **Paul Hornibrook**

My career in education commenced interstate, teaching Science and Mathematics. On becoming a Year Level Coordinator, I was able to expand my understanding of student wellbeing. This led me to the position of Associate Deputy Principal – Behaviour Management, providing me with professional knowledge in the areas of student behaviour and adolescent development.

Returning to my hometown in Brisbane, I then accepted a position at Ormiston College. The possibilities of becoming a part of a completely independent, co-educational, non-denominational Christian school in the very early phase of its development was very exciting.



Head of Secondary School

I was very fortunate to be surrounded by a team of like-minded staff who saw the enormous potential for a small suburban College, in the then Redland Shire, to provide a high-quality holistic education. Through my initial role as Year 8 Coordinator, I was offered the newly established position of Dean of Students, providing me with the privilege of working alongside teachers, students, and families in creating what is now best defined as the ‘OC Spirit’.

After a decade as Dean of Students, I moved to the newly created position of Deputy to the Headmaster. This allowed me to gain a far greater understanding of the Junior School, recruitment, and the overarching considerations of the College Board through my involvement in the Education, Buildings and Grounds, and Marketing sub-committees. This role coincided with the College’s drive to use technology in our classrooms in meaningful and innovative ways; I was able to work closely with key staff during the early stages of this initiative. In addition, I oversaw the establishment of the Chaplaincy program at the College to enhance the Student Support Services.

From Deputy to the Headmaster, I moved to the Head of Senior School role. This role oversaw Years 8 to 12 prior to the establishment of Middle School, which occurred in response to Year 7 joining high school across Queensland. Having worked predominantly in the area of student wellbeing, the Head of Senior School role helped develop my curriculum experience as I worked closely with the Dean of Studies and Academic Coordinators to optimise the outcomes of our Year 12 students.

My role as Head of Secondary School went on to assume overall responsibility for all Secondary School outcomes, requiring much teamwork with the key leaders of the College. The Secondary School structure intentionally places significant support around Years 7 to 9 through the work of Phillip Makridakis in his role as Head of Middle Years. Consequently, my role focuses strongly on Years 10 to 12.

Successful outcomes in the Senior Years depend on each member of the Secondary Executive Team setting clear targets within their respective areas of responsibility and working together for the holistic benefit of the students. I work with Deputy Head of Secondary Years - Academic, Paul Dhu and the Academic Coordinators. The implementation of the new QCE system has been a strong focus in recent years with the development and refinement of courses through Years 10 to 12 aimed at optimising students’ Australian Tertiary Admission Rank (ATAR). The ATAR is only one part of a holistic education.

Student Wellbeing is the foundation that allows students to have a successful mindset. I work with the Deputy Head of Secondary Years – Wellbeing, Sandra Middleton, plus the Year Level Coordinators, and Student Support Services Team to ensure that the wellbeing of students is front of mind, especially during the challenging Senior Years of schooling.

In addition, collaborating with Head of Learning and Innovation, Craig Askin, is critical to providing students with an opportunity to develop the skill sets and mind sets required to be successful in a rapidly changing world driven by technology.

Finally, Dean of Activities, Jack Pincott and Dean of Music, Jason Taggart play pivotal roles in the Secondary School through the coordination of the co-curricular programs where so much of the OC Spirit resides.

I am fortunate in my role to be part of our students’ final journey to graduation. It is an honour to witness these young adults graduate, brimming with so much potential to take on the challenges of life beyond school. Our graduates have been nurtured since Prep by a team of dedicated teaching and non-teaching staff. Within the Executive Team, Ormiston College is blessed to have such capable and passionate educators who continually strive to improve outcomes and work together to deliver high-quality education for our students. ■



I am Well. I am Prepared. I am Connected.

It is widely acknowledged that wellbeing underpins and influences performance in other areas of our lives, including academic outcomes.

What sets Ormiston College apart from other schools is that we have developed a unique Student Wellbeing Framework from Prep to Year 12 that focuses on being Well, Prepared and Connected. This Framework links closely to our Ormiston College Teaching and Learning Framework and supports the strong correlation between student wellbeing and academic success.

Over the last few years, the College has identified the need to reflect on and reimagine our wellbeing programs and create contemporary and dynamic student-focused programs relevant for today's world.

In 2020 a Student Wellbeing Team, consisting of Executive staff and key pastoral leaders from Prep to Year 12, was established to review the Student Enhancement Program.

The team applied for and was successful in obtaining a \$12,000 grant through Independent Schools Queensland to assist

the team of Executive and Middle Leaders to undertake research, attend professional learning days and collaborate with the team to develop and create the framework.

As a result, Ormiston College now has a unique Student Wellbeing Framework that includes a seamless Wellbeing curriculum, and Pastoral Care program from Prep to Year 12 students. Over 21 staff collaborated and were included in the plan's development. Three key drivers of the review received ACEL Leadership Commendation Awards in recognition of their work.

“ Wellbeing is fundamental and contributes to being successful academically. It is, indeed, the most important ‘lesson’. ”

The Ormiston College Student Wellbeing Framework focuses on being Well, Prepared and Connected underpinned by strong Community Engagement.

Wellness encompasses social, emotional, behavioural and physical wellness in a conscious and self-directed process to enable us to achieve our full potential.

Being prepared is a continual process that creates an environment where individuals can reach their potential.

Being connected is a feeling of belonging or having an affinity to a group or community. This connection is underpinned by the Ormiston College Christian Values.

Community engagement establishes strong relationships and creates mutually beneficial links with services, organisations and agencies within the local and wider community. ■

Spotlight on **Sandra Middleton**



Deputy Head of Secondary Years - Wellbeing

In 1994, having completed five years teaching experience in Sydney, I was at the start of my career. Technology was burgeoning in education, and I had just completed a two-year course of Information Technology. This led to my appointment as a teacher of Information Processing and Technology (IPT). At the same time, my leadership journey at Ormiston College commenced.

I moved into the role of Year 12 Coordinator for three years in 1997, and at the same time inherited the role of Queensland Core Skills (QCS) Preparation Coordinator. Preparing students for their QCS Test has always been a team effort and one I was involved in for over twenty years. Soon the College needed Careers Guidance and Counselling services and after studying externally for a Master of Education - Counselling, I was appointed to the inaugural position in 2000. The team of one was expanded and evolved into our Student Support Services Team.

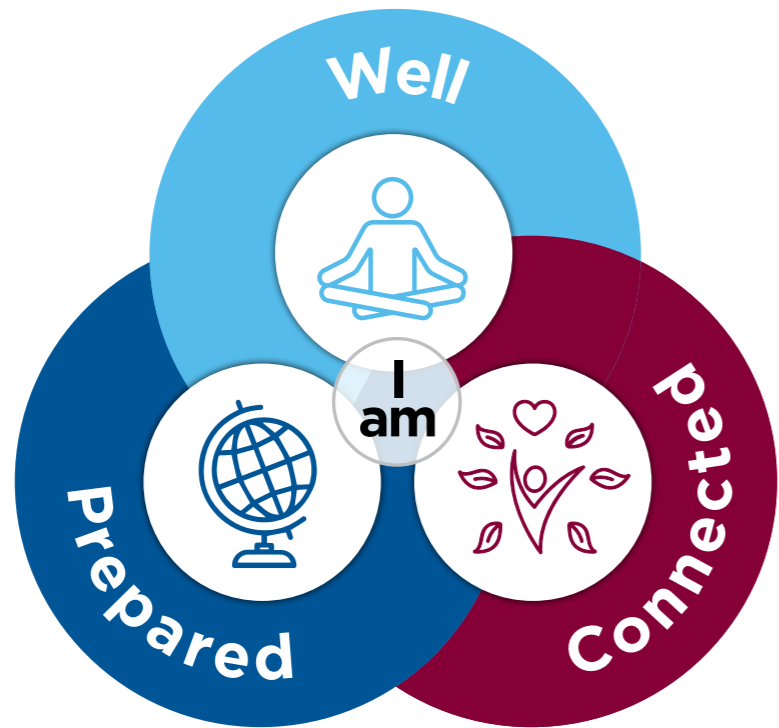
Fast forward to today and I am now in my eighth year as a Deputy, commencing as Deputy Head of Middle School in 2016. This role was subsumed into my current position three years ago. A different skill set was required, and interactions with students and parents include some of the

harder conversations about some less than positive choices made by their children. Sometimes these are the hardest days in this role, as disagreement is a landscape I do not venture into often or willingly.

There are always wonderful people around and a cohesive and supportive Wellbeing Team is paramount. Letting people know they are cared about is so important. Many students are born with ambition and desire leadership, whilst others take a different approach and learn as they go. When the situation encourages students and staff to step forward and take on a role of skills that you do not realise you have, then values play an important role for any one leading others. Be prepared to do the work you are asking others to help you with. A leader has to be genuine, compassionate, down to earth, prepared to work hard, and to work alongside their friends and colleagues. ■

Ormiston College Student Wellbeing Framework

The framework encompasses three components and is underpinned by community engagement.



Wellness is a multidimensional active process of becoming aware of and making choices towards a healthy and fulfilling life. It determines how we feel and interact with others in order to thrive. Wellbeing encompasses social, emotional, behavioural and physical wellness in a conscious and self-directed process to enable us to achieve our full potential.

Being **prepared** is a continual process that creates an environment where individuals can reach their potential. It provides the skill set to manage the opportunities presented in the future. Being prepared includes skill development, reflecting on experiences, being resilient and nurturing a growth mindset; and is co-dependent on an optimistic attitude.

Being **connected** is a feeling of belonging or having an affinity to a group or community. This connection is underpinned by the Ormiston College Christian Values. It encompasses respect, tolerance and acceptance of self and others through establishing and maintaining supportive relationships.

Community engagement establishes strong relationships and creates mutually beneficial links with services, organisations and agencies within the local and wider community. Partnerships with families are strengthened through shared beliefs to improve social, environmental and cultural prosperity.



Spotlight on Secondary School Year Level Coordinators



Year 7 - KERRIE SULLIVAN



Year 8 - EMMA APPLETON



Year 9 - SHAUN GRIGGS



Year 10 - ASHLEY GREENE



Year 11 - PETA RAFTERY



Year 12 - SARNDRA BOWN

The team of Year Level Coordinators and Wellbeing Teachers encourage our students to make positive choices, to accept responsibility for their decisions and reap the benefits (or contemplate the consequences) of these choices. The dice does not always roll favourably for some students, and we aim to provide a safe, secure, happy environment that allows them to flourish and perhaps park those things they cannot control for at least a few hours.

As the College continues to support wellbeing, it is when we see our young people happy, smiling, laughing and being fully engaged in all facets of our Ormiston College education, that we know we are being successful. We will continue on our journey ensuring this is always the case. ■



**We ignite their
passion for learning.**

“ *Our Learning Enhancement, Student Support Services, and Academic Administration staff, all play an important part in guiding and supporting students through their Ormiston College academic journey.* **”**

Guiding the **Academic Journey**

Ormiston College's innovative approach to curriculum delivery has been recognised nationally and internationally for over a decade.

Underpinning the innovative approach has been:

- The development of a Teaching and Learning Framework that incorporates an explicit focus on the 21 century skills.
- A long-term college-wide commitment to the meaningful use of technology.
- A commitment to a one-to-one laptop program using Microsoft OneNote and Teams as the primary platform for online learning and resources – accessible anywhere, anytime.
- Recognition as a Microsoft Showcase School enabling access to technology experts (from within and outside the College) and emerging technologies to trial in an educational setting. For example, Ormiston College has pushed the boundaries with respect to the use of Virtual Reality, Mixed Reality, Augmented Reality, Cross Reality and Humanoid Robots within the classroom.
- A mindset where experimentation is embraced and making mistakes is viewed as part of the pathway to discovering innovative practices that enhance learning which is scalable.

Creating authentic learning experiences

Mixed Reality technology is providing an environment in which to bridge academic knowledge and concrete applications to the real world and work situations. Misconceptions that many students hold in learning areas are mostly due to concepts being abstract, counterintuitive, and lacking relevance; thereby, increasing the cognitive load and decreasing motivation and learning. Through the increased relevance and situated nature of Mixed Reality technology, our students are learning academic content in authentic 'student world' experiences that are both relevant and timely to their lives.

Reconceptualising constructivist learning

We are reconceptualising how Mixed Reality technology can support constructivist learning so that students can construct and transform their own knowledge from meaningful experiences. In these types of experiences, our students engage in authentic problems, explore solutions and collaborate with others. In addition, students are also using this technology and artificial intelligence to control their learning in a consequence free, explorative manner by practising in environments that are highly immersive and that closely parallel real-world situations.

Optimising student engagement

With a new generation of learners in our classrooms, we are faced with a problem of how to engage these types of learners in the learning environment. A lack of engagement is considered a major reason for unfavourable behaviours that ultimately hinder student success. Mixed Reality technology allows us to optimise student engagement, and deliver hands-on, interactive, multisensory and immersive experiences. This provides a new way of learning for our students, delivering powerful experiences they may not have encountered in a subject area before.

Supporting the development of students' 21st century skills

Today's workforce increasingly demands 21st century skills such as creativity, empathy, critical thinking and technological literacy. Rather than just using this technology to improve a traditional teaching method, we are embracing Mixed Reality technology to redefine how we are supporting the explicit development of higher order thinking processes and the development of students' 21st century skills.

Simulating environments and visualising abstract concepts

We are using Mixed Reality technology as a learning tool to create simulated environments in order for students to empathise with others and consider different perspectives. This is essential in today's interconnected world as team work often requires collaboration across companies and/or with people from different cultures. This technology is also empowering our students to easily visualise and manipulate objects to make difficult concepts easier to grasp. Creation-oriented or world-building virtual environments that permit coding along with easy virtual creation enable our students to consolidate their understanding of abstract ideas and demonstrate their mental models.

Continuing to prepare students for ATAR through innovative curriculum delivery.

The introduction of the ATAR system in 2020 resulted in significant changes in the syllabuses and assessment methods.

Over the last handful of years, this required the Secondary School to carefully review its curriculum delivery to ascertain what strategies from the previous OP system could be retained and what new thinking was required to position students to be their most successful in the new system.

The ATAR system structures all courses based on four units, with Units 1 and 2 completed in Year 11 and Units 3 and 4 completed in Year 12. The review challenged the notion that this structure was the best approach given the changes to syllabuses and assessment methods.



Reviews over recent years have led to the following conclusions:

- The College's award-winning Teaching and Learning Framework is robust and provides high quality teaching and learning outcomes, regardless of the mechanisms that would be used to rank senior students.
- The introduction of subject specific external exams was a significant shift and required an innovative approach to curriculum delivery.
- No longer could Term 4 of Year 12 be used for teaching of new material due to the large External Examination block occupying most of the days of Term 4 until graduation. Therefore, structural changes to the scope and sequence of all subjects were required to complete all course content by early in Term 3, building in time for a focussed revision period of Mock Exams and targeted feedback.

Consequently, changes were made to the delivery of the curriculum to cater for the students' needs under the ATAR structure. Ormiston College systematically implemented changes over multiple years in preparation for the awarding of ATARs from 2020 and beyond:

- Middle School courses were adjusted to accelerate learning by the end of Year 9.
- Courses of Foundation Studies in all Senior ATAR subjects in Terms 1 to 3 of Year 10 to provide students with a platform of strong skills essential for future success in their Senior Studies.
- The intent of Foundation Studies was not about teaching Year 11 and Year 12 work in Year 10. The content material covered in Foundation Studies was drawn from the Year 10 Australian Curriculum, not the Senior Syllabuses.
- Foundation Studies subjects were designed to introduce the concepts and language of Senior subjects, allowing students to experience the types of assessment, task sheets and criteria sheets that are used at the Senior level.
- Foundation Studies in Senior subjects occurred during Terms 1 to 3 in Year 10.
- Year 10 students study Foundation Studies subjects in Semester 1 before reducing to six subjects in Semester 2. This allows students to try subjects to clarify which subjects they are best suited to when they commenced Senior Studies.



- Students officially commence Senior Studies in Term 4 of Year 10. This was possible due to the structured preparation during Foundation Studies.
- The early start of Unit 1 work means the objective of completing all course work of Units 1 to 4 by early Term 3 of Year 12, thus allowing the opportunity to comprehensively prepare for External Exams.

As our current Year 12 students await their final results, it is timely to recognise each graduating cohort that has gone before them. Ormiston College is incredibly proud of all our Year 12 graduates for their hard work, persistence and dedication. We thank all our Year 12 students, past and present for enriching the life of OC in so many ways and we wish them continued growth, success and happiness as they create the next exciting chapter of their lives. ■

Spotlight on **Paul Dhu**

Prior to commencing at OC in 2011 as Head of Science, I spent 10 years teaching in the State system. During those early years, my roles included Year Level Coordinator, Acting Head of Science and QCAA panel for Chemistry and Physics. One of my personal passions – Head of Volleyball.

In 2018, I stepped into the role of Dean of Students, which saw my focus on curriculum and assessment in the Science Department convert into a much larger holistic approach. I am now responsible for the Secondary School curriculum, assessment, and reporting from Year 7 to Year 12.

My position was refined in 2021 to that of Deputy Head of Secondary Years (Academic), which continues to see an overarching management of all academics across the Secondary School. This includes leading curriculum changes, assessment calendars, block examination schedules, assessment catchups, academic awards and certificates, academic support and learning enhancement. My role also covers elite athletic



Deputy Head of Secondary Years – Academic

students, subject changes, QCAA, and QTAC processes, student ATAR guidance, reporting, and student data analytics.

I work closely with Paul Hornibrook, Phillip Makridakis, Sandra Middleton, and Craig Askin. We are all able to assist in leading our Secondary School, plus helping our students to achieve their very best; this remains at the front of every action undertaken. ■



Leading by example

– our Year 12 role models

Students throughout Ormiston College recognise and appreciate the fact that leadership is considered a major part of our school culture and history. However, reaching and entering that final year of schooling by becoming a Year 12 student, is the result of many years of accomplishment, achievement and of course leadership.

For our Year 12s, the final year of schooling is of the utmost importance. Students have this final year to achieve their personal goals whether that be in academia, on the sporting field, on the stage and so forth.

As Seniors, our Year 12 students are looked upon as role models within the school. As they excel in their academic and co-curricular pursuits, they display their leadership skills, which by Year 12 is a natural progression along their education journey. They will also be expected to take on a great number of roles and events throughout each term. Whilst there are too many to mention, we will share some of them with you, so you may understand just how busy and vital Year 12 can be, prior to graduation and the transition to membership of the OC Alumni.

A number of events organised by the Year 12 Student Leadership Committees in 2023 have brought the student body together.

The Chop

In 2015, a group of 10 Ormiston College Year 12 students arranged to gather at the Raby Bay foreshore to have their ponytails cut off in support of those undergoing treatment for breast cancer. This selfless act raised \$5,800 for breast cancer research and hair donations were used for wigs for those who lose their hair during their illness.

Fast forward to 2023, and The Chop has become an annual Year 12 fundraiser for OC girls and is now held in the CLI Plaza. Each year our donor numbers grow, not only in cash but also in the number of Year 12 girls who are prepared to donate a part of themselves in such a personal way. They are not only helping those with breast cancer, but demonstrating to other students within the College, that it is a sacrifice that is very worthwhile, and that it is a great feeling when you know you can help those in need. This year's efforts have exceeded every expectation as 53 female students took on the cause, raising more than \$50,000. Hair donations will once again be used for wigs while shorter lengths of hair will be used to create hair booms to rid our oceans of oil that threatens bird and marine life.





The Clip

Inspired by the growing success of The Chop, the boys in Year 12 decided to promote awareness of prostate cancer. Their proposal was also to donate hair for cash and so they launched The Clip this year. The Prostate Cancer Foundation in Australia leads a fund for research in early detection and prevention, which then assists in the treatment of those who have been diagnosed; In this inaugural campaign of The Clip, \$12,000 was raised by Ormiston College students in support of the foundation.

Pi Day

The Academic Leadership Committee hold a Pi Digit Reciting Competition which requires participants to demonstrate their knowledge, of both their mathematical studies and their general learning, which is judged through their memorisation of digits of Pi. This Competition is then followed by a Pie Eating Challenge in celebration of Pi Day. One person per year level is elected by their cohort to participate in the Pie Eating Competition, which is guided by Committee representatives at their year level assembly. The Pi Digit Reciting Competition is open to nominees from both students and staff. The winners are awarded a chocolate bar plus a small prize for runners up.

Student winners take pride in having displayed their expertise of mathematics and the Digits of Pi. A great sense of unity is fostered through each cohort's selection and support of their designated pie eating challenger.

The Letterbox Project

This is a national pen pal program fostering connection and community with handwritten letters being sent across Australia to people feeling isolated and disconnected. The Letterbox Project is the only national program with management and safety embedded. There is no sharing of any identifiable information, all letters are vetted by the Letterbox Project team and approved, allowing relationships and connection to thrive whilst ensuring everybody in our community is safe.

The Project involves people from all walks of life: aged care, disability homes, schools, individual families plus many more people looking to find and to offer connection.

The Service Leadership Committee has promoted the program across the Secondary School, encouraging OC students to reach out, make a connection and help eradicate loneliness and isolation.

Teacher v Student Activities

The Sporting Leadership Committee runs great lunchtime games, bringing together our Senior School students and their teachers. This has certainly become a fun tradition. There are expectations from both sides, which creates lots of cheers and excitement.

The various activities held over the year provide wonderful opportunities for leadership and camaraderie throughout the Senior School.

There is also a great sense of unity and commitment from the staff members who enjoy sharing the event with their students.

We are all extremely proud of the commitment and leadership demonstrated by Year 12 students in their final year. We thank them and wish them every success in their future careers. They will always be a part of the Ormiston College community and OC Alumni. ■



Reimagining learning at Ormiston College

– a Culture of Innovation

Ormiston College, renowned as one of Australia's foremost academic and innovative schools, is undeniably shaping the future of education. Year after year, we strengthen our culture of innovation that spans our entire College, P-12. Our dedicated teachers and students eagerly embrace technological advancements, engage in a progressive curriculum, foster inclusivity for diverse learners, and forge strong connections with our local community.

At Ormiston College, our unwavering commitment to pioneering innovative teaching and learning is evident. We continuously develop students' digital competencies, mindsets, and skill sets, equipping them to thrive in our rapidly evolving 21st century world. This recognition is not self-proclaimed; for nine consecutive years, we have been honoured as one of Australia's most innovative schools. Recognised as one of only a handful of Microsoft Showcase Schools in the country, our innovative use of technology has gained international acclaim. In addition, we were proudly awarded the Best Use of Technology at the Australian Education Awards in 2022, for the third time in five years.

We are at the forefront of pioneering new approaches, exploring opportunities, and leveraging technologies to support learning in the

digital age. Our ongoing partnership with Griffith University's School of Education and Professional Studies and our recent engagement with Hewlett Packard further strengthens our dedication to developing digital pedagogies that enhance learning activities and more broadly, the widespread and innovative use of technology in the classroom.

While Ormiston College is celebrated for its academic and co-curricular achievements, we understand that fostering each child's sense of purpose and emotional wellbeing is equally paramount. We strive to create an environment that is not only academically fulfilling but also joyful, spirited, and secure—a place where every student is encouraged, challenged, and provided with ample opportunities to thrive.

We ignite their imagination.



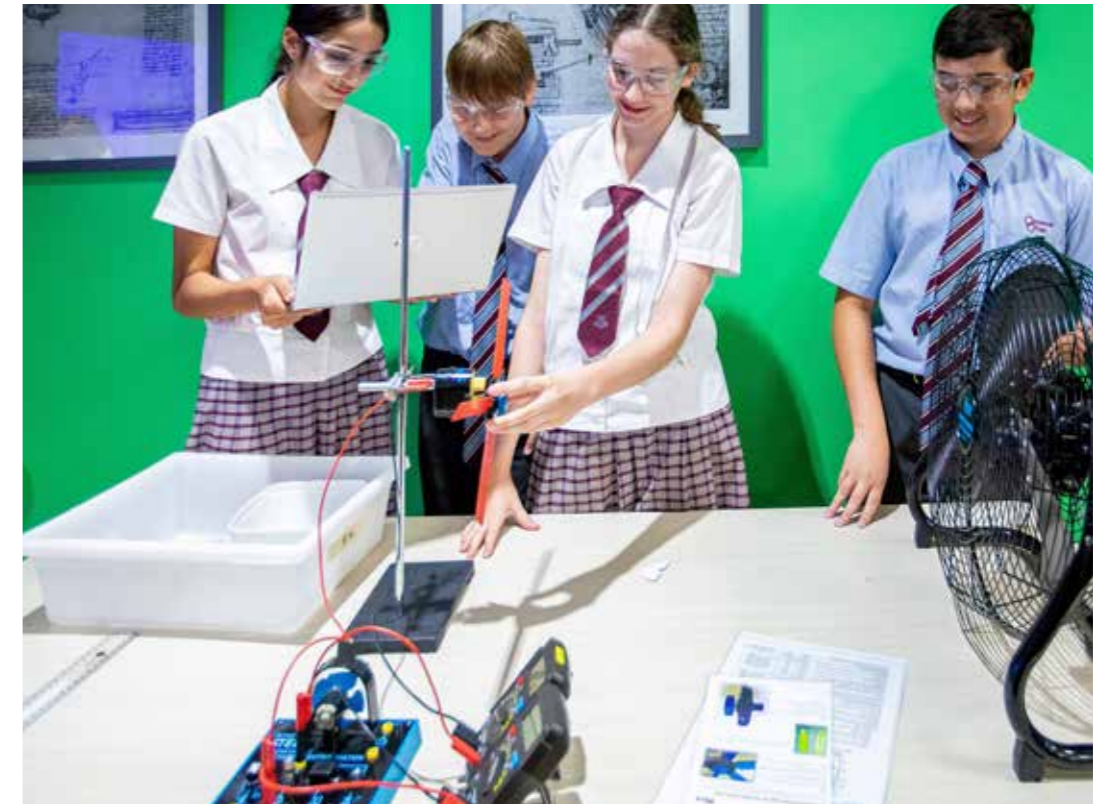
Ormiston College's unwavering commitment to excellence in tech-enabled learning has successfully addressed the needs of both students and educators, fostering an engaging learning experience that yields improved academic outcomes. Our approach to technology is discerning, ensuring that it adds genuine value to learning activities, whether by facilitating a deeper understanding of concepts or by establishing connections to the real world.

The positive impact of technology on our school community is undeniable. Students find it easier to actively engage with their learning, collaborate seamlessly with their peers, and communicate effectively and respectfully. Our comprehensive campus-wide award winning Teaching and Learning Framework equips Ormiston College students with the essential skills to navigate information appropriately, foster collaborative idea generation, and sustain lifelong learning.

The change management and implementation process has been meticulously planned and executed, with our teaching team employing a reflective approach to evaluate the impact of technology on student outcomes. To showcase the meaningful use of technology, all staff members are required to share their insights and utilise data to demonstrate the tangible benefits on student achievements.

Furthermore, Ormiston College has seamlessly integrated STEM education throughout all year levels, establishing a strong foundation in science, technology, engineering, and mathematics.

This comprehensive approach equips our students with the necessary competencies to excel in the fiercely competitive domains of technology and innovation. Our STEM programs have gained recognition for their excellence and their undeniable impact on student learning outcomes.



In our continuous pursuit of transforming traditional classrooms into dynamic, student-centred learning environments that prepare students for success in the 21st century, Ormiston College is now proudly partnering with Hewlett Packard (HP).

Ormiston College is the only Queensland based Incubator school utilising HP's groundbreaking "Reinvent the Classroom" framework that aims to help schools digitally transform to best prepare students for the future. We are engaged in a comprehensive program that leverages artificial intelligence and data-informed decision-making to enhance teaching and learning outcomes. The program provides invaluable support in improving digital pedagogy, designing modern learning spaces, and streamlining the transformation process through expert project management

assistance. Ultimately, the program aims to aid our ongoing digital transformation and equip students with the necessary skills for the future.

The "Reinvent the Classroom" program and Australia's HP Ambassador, Brett Salakas provides guidance for our future strategic planning, offers workshops, training plans, infrastructure support, equipment provisions, and other valuable resources that foster the pedagogical transformation of spaces and technology within the College. By focusing on the seamless integration of information and communication technology and providing essential resources, the program aims to elevate teaching, learning, and the development of digital skills.

We are excited to see where the collaboration will take Ormiston College staff in the coming years as we seek to further enrich our students' educational journey.





At Ormiston College, the integration of Virtual Reality (VR) experiences has revolutionised the classroom, providing students with immersive and captivating learning opportunities. With a proactive approach, the school has equipped teachers with the necessary hardware, software, and curriculum-linked activities and lesson plans, ensuring a seamless integration of this cutting-edge technology into their teaching practices.

Both qualitative and quantitative data unequivocally affirm the profound positive impact of VR on student engagement and academic progress. The breathtaking scenes from around the world, the ability to venture into outer space or dive into the depths of the ocean, and the opportunity to explore the intricate workings of the human body have all inspired students and deepened their understanding of various subjects.

These immersive experiences ignite their imagination and establish a profound connection to the world around them.

Moreover, quantitative data consistently supports the effectiveness of VR in enhancing critical thinking, problem-solving, and creativity skills among students. They have demonstrated a heightened grasp of complex concepts, leading to tangible improvements in academic outcomes.

Over the past 12 months, under the guidance of the Head of Learning and Innovation, Ormiston College has executed a well-planned implementation process, engaging students of all ages in Inspire Sessions. These sessions provide firsthand experiences that enable students to view and comprehend subjects and topics in a deeply personal and meaningful way.

Research consistently demonstrates that the immersive nature of VR significantly enhances students' ability to understand and retain information. Furthermore, the unparalleled opportunity it offers students to embody the perspectives of others sets Ormiston College apart. Studies have consistently shown that visual and immersive learning experiences, such as those facilitated by VR and AR technologies, engage learners on a deeper level compared to traditional spoken lectures and text-based learning.

From a teaching and learning perspective, valuable insights have been gained, leading to the development of suggested best practices. These include curating personalised playlists that create a narrative sequence of resources, fostering deeper engagement and reflection. Additionally, the "Immerse, Share, Repeat" approach encourages students to compare their experiences through discussion, deepening their understanding and facilitating reflection.

The effective integration of VR into our curriculum has yielded anecdotal evidence

that showcases its transformative impact on student learning outcomes. Here are a few examples of the feedback we have received from students based on their experiences:

- Year 8 (Refugees): *"I knew being a refugee was challenging... but I never truly understood the magnitude until experiencing it through VR."*
- Year 3 (Earthquakes and Volcanoes): *"Ah, now I see why different types of rocks form during volcanic eruptions!"*
- Prep (Weather): *"Today was the best day of my life! I felt like I was right there in the midst of a thunderstorm!"*

At Ormiston College, we remain committed to leveraging the power of VR to provide our students with unparalleled educational experiences that foster deep learning, engagement, and empathy.

We recognise the power of applications such as VR and will continue to integrate innovative emerging technologies in our teaching and learning. ■

Spotlight on **Craig Askin**



Head of Learning and Innovation

I commenced my teaching career at Marsden State High School in Waterford West, Queensland, as a Mathematics Teacher in the year 2000. During my first four years, I was called upon twice to take on the responsibility of Acting Head of Department (Mathematics), namely in 2003 and 2004.

In 2005, I began a full-time substantive leadership role after being appointed as a Head of Department (Middle School). From there, in June 2006, I was elevated to the status of Acting Deputy Principal.

My current position sees me playing a key role in the widespread, innovative and meaningful integration of Digital Technologies within the teaching and learning programs at Ormiston College. ■

“ *Ormiston College’s Student Support Services Team are a valued part of our community as they support our students, families and staff in their learning, wellbeing, and career preparedness.* ”

The Student Support Services Team

In 2023 the new Student Support Services Team is committed to establishing a nurturing and safe environment for our students.

The door remains open in Student Support Services and whilst the team is new, the core values that are embedded in the supportive practices that the College offers its students and families remain the same. Student Support Services values the opportunity to work with students, families, and staff and we remain committed to providing a holistic approach to support the wellbeing and mental health of all students. Both guidance counsellors are also registered and experienced teachers, meaning our understanding of the classroom context and the different challenges our students face puts us in a unique position to uphold best practice, which includes:

- Individual talk therapy and counselling.
- Providing and collaboratively creating strategies to achieve a range of student goals.
- Working with parents, families, and staff to achieve the best outcomes for students.
- Working with multi-disciplinary teams to support positive behaviour and learning.

We strongly encourage students, parents, and staff to contact us anytime if they are in need of support and we look forward to continuing the important work of Student Support Services.



Spotlight on Sarah Woodward

Hello OC community! My name is Sarah or ‘Chappy Sarah’ as known by most. I am so excited to be the new Chaplain at Ormiston College. I have been a School Chaplain for six years now and it is a privilege to walk alongside children and young people throughout key moments in their lives.



College Chaplain

My role as the Chaplain is to support students, families, and staff with any social, emotional and spiritual needs that they may have. I am available to chat about all issues, big or small, and where necessary refer to our guidance counsellors as well as outside organisations who may also be able to help.

Outside of providing pastoral care, you will find me running lunch time activities, supporting our Hearts and Hands service team, presenting our College Christian Values, having a blast on school camps and so much more. My role is to help our young people develop good friendships, resilience, and kindness to one another.

In my spare time, I am a key member of The Library Project Vanuatu team, where we collect, sort, sticker books and ship libraries to remote villages in Vanuatu. We then send teams to bless

each village with their library through a cultural immersion trip. Our Hearts and Hands Team is busy sticker books for the project in Term 3, so if you are interested, please reach out to me or Mrs Wong if you would like to join us!

The role of a Chaplain is to create strong community links, I do this by running three Redlands High School Cluster camps each year (through SU Australia), which are run by Chaplains and youth group leaders to provide a time of high energy with fun activities like tubing and ice skating and a space to talk about life, faith, God, plus why connections matter. Feel free to reach out if you are interested.

You can find me in the Student Support Services Office every day except Wednesday. Come and say Hi! ■



Spotlight on **Ranui Hastings**

I began my career in Education as an English teacher and quickly realised my passion for student advocacy, mental health, and wellbeing outweighed my love of literature, Shakespeare, and analytical essays.

Whilst teaching, I went back to university to study a Master of Education (Guidance Counselling) and jumped at the opportunity to become part of the Ormiston College Community.



**Guidance and
Careers Counsellor**

My aim is to support students and work with them to overcome barriers to their learning, advocate for students' emotional wellbeing and be a reliable pillar of support for them at school. In Term 1, we delivered a presentation to the Year 10 cohort about understanding anxiety and recognising when to seek help, as well as adding some self-help strategies to their toolbox.

In my role as the College's Careers Advisor, I am working with the Year Level Coordinators to deliver and implement a seamless careers program that builds upon the current program developing student understanding of subject selections, pathways, and career options from Year 9

through to Year 12. In Term 2, we proudly launched the College's careers website (www.ormistoncareers.com.au), which aims to provide all the latest information that will help students make decisions about their future career and life beyond school. I encourage students at Ormiston College to take ownership of their pathway and, with the help of Student Support Services, gain a sense of empowerment that will inspire them to make well-informed career decisions. As a part of the Student Support Services Team, I welcome your enquiries and look forward to working with students and families in this capacity. ■

Spotlight on **Kylie Penniket**

I have been a part of the fabric that is OC for 15 years, as a teacher of Senior English, and at one time HSS and Geography. My two eldest sons (one graduated in 2021 and the other is presently in Year 12) are also part of the OC community and have been since the opening of the ELC in 2007, so this school has been an integral part of my life for many years now.



Guidance Counsellor

So, after 28 years in the classroom, I decided to take a leap of faith and embark on the next stage of the journey for me, as I felt it was time both personally and professionally for a career change. Student wellbeing has always been my passion. I completed my Master of Education (School Guidance & Counselling) in the early days of my teaching career, with a view to utilise this skill set before my career's end. As fate would have it, this opportunity presented itself in 2023 and I am thrilled to now be part of the Student Support Services Team at OC. Our role is so pivotal in the school, in that we work collaboratively with all

stakeholders to create safe, healthy and supportive learning environments that assist students with their educational, behavioural, mental health and wellbeing needs. Our philosophy is to equip students with the skills needed to ensure that they are self-reliant in their capacity to problem solve the difficulties they may encounter in their life. We also aim to improve their communication and coping skills, whilst promoting positive self-esteem, in an effort to optimise student mental health both now and into the future. We are always here to help and only a phone call away! ■



Parents as Partners The Leaders in our Community

The 2023 P&F Association Executive

President:	Rory Melville	Elected 2018
Vice President:	Michelle Busato-Phayre	Elected 2023
Treasurer:	Luke Goldsbrough	Elected 2023
Secretary:	Belinda Piercy	Elected 2020

We have certainly been fortunate to have experienced many years of dedicated volunteers who have made positive contributions to our College. In fact, the very first Parents and Friends Committee was formed way before any OC foundation bricks were even laid; the same goes for the Board of Directors. Since those first days, back in 1985, the spirit and enthusiasm for OC and all it entails has not waned.

This spirit and enthusiasm are evident in every person who volunteers their time to be a part of the OC community. The College has been very grateful for the strong leadership and organisation shown by so many of our volunteers.

Our current P&F Association President, Rory Melville, is not only a remarkable long-term President but he obviously enjoys celebrating memorable occasions. Rory was elected in March 2018 at the Annual General Meeting of the P&F. That was a special year for the school as it denoted the 30th Anniversary of the founding of Ormiston College. He has held that position since then which leads us into yet another College milestone in 2023, our 35th Anniversary. We have to say that his enthusiasm, along with the rest of the Executive

and other P&F members, supported by Kerry Elliott, certainly deserves our gratitude.

The P&F Association continues to be a proud and vital part of the OC community. It provides a platform for parents and local community members who wish to lend a hand to come together in support of all Ormiston College students. In addition to the 17 active support groups who make an invaluable contribution each year, some special teams in 2023 include:

Mother's and Father's Day Team

A small group of parents assist in sorting, wrapping, pricing, and putting together gifts. This is a big task with dwindling volunteers and these events can only be carried out if we have volunteers.

“Volunteers do not necessarily have the time; they have the heart.”

Elizabeth Andrew



Go2Group

The Go2Group is a group of approximately 50 parents whom we call on in ad-hoc situations to help the P&F or the College. This can possibly involve making up lolly bags, being extra hands at the BBQ, helping with Christmas decorations, assisting in the library and so forth.

A recent report posted by the ABC, highlighted a steady decline in volunteerism, as recorded by the Australian Bureau of Statistics. It was suggested that “If time was a critical factor for your volunteers, consider micro volunteering, the concept of asking

people to do small things for the collective whole, with tasks that are modest enough that people can fit them into their schedules. It is a great way of engaging volunteer teams, setting them up for success.”

It has been said many a time that children of parents who are engaged in their school community, perform better academically; they are also better behaved, have better attendance, and are more likely to graduate and continue with tertiary education. The more parents participate at school, the more successful their children will be. How fortunate we are to have the enthusiasm of our volunteers. ■





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Showcase School

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