

ORACLE

ISSUE 1 2020

'Why Ormiston College?'

**Yes, it's official,
fully authenticated!**

**OUR PARENTS AND FRIENDS ASSOCIATION
a great community**



**ORMISTON
COLLEGE**

From the Editor

Along with many other people, my thoughts for the year 2020 conjured up something quite exciting and different, but like many others throughout the entire world, we could not have imagined how very different things were about to become. Prior to the disastrous event of COVID-19, my original thought for this edition was to detail the different areas that make up the Ormiston College Community, plus to outline the outstanding achievements our school has accomplished over the past decade.

Due to the global circumstances, I cannot think of more relevant and fitting items to discuss. There is absolutely no doubt in the minds of all staff at Ormiston College, that we can and will work together to get through this time of distress and difficulty.

So, here is the 2020 Oracle magazine for Semester 1. The year started well with our graduates from the Class of 2019 receiving the OP results that enabled them to commence on a journey that will lead them towards their future careers.

When looking through the Oracle, with the academic, cultural and sporting achievements mentioned in the various articles, plus the culmination of awards that our school has received, not only throughout its history but in particular the last decade, one tagline kept coming to mind for the front cover of this magazine, that being ...

"Why Ormiston College?".

By posing that question, readers would expect an answer. By reading the various articles on the following pages, that answer becomes quite clear. There are so many positive reasons as to why one would want to select our school.

The many advantages of an Ormiston College education are constantly being heralded by people and organisations outside of the school. Acknowledgement and indeed facts, figures and percentages describing our high academic excellence and meaningful use of technology in teaching and learning is repeatedly noted in the local community newspaper, the Courier-Mail, the Sunday Mail and numerous educational publications. Our reputation locally, nationally and globally is frequently well recorded.

Plus, and most importantly, our ability as a strong community to pull together in times of stress, demonstrates the strength behind Ormiston College and the way in which we all support each other. Whether it be working from home or working at school, we are all working together to ensure the very best for everyone.

I trust you enjoy the following pages as you read about our happenings and events. Returning to the question posed on the front cover ... *"Why Ormiston College?"*, when you come to the end of the magazine, you may respond "Why NOT?".

Valerie Warwick
ORACLE EDITOR

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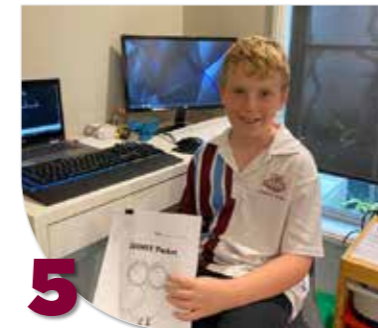
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“ Ormiston College reflects the individual spirit, integrity and values of a co-educational, independent, non-denominational Christian school, catering for students from Prep through to Year 12. **”**

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From the **Headmaster**

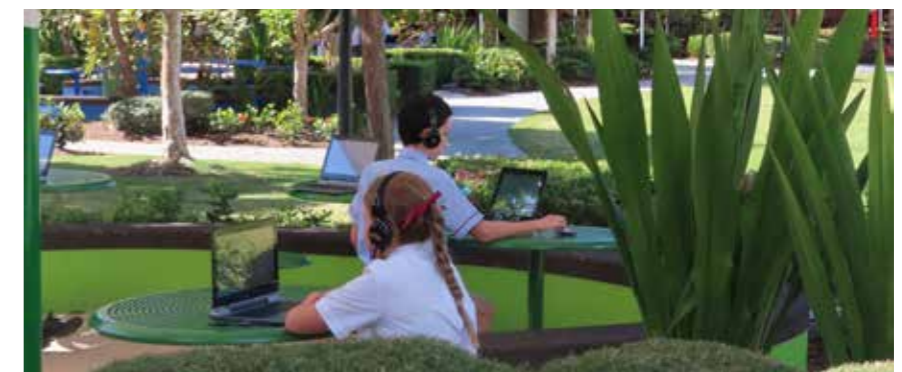
Semester 1 of 2020 will be one for the history books. As we all know, there has been so much change to our much-loved way of life as COVID-19 impacted communities around the globe.

Who would have predicted that our entire approach to schooling would shift this year? That so many Ormiston College students would be learning without access to their magnificent campus? Nonetheless, in true Ormiston College style we have pulled together, looked out for each other and faced these unsettling circumstances as the strong and connected community we are.

Everyone in Team OC has played their part spectacularly well and I extend the warm thanks and appreciation of the College to the countless students, families and staff who have been so encouraging and supportive of each other as we responded, often within tight timeframes, to the unfolding pandemic and its associated impact on schooling.

Behind the scenes our staff have been extremely impressive. It has been inspiring to see our teachers and support personnel stepping up, demonstrating creativity, initiative and leadership across the many sub-teams that make up Ormiston College.

As schools across the nation grappled with the need for a rapid transition to remote learning models, OC's strong track record with tech-enabled learning was always going to provide an excellent platform for success.



“ While we already know that Ormiston College spirit extends beyond the campus, beyond normal school hours and beyond the years spent in uniform, the past weeks have really stood out as something special. ”

While we may have been moving to online learning, we remained focused on high quality learning. We were as determined as ever to achieve the best possible outcomes for students.

By introducing a blended approach to our *Learning from Home* model we worked to provide a comprehensive suite of teacher instructional videos, live online sessions, support materials and pastoral programs all aimed at supporting our students' wellbeing, engaging them in the learning activities, catering for different learning styles and enabling children to learn at their own pace.

As partners in the learning process, OC parents soared to new heights this semester. I take this opportunity to thank the families of Ormiston College for their positive attitude and amazing efforts in the task of home schooling their children.

Furthermore, we were so appreciative of the constant messages from families expressing their support and admiration for the work of the College. These heartfelt messages were truly a source of inspiration as we reimagined the learning

process and repositioned OC to optimise the experience for students amidst an education landscape that continued to change.

The silver lining around this health crisis has been our burgeoning sense of community. While we already know that Ormiston College spirit extends beyond the campus, beyond normal school hours and beyond the years spent in uniform, the past weeks have really stood out as something special.

When we need it most, it is uplifting to see OC spirit come to the fore, to see our values brought to life, to see a tangible sense of belonging and a feeling of being connected to something bigger than ourselves.

Not that we need a crisis. When glancing through the pages of this edition of the Oracle it becomes obvious that pulling together as a community is simply the OC way.

Brett Webster
HEADMASTER



Learning from home

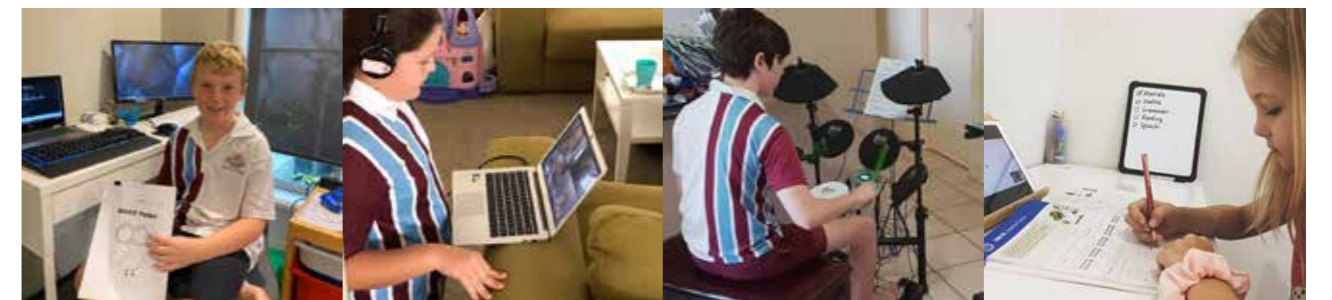
WELL DONE TEAM OC!

As schools across the nation grappled with the need to rapidly transition to online learning, it has been fascinating to see the different approaches that schools have adopted.

Over the many weeks where politicians and health professionals around the country placed restrictions on children physically attending school, hundreds of thousands of Australian parents and teachers tackled a very different looking school day. Of course, there were questions, how long should my child be sitting down to learn

each day? How do I access the online learning platforms?

The experience of both working and learning from home has been a major challenge for all concerned. It seemed every school approached it differently, some by sending daily routines, others allocating work and leaving it to parents to guide the day.





At Ormiston College we took a blended approach to our *Learning from Home* model. As a recognised leader in tech-enabled learning our priority was to deliver quality teaching to ensure the best possible outcomes for students. With a solid asynchronous approach as our foundation, the College then enhanced the learning experience with synchronous, real-time teaching and support activities via live video sessions enabling a variety of learning experiences such as reviewing key concepts, questions and answers, tutorials, group discussions and explicit teaching. OC teachers dedicated themselves to checking student engagement, analysing students' completed work, following up with individuals and ensuring that the set activities always resulted in improved student understanding. Form Teachers and Year Level Coordinators dedicated a large proportion of their time to monitoring the wellbeing of students.



Our comprehensive online offering was strengthened by an exclusive partnership with Griffith University's School of Education creating an exciting breakthrough in the area of online teaching and learning. The project supports the professional learning of our school leaders and teachers, optimising an on-going development of a rigorous validated model for remote schooling via Ormiston College. ■



Professional learning, optimising remote schooling with Dr Sarah Prestridge of Griffith University

Report Card

"Thank you, OC, for the positive attitude towards all trying our best. We are building amazingly resilient and adaptable adults of the future. This is a journey and there's a great team on the task. Thank you, teachers, leadership team and students".

"Thank you to the selfless staff for the care and support you are giving the Campus of OC. Your guidance, be it spiritually, academically or mentally to the students navigating these unknown waters is to be applauded and will assure the students will ride it out. The team at OC set an exemplary example of humankind".

"I want to send everyone involved our family's sincere thanks. Ormiston College staff have worked so hard to create an environment that helps keep our kids feel calm, happy, engaged and connected this time, whether they are on campus or off. The approach has been comprehensive, inclusive and flexible right from the very beginning, and we appreciate it so much".

"Ormiston College has handled the Covid19 crisis with the professionalism and expertise I'd expect from my 12-year association with the school. They've adopted online learning with ease and are continuing to educate our children at a high standard, giving us the freedom to concentrate on our own work commitments. Well done OC and thank you to all the teachers and staff involved".

Thank You Ormiston College

"Thank you for your swift response, OC is wonderful. We are so glad to be part of this amazing community".

"To all the hard-working teachers trying to navigate all these changes - you are amazing and have gone above and beyond in these trying times. Bless you all".

"I want to extend my sincere thanks for all of the effort and hard work that has clearly gone into creating and delivering the online learning platform for the students. I have been checking on my child's learning periodically throughout each day, over this past week and I can see just how much effort has gone into planning the lessons, as well as reviewing their work afterwards and the teachers being available for students (via teams or email) throughout the day should they need assistance. Again, thank you and well done. The teachers and entire Ormiston College staff are doing an amazing job during this incredibly difficult and challenging time. Please know how appreciated it is".

"It's a big decision as to where you will send your child to school and the Coronavirus came upon us and shut us all down so quickly without much time at all to be prepared; OC was right there providing support, sending home learning packs and providing immediate assistance as we began our school on line learning. I really am in awe of how quickly OC adapted. It seemed so effortless and easy from my end (and I know that it would not have been) and it really has been a positive experience. So thank you".



“ It is impossible to enter a whole new decade without reflecting upon the past 10 years, especially with reference to so many Ormiston College accomplishments. ”

In 2013 we completed the Year 7 Precinct. This allowed our students to transition from Junior School to Secondary School and enjoy the new surroundings one year prior to the compulsory Queensland ruling. A big move in 2014, saw numerous Executive and Administrative Staff come together under the same roof with the completion of the long-awaited Administration Building, which also houses Secondary School student reception plus various meeting rooms, offices and amenities.

Towards the end of 2018, our major, and most important building to date, the Centre for Learning and Innovation (CLI), was completed and made available for occupation, allowing the Class of 2018 to benefit from its use prior to their Graduation from the College. In 2019,

the official opening ceremony took place, attended by His Excellency, the Honourable Paul de Jersey AC, Governor of Queensland.

Noticeable growth in academic excellence

Throughout the past decade, our pedagogical structure continued to develop, enhanced by the earlier introduction of the Dimensions of Learning (DoL), originally adopted and implemented in 2006. One of the many advantages of this particular learning framework was that it not only covered every subject and learning area, but more importantly, it enveloped the entire school from Prep through to Year 12. It also underpinned the College aims and mission of laying a foundation for lifelong learning.

2020 ANOTHER GREAT DECADE FOR THE COLLEGE

Our expanding Campus

It has certainly been an outstanding period of progression in regard to the development of our expanding campus. In 2010, we added the Pavilion to the Junior School Oval. The following year, 2011, saw the completion of the Junior Art Centre (JAC), comprising of a lecture theatre and facilities for Visual Arts, Music and Drama. In 2012, the College opened its Health Centre.





During this time, Ormiston College Junior and Secondary School students continued to participate in the International Competitions and Assessments for Schools (ICAS), providing teaching staff with a benchmark on student performance and comparability worldwide. Our exceptional annual results are indisputable proof of the high academic standards our students are obtaining, not only nationally but globally.

Becoming a Microsoft Worldwide Showcase School

Innovation and the meaningful use of technology has long been a focus for Ormiston College, however, this past decade has placed us at the forefront of real-world learning and 21st century pedagogy.

At the beginning of 2015, the College was selected to participate in the Microsoft Associate Showcase Schools pilot program. Our staff, the Learning Innovations Leadership Committee (LILC), were partnered with another school to work on expanding and progressing innovative classroom practice. This provided us with the opportunity to further develop global professional networks that supported positive and ongoing change.

In October 2015, Ormiston College was awarded fully fledged status as a *Microsoft Worldwide Showcase School*. Recognition locally, nationally and globally grew as we were asked to host various groups from countries throughout the world. Many visitors wished to see our programs and witness demonstrations on our approaches to innovative teaching and learning.

A succession of Awards

Also, in 2015, the College was named one of *Australia's Most Innovative Schools* by The Educator Magazine, an annual award we went on to win again in 2016, 2017, 2018 and 2019. Receiving this notable award consecutively over a period of five years is an accomplishment of which the College can feel extremely proud.

In 2018, the College became the National Winner of the Australian Education Award for *Best use of Technology*, a true reflection of our extensive efforts to enhance student learning through the meaningful use of technology. In 2019, we received even further recognition when it was officially announced that Ormiston College was the Winner of the Australian Education Award for *Innovation in Curriculum Design*. This was an award that clearly demonstrated the result of many years of extensive teamwork involving all areas of our school from Prep through to Year 12. This enormous accomplishment acknowledges the evolution of the Ormiston College Teaching and Learning Framework which was a long-term process driven by our heads of departments, teachers and executive staff. Their collaboration incorporated the key elements of the DoL and the requirements of 21st Century Learning Design which underpins our unique innovative teaching and learning environment. The award was confirmation of our advancement for delivery of appropriate curriculum development, that will assist our students beyond school.

“ Recognition locally, nationally and globally grew as we were asked to host various groups from countries throughout the world. ”

The Australian Council for Educational Leaders present individual awards annually. In 2019, we congratulated Lee Catterall, Deputy Head of College, on receiving recognition for *Excellence in Educational Leadership*.

Five current staff have been recognised as *Microsoft Innovative Educator Experts*: Travis Goulter, Head of Junior School and Annette McArthur, E-Learning Teacher Leader, both in 2015; Ashley Greene, Secondary School Science Teacher in 2017; Rowena Taylor, Head of Science and Joel Speranza, Head of Mathematics, both in 2019.

Also, in 2019, the College was proud to be awarded *Gold* in three categories of the EduTECH Asia Awards in Singapore: *Best Learning Space* for our Centre for Learning and Innovation; *Best Use of Classroom Technology*; and the *K - 12 Leadership Award* for the Headmaster, Brett Webster.

Our final celebration for the past decade

When the Queensland Curriculum and Assessment Authority released their last-ever OP results making way for the introduction of the new ATAR system, Ormiston College again came out on top.

- A record proportion of students (42%) achieved an OP score of 5 or better.
- A record proportion of students (78%) achieved an OP score of 10 or better.
- Ormiston College - Top School in Redland City
- Ormiston College - Top 4 in the state of Queensland

Overall, the 2019 outcomes rated among Ormiston College's strongest ever Year 12 graduating class. As a College we are extremely proud of our students and thank them for the outstanding contribution they have made to the history of our great school. ■





“ There are children of the OC Alumni, who are now attending Ormiston College for their education; these children are proudly known as Second-Generation Students. ”

Yes, it's official... fully authenticated!

Ormiston College is 'intergenerational'. So, what exactly does that mean? It would appear the first known use of the word was in the Oxford Dictionary in 1902.

'Adjective: Relating to, involving or affecting several generations'

We can officially claim that our school is and does 'relate' to several generations. It certainly 'involves' several generations and unquestionably 'affects' several generations.

To put it in its right perspective - our school has Grandparents who were once Parents of the College but now their children are adults who graduated from Ormiston College. Those special Grandparents, known as **POPS** (Parents of Past Students) are looked upon as a very important part of our school community.

Those past graduates are now known as OC Alumni, forming another very significant part of the College community, but wait - there are children of the **OC Alumni**, who are now attending Ormiston College for their education; these children are proudly known as Second-Generation Students.

So, there is no denying the fact that Ormiston College is 'intergenerational' and extremely proud to be so.



The College introduces a new tradition

Last year, the school felt it important to recognise the fact that a number of **Second-Generation Students** were following in the path of a parent whose education and childhood had been spent at Ormiston College. An undeniable sign confirming the fact that great memories had been gathered during those precious school years. In acknowledging the significance of this intergenerational bond, the school introduced the **Generations' Breakfast**, which is to become a new College tradition.

On Friday, 1 November 2019, at the early time of 7am in the College Café, the Headmaster, Brett Webster, welcomed three different groups to the Generations' Breakfast. Firstly, the Mothers and Fathers who had transitioned from that of an Ormiston College student, on to graduation, becoming a member of the OC Alumni and now a parent who had made the decision to enrol their own child at Ormiston College in order that they could continue to follow in their footsteps.

The second group to be welcomed, was dedicated members of the Ormiston College Staff who had spent more than 20 years at the school. For them, reuniting with OC Alumni was a wonderful opportunity to catch-up on news and to reminisce old times.



“ At the beginning of this year, the College had the pleasure of welcoming yet another group of Second-Generation Students who have joined us in various year levels throughout the College. ”



The third group were the true motivation behind the whole creation of the new school tradition, our Second-Generation Students. A very special group of children who can look forward to retracing many of the steps made by their Parents, whose first choice was to return to Ormiston College for the education of their children. Whilst the event hosted three different groups, the atmosphere was very much one of a united family body.

At the beginning of this year, the College had the pleasure of welcoming yet another group of Second-Generation Students who have joined us in various year levels throughout the College. We are also delighted that others are on our enrolment lists for future years. ■



Keeping you connected to your OC Community

We value the part that our OC POPS and Alumni have played in the history of Ormiston College and want you to know you are still a very important part of the OC Community.

 **“like” us on Facebook and keep in touch!**

To find out about upcoming events, access future digital copies of The Oracle and see what is happening around campus, make sure you like the Ormiston College Facebook Page and join our Facebook Groups:

-  **Ormiston College**
-  **Ormiston College POPS, Past Staff and Friends**
-  **Ormiston College Alumni**

“ Here is some exciting catch-up information on four members of the OC Alumni. ”

Alumni Where are they now?

Our College staff are very proud of its Alumni and always look forward to hearing from them, whether it is details of their continuing studies, their chosen careers or their worldwide travels. Plus of course their marriages and best of all, staff are delighted each time they learn of yet another OC Alumni who, as a parent, has enrolled their child as a ‘second-generation Ormiston College student’.

Here is some exciting catch-up information on four members of the OC Alumni who sent through details of their current positions at the time of our recent Biennial Prefects’ Breakfast.

OLIVIA DONOHUE - CLASS OF 2013



I was one of the School Community Prefects. I have been working as an animal veterinarian for the Animal Welfare League Community Vet Clinic at the Gold Coast. However, in February this year, I became a Senior Veterinarian at a brand-new Animal Welfare League Community Clinic in Daisy Hill, Brisbane.

Every single day is different, from routine vaccinations to orthopaedic surgery, to emergency resuscitations. I’m surrounded by a great team of veterinarians, nurses and animal attendants and I love the challenge that awaits me each day.

In my limited spare time, I enjoy heading out for a run, or hanging out with my black rescue Labrador, Gracie and my cat, Fat Cat.

Recent travels includes Bali and Japan and my future includes five-weeks in the USA at the end of the year. ■

NIAMH CONWAY - CLASS OF 2016



I am currently in my fourth and final year of a Bachelor of Business and Information Technology, majoring in Marketing and Computer Science at Queensland University of Technology.

I work part-time as a Marketing Coordinator at an agency, The Marketing Lab, where I work on developing their internal knowledge base, plus managing their social media across platforms.

Alongside many opportunities throughout my university degree, I was fortunate enough to travel overseas to Shanghai through my scholarship with Westpac. I attended a week-long leadership program learning about business and technology in Asia, from entrepreneurs and business experts in their fields. I hope to explore the areas of UX, UI and HCI in the future and explore how the combination of computer science and marketing can expand the horizons of STEM. ■

RYAN WATSON - CLASS OF 2016



I graduated from Ormiston College in 2016 and am now a fourth-year student at Queensland University of Technology, where I am studying a Bachelor of Mathematics/ Bachelor of Information Technology, which I thoroughly enjoy.

My study areas are Operations Research and Computer Science both of which are really rewarding. I have achieved highly during my university education and have had some great experiences. This includes being awarded a Vacation Research Scholarship to complete a research project through the summer break of 2018/2019 with a researcher at QUT.

Now, going into my final year, I am starting to look for a future career to commence when I graduate. I am looking forward to beginning an internship in my study area very soon. ■

ROWAN VAN DER VEEN - CLASS OF 2017



I commenced at Ormiston College in 2005, as a pre-schooler, graduating in 2017, as a Medallion Student, having spent 13 years at the College. I was a Cultural Committee Prefect. My younger sister, Claudia, is still at the College, currently undertaking Year 11.

I joined the Royal Australian Navy as a Pilot in 2018, and after a three-month sea posting to North-East Asia in the Australian warship HMAS Melbourne, I commenced study at the Australian Defence Force Academy (ADFA) in Canberra. I am currently undertaking a Bachelor of Science Degree, majoring in Aviation and Physics.

I am looking forward to completing my degree at ADFA in 2021, before commencing pilot training. ■



Parents supporting the Junior School Disco

“Alone, we can do so little; together we can do so much”

Helen Keller

As time progressed and buildings started to appear, enrolment numbers grew. Belief and excitement in the birth of our new school was remarkably exhilarating. Automatically everyone involved became a member of the P&F and everyone, without exception, experienced a great pioneering spirit.

At weekends parents brought along sheers and mowers, they laid metres and metres of turf, they attended a waterside Fashion Show in Raby Bay, excitingly displaying the proposed Ormiston College school uniforms. They attended numerous fundraising Trivia Nights at the old RSL Club in Cleveland and many P&F meetings; enthusiasm was bountiful.

Then came the day. Ormiston College was a reality; there were young children (Year 1 to Year 5), there were members of Staff and importantly there was a strong Ormiston College P&F Association.

Obviously as the school grew so too did the parent population. Thirty-two years later, the Ormiston College P&F still has an executive committee plus volunteer helpers from the different year levels within the school.

Every Ormiston College parent or carer is automatically looked upon as a member of our community. For that reason, it is hoped that through participation in various school activities and events, they will experience enjoyment of new friendships and camaraderie that exists within our parent body.

Meetings

Each term, a general meeting is held; this is hosted in the Hall of Fame at the Somerset Sports Centre and is open to all members of the Ormiston College community. At that time reports are presented by the P&F Association President and Treasurer. The Headmaster, Brett Webster, also presents an up-to-date account of happenings at the College. P&F Liaison Officer, Kerry Elliott, along with the Deputy Head of College, Lee Catterall; Head of Secondary School, Paul Hornibrook; Head of Middle School, Phillip Makridakis; Head of Junior School, Travis Goulter and Business Manager, Sonvir Johal, are also in attendance. Discussions take place regarding plans and ideas for upcoming events that are to be hosted or assisted by the Association.

Our Parents and Friends Association a great community

Most schools throughout the world can boast they have a Parents and Friends Association (P&F); however, if we reflect upon the formation of ours, it is quite unique and has certainly come a long way since its beginning, plus it still plays a very important role in the College community.

A SHORT HISTORY

In 1986, approximately two years before the actual founding of the College, just after the acquisition of the very first 16-acre plot of land, yet well before the beginning of any construction: a small group of people interested in plans for a new school in the Redlands, came to a meeting held on that particular 16-acre plot.

Unintentionally and quite by chance, three ladies were introduced to each other. That casual meeting created an interesting conversation that led on to a scheduled meeting the following week, only this time it was in a house with chairs and a table as

opposed to a clearing on a 16-acre plot of land.

Within two weeks from that time the three had formed the P&F, consisting of a President, Secretary and Treasurer: the entire executive committee was in place for a school that was yet to become Ormiston College.

Within weeks the group had created a hardcopy newsletter with regular updates on the progress of the Ormiston College venture. The group planned and ran many fundraising events to cover incidental expenses, sometimes working from homes, other times from an old shed that was then on the plot of land.



The Tennis Support Group arranges barbeques throughout the TAS season

The role of the Parents and Friends Association

Friend-raising:

The role of the Ormiston College P&F Association is twofold; first and foremost its intention is to welcome new parents and families by providing an opportunity for them to meet with current parents, enabling them to feel, and more importantly to become, a part of our school family. Friend-raising is very much the focus of the Ormiston College P&F Association.

As each term commences new families join us from our local area, interstate and overseas. We are aware that relationships not only form in the classrooms through our children but through parent and family interaction, which, in many cases has created lifelong friendships. It is true to say our Association places a very strong emphasis on friend-raising. This can be witnessed at our weekend sporting events and the various social, cultural and educational occasions held throughout the year. We are all part of the OC community.

Fundraising

Funds raised by the P&F are completely independent from the College. The Association is fortunate

enough to have the pro bono services of an accounting firm who assist us. The entire structure goes through a formal procedure which is audited annually by an external firm. The College provides a 'wish list' consisting of various projects and items; this is considered and if agreed upon, support is then given.

Ways in which we can all be seen to encourage and support our children

The P&F assists a great number of College sporting teams and co-curricular groups plus POPS, Junior School and Chaplaincy. All activities are assisted by a keen and enthusiastic team of supporters plus a staff coordinator.

Whilst there are 18 Ormiston College P&F Support Groups, they are not all functioning throughout the year. Most sporting teams are seasonal, and others hold their activities at different times throughout the year. Volunteering to assist in a particular support group, gives you the opportunity to meet other family members from your child's chosen activity, allowing you and your child to share more of the enjoyment of that particular sport or activity.

If you have a particular interest or wish to assist in any of our groups and would like to find out more information, please do not hesitate to contact P&F Liaison Officer, Kerry Elliott.

“ The P&F assists a great number of College sporting teams and co-curricular groups plus POPS, Junior School and Chaplaincy ”



Parent volunteers run the canteen at the outdoor kitchen during sporting fixtures



P&F morning tea 2020

Ormiston College Support Groups

- Athletics and Cross-Country Support Group
- Netball Support Group
- Basketball Support Group (Boys)
- Parents of Past Students (POPS)
- Basketball Support Group (Girls)
- Performing Arts Support Group
- Chaplaincy Support Group
- Rugby Support Group
- Cricket Support Group
- Sailing Support Group
- Drama Support Group

- Soccer Support Group
- Hockey Support Group
- Tennis Support Group
- Junior Support Group
- Touch Football Support Group
- Music Support Group
- Volleyball Support Group

The Ormiston College Parents and Friends Association is always very happy to welcome new volunteers and you will find the enthusiasm within the various support groups is rewarding and fun, plus it is supporting and encouraging your child's interests. ■



*OUR STUDENT SUPPORT SERVICES
ARE AVAILABLE FOR STUDENTS AND FAMILIES*

Always ready to listen, help and advise

The 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.



Our Guidance Counsellor, Jane Blackburn, provides a high level of support for the academic, emotional, social and behavioural wellbeing of our students. She works predominantly with students who require a high level of support and intervention in order to reach their learning potential. Jane also provides personal counselling, plays a role in developing and delivering student wellbeing programs and assists in providing guidance and mentoring to teachers to enhance their understanding of student wellbeing issues. ■



Liz Lenton, our Careers and Guidance Counsellor, works closely with Jane Blackburn in also providing a high level of support for the academic, emotional, social and behavioural wellbeing of our students. Liz also works predominantly in providing career counselling and education to support students in their career pathway preparedness and development. This support and education is incorporated into the College's Student Enhancement Program (SEP) and also in individual, personalised sessions with students within the Secondary School. A variety of school-based careers activities are organised for the benefit of students' career decision making and development; such as University pop-up stalls during lunch times, Industry Professional talks for students to speak casually with professionals within fields of interest to them, and also, lunch time workshops for students interested in certain career pathways. ■



Our wonderful Chaplain, Tanya Tennant, provides pastoral care for our school community in a variety of ways. She brings spiritual support and growth incorporating Christian values as a fundamental basis of her involvement with students. Chaplain Tanya is involved in the Christian calendar events such as Easter, Shrove Tuesday and Christmas which are celebrated within the College community and students are always invited to participate. She works with the Guidance Counsellors to provide activities which promote social and emotional wellness, as well as working alongside our College's Hearts and Hands committee in providing community outreach and care for those in need. ■



The Ormiston College Health Centre

Providing dedicated care for our students

In 2012, Ormiston College completed a major upgrade of its Sick Bay, providing a facility that is now known as the Health Centre. From the outside, one would have no idea as to the number of student visitors that frequent the building on a day to day basis.



College Nurse, Belinda Wilson

Our Health Centre, situated in the Junior School Office, consists of five beds, two recliners and two large comfortable armchairs. It is fitted with resuscitation equipment i.e. automated external defibrillator, oxygen and masks, plus all the necessary standard medications.

Throughout a normal day, the Health Centre can expect to treat any number of students between 40 to 60. This can be for abrasions, insect bites, blood noses, sprains, headaches, allergies, and daily prescription medications. In emergency situations, initial treatment is given whilst liaising with parents and the Queensland Ambulance Service.

“ It is the professional care and concern, plus the sympathy and understanding, along with the responsibility of attending to the needs of each and every student, that are uppermost in every situation. **”**

Whilst the facility is of the utmost importance, it is the professional care and concern, plus the sympathy and understanding, along with the responsibility of attending to the needs of each and every student, that are uppermost in every situation.

We are fortunate in that our full-time Nurse, Belinda Wilson, has a background in intensive care nursing, both adult and paediatric, plus neurosurgery as well as general nursing. Belinda is passionate about health promotion, especially with regard to allergies and anaphylaxis.

Her compassion for students with possible anxiety, which can present in

younger children as feelings of nausea, tummy pains and headaches, is known to have helped and reassured many of our younger children. Students have benefited from Nurse Belinda's discussion with parents and teachers, subsequent referral to relevant Deputy Heads of College and our Student Support Services.

Students from all year levels throughout the College benefit from the caring service that is offered in our Health Centre. No one is turned away and students may rest there if parents are at work or unable to collect their child immediately. Belinda, a mother of two school aged children, has been our College Nurse for four years. ■





Our Prep To Year 6 Outside School Hours Care

Another important program that plays a major role in the Ormiston College community is our Outside School Hours Care (OSHC). This program is exclusively for children of Ormiston College families and staff. The high quality recreational and educational program caters for children from Prep to Year 6; acting as a means of assisting families with commitments that fall outside of normal College hours.

“ The program offers many stimulating and fun experiences in a happy, safe and supportive family-orientated environment. ”

Our OSHC service, covering before and after school care, plus school holidays and pupil-free days, is open 50 weeks of the year excluding public holidays, closing only for the two-week period over Christmas and the New Year. Families are offered both casual and permanent bookings.

The program offers many stimulating and fun experiences in a happy, safe and supportive family-orientated environment. After a structured day at school, students are warmly welcomed and have an open choice to participate in a variety of different activities, complete their homework, or simply engage socially with their peers.

As part of the Ormiston College community, OSHC offers a wonderful service to our school families and members of staff. ■





“ *The bestowing of responsibility upon the various students at this annual ceremony, comes as a result of long-term leadership skills.* ”

2020 Prefects Investiture and Junior School Leaders Induction

A whole-school assembly is always a very impressive and meaningful event. Not only does it bring together students and staff from all year levels, it provides an opportunity for attendees to appreciate, share and participate in many of the important traditions of the College.

Friday, 7 February was one such occasion. Students, staff, special guests and parents were invited to the Somerset Sports Centre for the 2020 Prefects Investiture and Junior School Leaders Induction. The annual event allows the entire school to witness the undertaking of responsibility and leadership by our College Captains, School Prefects and our Year 6 Junior School Leaders.

The bestowing of responsibility upon the various students at this annual ceremony, comes as a result of long-term leadership skills that have been ably demonstrated by the various recipients, plus the popularity and respect they have earned from their peers. The College structure is such that many opportunities exist throughout all year levels for students to display leadership skills and a sense of considerate authority, this commences at a very young age.





“ *The 2020 Prefects Investiture and Junior School Leadership Induction was a very proud and meaningful occasion for the entire College.* ”

The Headmaster, Brett Webster, then called upon the 10 Year 6 Junior Leaders to come to the stage to receive their badges from the Chairman of the Board, John Miller, assisted by Head of Junior School, Travis Goulter.

At the conclusion of the whole-school assembly, parents of inductees were invited to join the Headmaster and Chairman of the Board in the Hall of Fame for morning tea along with the recipients of the various leadership positions. The 2020 Prefects Investiture and Junior School Leadership Induction was a very proud and meaningful occasion for the entire College. The student body, staff and guests left feeling confident in the knowledge they were in the hands of a very dedicated group of school leaders. ■



After the formality of the Prefects Investiture, the two College Captains, Paul Bletchly and Lauren Sullivan, were invited to address the assembled. Towards the end of his speech, Paul concluded by saying “Through our student leadership initiatives this year, we hope to build upon strong traditions that are already infused into the vibrant life of the College – we have some big shoes to fill and with your support, we hope to make 2020 a remarkable year for all.”

Lauren then took the stand and addressed the assembled group. During her speech, she stated “Today, 13 of us had the honour of being inducted as the College Prefects of 2020. We wish to inspire each and every one of you to demonstrate commitment in every aspect of College life: academic, cultural, school community, social justice and sporting. By simply giving it a go and getting involved, I can guarantee you will have a lot of fun and make some fantastic friends. I strongly encourage you to be proud of yourself, to be proud of your peers and to be proud of your school.”





2020

BIENNIAL PREFECTS' BREAKFAST

Opportunities for bringing together any past members of the College community are always something to look forward to. This year was our 12th Biennial Prefects' Breakfast, denoting a quarter of a century since the College heralded its very first-ever Year 12 students, the Class of '95.

It was not until that year in 1995, that the College was able to elect its first School Captains and Prefects. Twenty-five years later we can enjoy a biennial event that recognises members of the Ormiston College Alumni, who played a major role in the early leadership of the student body, more importantly, in building the strong school spirit that we continue to experience today.

Ormiston College Alumni are in all corners of the globe. We are fortunate enough to hear from many of them and are overwhelmingly proud of the careers

they have built, the achievements they have accomplished and the amazing lives they are living. Many now have families of their own, more and more are sending their children to Ormiston College as 'second-generation students'.

The event is exciting for all involved. Those who are local or who are able to make the journey to attend, are rewarded by catching-up with past classmates and old school friends. It gives our current Year 12 Prefects the opportunity to meet and chat with members of the Alumni who once held the self-same positions.

“ For members of staff and past Prefects, it is a great reunion sparking many fond memories. ”



For members of staff and past Prefects, it is a great reunion sparking many fond memories.

From those unable to attend, due to work commitments, living interstate or overseas, we receive an update which is displayed on screen at the breakfast, allowing those present to learn of their current whereabouts.

Upon arrival at the Somerset Sports Centre, Prefects from 1995 to 2020 assembled to collect their name badges. Many had taken on a very different appearance from their days as an Ormiston College student. As they moved into the Hall of Fame, there were many handshakes and hugs, smiles and exclamations of surprise as people recognised faces from the past.

Once seated, a Welcome was given by the Headmaster, Brett Webster, the Deputy Head of College, Lee Catterall and the current College Captains. Breakfast was enjoyed over a barrage of chatter, as news of past and present happenings were enthusiastically exchanged.

LinkedIn specialist consultant, Kylie Chown who



spoke on 'Your Digital First Impression' was the guest speaker.

At the end of the event, the guests were taken on a tour of the College by Lee Catterall and Head of Secondary School, Paul Hornibrook. This was an amazing experience for many people as it had been many years since some had last visited the College. All were extremely impressed, not only by the new buildings, the many changes and the lush green campus, but by how magnificent and expansive the grounds now look.

As one Prefect from the Class of '98 mentioned, "Arriving at school and walking through the grounds to the Somerset Sports Centre was a very emotional experience. It may have changed a lot, but it is still my school."

Many such comments were made as people made their farewells. There is no doubt they mean to return another time, and there is no doubt they left feeling very proud to be an important part of the Ormiston College community. ■





“ A physical space designed to provide creativity and rich age appropriate learning experiences. ”

Our Early Learning Centre

A SHORT HISTORY

It was in 2004 that a concerted decision to establish an Early Learning Centre for children from 15 months to 5 years came into being. The Head of Junior School at that time, Glenda Seawright, called together three Preschool teachers to form an enthusiastic planning team. Together the group of four provided a combined length of service to the College of approximately 40 years, sharing a wealth of experience and knowledge of early childhood teaching from their time at the already established Ormiston College Preschool (which later became known as Prep, when Queensland introduced compulsory educational programs prior to school entry).

Consideration was given to the fact that children from birth to six years have not yet mastered skills of reading and writing; their means of communication is first and foremost through oral language and gestures. Their ways of expressing themselves and demonstrating emotions are very often observed through the visual images they are able to create, and a strong evidence of acceptance and enjoyment is observed from various forms of group play. The team particularly embraced an

educational process with emphasis on the developmental wellbeing of the children and its effect upon their eagerness to learn.

Previous to these investigations, the Headmaster at the time, David Hosking and Members of the Board had attended a presentation by Jan Millikan, Lecturer at the Faculty of Early Childhood Studies from the University of Melbourne, who had discussed the principles behind those of the preschools that were run by the municipality of Reggio in Italy.



Based on further investigation and discussions, Jan Millikan was again invited to Ormiston College in November 2004, this time for a three-day period to assist in evolving an order that would best suit the needs of growth for our Junior School. Her advice included a proposal for members of staff to participate in a Reggio Emilia Study Tour in 2005.

During this time, school was continuing successfully in our Preschool. Children's reactions were monitored, staff were constantly asked to reflect upon their practice and



The Ormiston College ELC was officially opened by Noni Hazlehurst

professional development. The physical environment was seen to be appealing and continually resourced for additional stimulation of mind, creativity, imagination and questionability. Many philosophies at the College had been very similar to that of Reggio Emilia.

Whilst the Head of Junior School and the three team members appreciated that particular similarity, the ongoing challenge for the planned establishment for a new Early Learning Centre was to use it in an 'Australian context' to create an appropriate space for our early learners, one that would provide children with the opportunity to build expressive imagination, to make practical decisions, solve problems and become creative in thought, word and deed.

At the beginning of 2005, Glenda Seawright along with Ormiston College Preschool teacher, Debbie Stange, left on their study tour to Italy. Their visit to Reggio Emilia provided unquestionable confirmation on the judgement, ideas, theories and principles that were already in place at Ormiston College, in particular the developmental wellbeing of the children and the immense advantages of learning through play.



'Lunch' with Mr Webster - Celebrating the first day of operation of the Ormiston College Early Learning Centre

“ We continue to emphasise great importance on the documentation of the progress observed in the work our young children present. ”

On their return, plans were put in place for the exciting new addition to Ormiston College. The Early Learning Centre was officially opened by Noni Hazlehurst in 2007. Now, 13 years later, we still believe that many of the Reggio Emilia philosophies exist in building creativity in the young minds of our children. Great importance is given to the surrounding environment and the structural space, both indoors and out. We continue to emphasise great importance on the documentation of the progress observed in the work our young children present, so both they, and their families, are able to recognise continual accomplishment and progress. Much of our teaching and learning is based on interests that will inspire. Great importance is

placed on group learning and social interaction throughout the day.

Now, many of the above-mentioned philosophies are considered part of the Australian Early Childhood Framework, yet Ormiston College successfully introduced these from their own findings when the Centre was originally opened, way back in 2007. Today we continue to introduce new resources, state-of-the-art equipment and innovative ideas.

With creativity, challenge and great rewards, our children, from a very young age, are developing a powerful learning culture that will be with them throughout their entire education and well into their adult life. ■





“ In the early years play is vitally important; the environment is always carefully curated to encourage creative thinking and expression. ”

Our curriculum is adaptive and driven by the child



Andrea Potter
ELC Director

Fast forward to 2020, the Reggio Emilia Approach is something that still impacts the Early Learning Centre, inspiring and informing our learning environment and professional practices. Our team of professional educators see children as strong, capable and resilient, rich with wonder, knowledge and potential.

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.

In the early years play is vitally important; the environment is always carefully curated to encourage creative thinking and expression. We encourage dramatic play, language skills, role play, problem solving, teamwork, games, experimenting with cause and effect, trial and error and build creative thinking.

We recognise children as active participants in constructing their own knowledge and they have substantial control over the direction that their learning takes. We provide open-ended play materials which allow children the opportunity to be curious, creative and direct their own play. There are no rules or expectations for how a play item must be used, no specific steps to follow, no right or wrong way, no ultimate goal to reach or achieve. The teachers are intentional in their planning as well as spontaneous and always ensure there are many provocations in the environment to encourage the children to use their problem-solving skills and imagination.





The Early Learning Centre also places high value on respect, community involvement and responsibility. It promotes active learning and encourages the child's social and emotional growth through hands-on activities and experiences that are meaningful to them. Letting our Pre-Prep Children's Committee make decisions and offer advice to us, ensures we can see the world from a different perspective. Our Children's

Committee meets each week to express their ideas and encourage our youngest members of the Centre to do the same. The Children's Committee is responsible for posing questions to our educators and families, most recently asking for families to donate recycled items for use in their creative play. The children will use the requested items in their art creations and showcase the result for families.



“ The Toddlers’ task was to create a 3D image of a turtle using recycled rubbish to bring awareness to our fragile environment, making the invisible, visible. ”



When the school last hosted its Biennial Art Show, the theme was 'making the invisible visible'. The Toddlers' task was to create a 3D image of a turtle using recycled rubbish to bring awareness to our fragile environment, making the invisible, visible.

Our littering on the land, along the beach, and on or in the water directly affects the diverse and fragile ecosystem of our oceans and Moreton Bay Marine Park. Jellyfish, plastic bags and balloons all look like food to a hungry sea turtle.

The children led us to this project by having an interest in marine animals. This was facilitated by the educators and the children's interests were scaffolded and guided towards sustainable practices. The children incorporated their own unique ideas in the creation of the recycled turtle. Throughout this process they were also exposed to new learning, followed and extended their own interests as well as enhancing their own creative abilities. ■



“ *Every child is an artist* ” **Pablo Picasso**

Many such artists **can be found at our school**



Julianne de Lange
Subject Coordinator - Visual Arts

Our Junior School students look forward to their Art lessons

Visual Arts is a weekly favourite for the Junior School. Students eagerly move to the Junior Arts Centre (JAC) and enter a purpose-built facility, specifically designed to stimulate creativity, imagination and questionability. The space is alive with colour, pattern, shape and texture, quite literally, on the walls, floor and ceiling.

Classes start collaboratively on the big mat, then the world of materials is explored as students make practical decisions, solve problems and create from their lived experiences and imagination. The Junior Art Specialist Teacher, Melanie Thomson leads the classes, providing ever changing activities that foster an understanding of two and three-dimensional materials like clay, sculpture, drawing, painting and photography. She is assisted by the Teacher Aide, Kay Weston-Green.

An exciting transition for our Year 6 students

In Year 6, students start preparing for their transition to the Middle School through Visual Arts. Classes are conducted in the Secondary School classrooms. Familiar topics like family, pets and nature become concepts that inspire clay building, printmaking, digital manipulation, drawing and painting.

Our Secondary School Art Space presents a professional environment

As students enter the Secondary School Art spaces, they walk through the Shared Space Gallery to see the work of older students. The exhibitions of student work continually change. Work is professionally prepared, framed and installed in the gallery, complete with didactics and lighting. Lunch or evening openings mark the start of each exhibition, and students, staff and parents are encouraged to enjoy celebrating the students' creative achievements.

An exciting elective for Middle School students

Visual Arts becomes one of the Middle School electives in Years 7 and 8. Selecting between Visual Arts, Media Art, Drama or Music, students may trial up to four electives. Each elective is offered for three lessons per week, for one semester in Years 7 and 8. In Year 9, students will study their elective subjects for the entire year. These subjects can be carried through to Year 12.



“ *The space is alive with colour, pattern, shape and texture, quite literally, on the walls, floor and ceiling.* **”**



A specialist subject contributing to ATAR

At Year 10 students may select to study Visual Arts as a specialist subject to contribute to their ATAR Score. They study the subject for six exciting lessons a week.

Senior School students create their final artwork

The Senior School program works on the inquiry learning approach. Students research a starting point, experiment with materials, techniques and approaches, develop their starting points by reflecting on their research and experimental work, and then resolve their process by creating a final

artwork. Student-selected concepts pertaining to social and environmental issues, personal histories and art history are explored.

We are so proud of those who have gone on to pursue their artistic dream

Many wonderful creative journeys have begun through Ormiston College Visual Arts. Our Alumni have not only enjoyed their study, they have developed careers in interior, landscape or graphic design, architecture, fashion design, mass communication, animation, film and television, jewellery making and marketing both in Australia and overseas. ■





Thirds Softball 2009



Firsts Cricket 1999



14 Girls Basketball 2000 (Premiers)



Open B Softball 2004 (Premiers)



Firsts Girls Volleyball 2009



Firsts Girls Basketball 2005

“ From 2015 to approximately 2018, the TAS Supplementary competition slowly increased in numbers, then in 2018/19 the competition really took off on a grand scale. ”

CAN I PLAY SPORT?



Jack Pincott
Dean of Activities

Ormiston College has always had large numbers of participants in our sports programs and a great interest has always been shown in our organised activities. I can only say, there must have been some ‘really great drivers of sport’ in those early days!

A SHORT HISTORY

The inaugural graduating class of Year 12 students was back in 1995. The organised sporting landscape was quite different back then. From 1991, our girls played in a longstanding competition within the Independent Schools Association (ISA), and the boys played various schools in friendly games, not too dissimilar to the current program within The Associated Schools (TAS) Supplementary competition (although TAS Supp has now evolved into a very competitive competition).

In 1995, the Secondary School had a total of 41 teams which ran alongside our carnival sports, sailing, aerobics and equestrian.

The boys entered the TAS competition in 1996. There was a great participation culture plus a thirst for action, this saw the overall Secondary School sport team numbers rise to that of 57 in just one year! TAS had three divisions when Ormiston College entered

the competition: White, Blue and Red. In 2000, the White division schools formed the Associated Independent Colleges (AIC), a separate association. Also, in that year the ISA competition disbanded with Catholic girls’ schools forming their own competition.

The girls in co-educational schools moved over to the TAS competition to play alongside the boys; TAS then became the premier co-education school sporting association. In 2000, Ormiston College then had 66 teams; we went on to enter a minimum of that number in the TAS competition over the next 15 years. During that time, TAS ran with two divisions, Blue and Red, with a promotion and relegation system in place. Ormiston College always competed in the top Blue division.

Another incarnation occurred with the Red division, which consisted of eight schools, forming a separate competition under the TAS banner.



A perfect example of ‘giving it a go’:

Last year one of our Year 7 girls, who had never played basketball before yet was selected in the Blue TAS Supp, went on to develop some great game skills. Whilst she had enjoyed her experience and was eager to enter the trials for Year 8, she was overwhelmed to gain selection in the TAS team.

That is by no means a one-off situation for someone new to a sport, that has started by playing in a TAS Supp team, then found themselves promoted to TAS.

The TAS Supplementary program is a nursery of developing talent, providing enjoyable and inspiring sporting experiences.

So, to answer my original question of - **Can I play sport?** The answer is an overwhelming - **Yes!**

Students may not be selected in a TAS team, which might be their goal, but there is usually a TAS Supp team they can play for, providing them with the opportunity of enjoying the game, being a team member, moreover, developing one’s skills. Who knows where it can lead? ■



‘There is a culture of participation at OC’

Around 2015, Ormiston College plus several other schools started to experience a greater interest in students wanting to participate in sport. This growth was to extend even more when the Year 7 students moved into Secondary School. A decision was made to trial a TAS Supplementary competition to cater for the interests of those additional students.

From 2015 to approximately 2018, the TAS Supplementary competition slowly increased in numbers, then in 2018/19 the competition really took off on a grand scale. Finals are now played, many more teams from other schools entered the competition and games took on a much higher standard.

All schools in TAS were committed to entering 78 teams, now it is 81 with the introduction of Girls Football. With this in

mind, Ormiston College has seen more Redbacks playing sport, displayed in the team numbers mentioned below:-

- 2015 - 84 teams
- 2016 - 87 teams
- 2017 - 90 teams
- 2018 - 96 teams
- 2019 - 104 teams

Comments from students:

It is interesting listening to observations from our students; one of whom has played TAS Supp Volleyball for three years. He pointed out that in the early days, the only constraint to the viability of the Supp competition was in them having enough teams to make up the competition, but now, in the current environment where everyone is enjoying the sport, that is no longer an issue.



Jay Dowdell
Junior PE

Ormiston College has been playing in the Junior TAS competition since 2001 and has always set the benchmark for participation.

Since 2012, the lowest percentage of students that played a Junior TAS sport has been 89%. In 2015 Ormiston College had 95% of students involved in at least one Junior TAS sporting activity.

Incredibly, in 2019, the Junior Redbacks had 71 students from Year 4 to Year 6, play a Junior TAS sport in all four terms.

In addition, in 2019 we also had 13 Year 6 students who were awarded the coveted ‘Twelvers’ status, for their participation in a Junior TAS sport for each term of their three years of schooling from Year 4 to Year 6.

In terms of the number of teams entered into the draw each year, OC is consistently the benchmark of the competition. In 2018 alone, we entered 61 teams into the draw across the year.

There is a culture of participation at OC that is the envy of all others. This is fostered through a love for sport and all the positive elements it can bring to a child’s life. ■



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