Principal’s foreword

Introduction

Ormeau Woods State High School opened in 2009 with students in Years 8 and 9. In 2010 we welcomed our first Year 10 cohort. Our mission is to provide the highest quality teaching and learning experiences to enable all students to fulfil their aspirations. In achieving this mission we have developed a curriculum that is intellectually challenging, personalized and connected to the ‘real world’.

Our motto ‘Linking Learning With Life’ reflects our commitment to a learning environment that includes experiences outside the classroom and where there is a strong connection between the school, families and community.

The 2010 School Annual Report is an integral document that underpins our planning, reviewing and reporting framework. It is a means of communicating our performance and future plans to our community. Contained in this report is information and statistical data designed to give a thorough understanding of our school, its unique profile and operation.

School progress towards its goals in 2010

2010 was an extremely hectic year with the construction of Stage 2 facilities coinciding with preparations for the introduction of the Senior School curriculum. Our goals were:
- Building on our 2009 successes and further improving our performance in Literacy and Numeracy
- Establishing the foundations for the implementation of the planned National Curriculum
- Establishing the expectations of Senior School and developing an engaging Year 10 curriculum
- Fostering high academic standards and performance and
- Implementing the School-wide Positive Behaviour Program (SWPBS).
Future outlook

Our school improvement agenda in 2011 focuses on:

- Establishing high academic standards in setting up Years 11 and 12
- Continuing to improve our literacy and numeracy standards
- Embedding Productive Pedagogies into our teaching practices
- Developing and implement an innovative ‘Digital Pedagogy’ that caters to students who are ‘digital natives’ and
- Continuing the successful implementation of School Wide Positive Behaviour Support (SWPBS).
Our school at a glance

School Profile
Coeducational or single sex: Coeducational
Year levels offered: 8 - 10
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>448</td>
<td>219</td>
<td>229</td>
<td>86%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Located on the eastern side of the M1 the school draws its students from the main primary feeder schools of Ormeau, Norfolk Village, Woongoolba and Pimpama State Schools. There is strong enrolment growth due to the rapid urban expansion occurring in the area with a number of new housing estates opening. Many new families to the area have either moved from interstate or relocated from the Brisbane and Sunshine Coast areas. ABS data indicates that most families in the catchment area are couples with children less than 15 years of age or with dependent students.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Year 8 – Year 10</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>All Classes</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>94</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>24</td>
</tr>
<tr>
<td>Exclusions</td>
<td>2</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings
Our distinctive curriculum offerings
All students in Years 8 and 9 (the Middle Years of Schooling) complete a program of core and rotational subjects spread over the two years. The Core comprises; English, Mathematics,
Science and Social Science Inquiry.

Students participate in a range of electives from the remaining KLA’s. In Year 8 students study:
- Visual Art
- Health and Movement Studies
- Product Design and Manufacture
- Hospitality
- Music
- Stagecraft
- German Immersion (for selected students only).

In Year 9 students continue with their core subjects and complete a rotation of subjects that include:
- Multimedia Art
- Health and Movement Studies
- Industrial Design and Technology
- Hospitality for the Tourism Industry and
- Performance Studies

As the preparatory year, designed to assist students in their transition into senior school Queensland Studies Authority subjects, the Year 10 curriculum featured a range of elective subjects as well as the core subjects of English and Mathematics.

Students were required to study both Science and Social Science. In Science students could specialize in either Life Science or Physical Science. In Social Science students could choose from Business Studies, Historical Perspectives or Town Planning.

Students also studied two elective subjects for the full year. Offerings included:
- Digital Media
- 3D Modelling
- Hospitality for the Tourism Industry
- Industrial Skills – Construction
- Performance – High School Musical
- Physical Recreation or Sport Science
- Visual Art

Extra curricula activities

Our commitment to providing students with a range of activities continued in 2010 with Wednesday afternoon Club proving very popular. Students gained so much confidence in these activities that many individuals and groups chose to perform in a variety of local competitions.

Ormeau Woods State High School continued to gain a strong reputation for its commitment to The Arts. In 2010 students were involved in:
- Triple J MC, Triple J Unearthed High and AMCF 2010 Song Writing Competitions
- Ormeau Fair musical performances
- ENANLE Logan Battle of the Bands
Our school at a glance

- Hype Dance Competition
- *Artwaves 2010 Art Exhibition* involving Logan and Adjacent Areas Secondary Schools
- The ‘Sites and Sounds of the Ekka’ film documentary competition supported by QUT

Students have participated in and gained awards in a diverse range of prestigious mathematics, science and community competitions. These included:

- The Royal Australian Chemical Institute, Queensland Regional Titration
- Innovators of the Future Science Competition
- The Australian Defence Force Youth Challenge
- Something with Bite Short Story Writing Competition

How Information and Communication Technologies are used to assist learning

In 2010 Ormeau Woods continued to demonstrate its commitment to progressing towards a 'paperless' learning environment. There was extensive use of computers, PCs and laptops, Interactive White Boards and data projectors in all subject areas.

Staff confidence in using ICT technologies was demonstrated in their use of The Learning Place, software applications, E-books and multi-media based lessons. They enthusiastically participated in a range of Professional Development focusing on improving digital pedagogies.

The schools ICT Index Report indicated that 100% of staff were satisfied with how the school used digital technology for planning, teaching, assessing, reporting and communicating information.

Staff communicated regularly with parents and the wider community through the use of email data bases. Class rolls were marked electronically and absence emails sent to families within an hour of marking. The fortnightly newsletter was sent electronically to families. Students submitted assessment via their email accounts.

Social climate

Ormeau Woods State High School students have the right to receive a quality education. Our aim is to influence and manage behaviour by creating a positive learning environment which; establishes expectations, reinforces desired behaviours and develops in students self-motivation, accountability for their actions and behaviour and self-management.

To this end the school committed to implementing the School Wide Positive Behaviour Support Program which aims to build effective environments in which positive behaviour is more effective and efficient than problem behaviour. The program emphasises the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behaviour and lifestyle outcomes.

Students are accountable for their own actions, resolving differences in constructive, peaceful ways, contributing to society and civic life and taking care of the environment.

In order to be able to provide each student with the opportunity to reach their potential, students should expect to:
Our school at a glance

- Be able to learn without distraction or interference from others.
- Work in a safe environment.
- Feel safe from harassment, bullying and discrimination.
- Be shown respect by their peers and teachers.
- Be empowered to take responsibility for their behaviour and progress.

Our guiding principles are;
- Respect for teaching and learning
- Respect for self and others
- Respect for property

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of students satisfied with the opportunities to use computer technology for learning</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child's school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of parents who believe their child works well at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of parents who believe their child is safe at school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>60%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of staff members who believe staff and community relations are good at school</td>
<td>79%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Throughout the year a number of functions are conducted. Early in the year new families are welcomed to the school at the ‘Back to School’ night. Parents experience life in a high school by attending simulated classes.

There are two Parent-Teacher-Students Reporting functions held where students’ academic progress and learning needs are discussed.
Our school at a glance

Staff will frequently either phone home or use email to communicate with parents regarding; assessment tasks, upcoming excursions, homework and performance concerns.

To assist students and their families at subject selection time Career Expos and Information Evenings are held.

An important part of our curriculum’s Rich Tasks is real world engagement. Parents are invited to participate in a diverse range of events which include; Art Shows, Music, Dance and Drama performances, Hospitality morning teas, German Cultural presentations, Science Fairs and academic competitions.

Parents are invited to attend our three Inter-House carnivals; ‘Splashfest’ (swimming), ‘Run in the Sun’ (cross country) and ‘Ormeaulympics’ (athletics). Many eagerly offer to assist staff to officiate.

As part of our Primary School transition program a series of information evenings are conducted. Families intending on enrolling are able to tour the facilities and gain an understanding of curriculum offerings and school policies.

Reducing the school’s environmental footprint

Innovative features included in the design of the school have contributed significantly to a reduced environmental footprint. Six huge underground water tanks take the run off from the roofs in Stage One storing it for use in toilets and watering the ovals.

Solar panels on the Hospitality block provide the power for that building, servicing the hot water needs of the Catering Department.

Shade louvers on windows eliminate direct sunlight entering rooms, reducing the need for ceiling fans to cool classrooms.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
<th>Gas (MJ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$2,971</td>
<td>$2,635</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$336</td>
<td>$0</td>
<td>17,640</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 2009 - 2010
-100%  -100%  N/A  N/A  N/A  100%  N/A  -100%  N/A  N/A
Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>37</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>36</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>17</td>
</tr>
<tr>
<td>Diploma</td>
<td>17</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

![Pie chart showing the distribution of qualifications among classroom teachers and school leaders.](chart.png)
### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $39,944.

The major professional development activities were:

- Literacy training
- Information Communication Technologies training
- Queensland Curriculum, Assessment and Reporting Framework (QCAR)
- Queensland Studies Authority seminars
- Workplace, Health and Safety training

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.
Key student outcomes

Attendance

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>89%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The average attendance rate for the whole school as a percentage in 2010 was 89%.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked each morning during Form Class. An email is immediately sent to families notifying them of any absence and seeking an explanation. Each week, letters are sent home to families where students have unexplained absences as a follow up.

Teachers mark class rolls for each class they teach daily. Staff notify the Administration where there are discrepancies between the morning Form Roll and their class rolls. The Administration notifies parents of irregularities in class attendance.
Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9 are available via the MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

During 2010 a concerted effort was made to engage our Indigenous learners. Intensive monitoring of attendance and improved access to support programs and personnel resulted in improved attendance rates as evidenced above. The improved attendance resulted in solid academic performance by our indigenous students.