Our school at a glance

Postal address       Goldmine Road Ormeau 4208
Phone                (07) 5540 9222
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Email                the.principal@ormeauwoodsshs.eq.edu.au
Webpages             Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.
Contact Person       Ms Lisa Jorgenson - Enrolments Officer

Principal's Introduction

Ormeau Woods State High School opened in 2009 with students in Years 8 and 9. In 2011 the opening of the Stage Two Senior School facilities coincided with our first senior Year 11 cohort.

Our mission continues to be 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 2011 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 2011

Our 2011 School Improvement Goals were to:
1. Establish high academic standards in setting up Years 11 and 12
2. Embed Productive Pedagogies into teaching practices
3. Develop and implement a ‘Digital Pedagogy’ and
4. Continue the implementation of School Wide Positive Behaviour Support program

A number of successful strategies were put in place to attain our goals. Some of these were:
- Targeted professional development opportunities for teachers and teacher aides.
- Accessing specialist personnel in the planning and implementation of our senior curriculum
- Staff participating in cooperative planning in year level subject groups with their Head of Department in order to create a challenging curriculum.
- Staff monitoring every student’s academic results and providing specific improvement strategies
- Developing a Student Support Services team incorporating a Guidance Officer, Learning Support Teacher Aides, a School Based Health Nurse and Industry Liaison Officer.
- Implementing strategies and programs that developed and supported positive student behaviours (e.g. Choices/ Reach/ Shine Programs).
- Creating the position of Head of Department Interactive Teaching and Learning to support the further development of a digital pedagogy.
Our school at a glance

Future outlook

In 2012 the school will complete the process for its first Quadrennial School Review. Consequently we will strategically vision the school based on data received from the Quadrennial School Review.

We will continue to establish high academic standards for student performance and further develop and implement a ‘Digital Pedagogy’ to support the planned introduction of the 1:1 Computer Program.

Our ambition is to be a leading Queensland school where students excel in:

- Academic studies
- Cultural and creative fields
- Sporting pursuits and
- Community service

To achieve this ambition we will continue to;

1. Expand our curriculum offerings
2. Offer programs that reward and acknowledge personal achievement
3. Focus on literacy and numeracy as the keys to success in life
4. Develop a range of career pathways that cater to all students
5. Forge partnerships with parents, the community, businesses and tertiary institutions as partners in learning.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>671</td>
<td>323</td>
<td>348</td>
<td>91%</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 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16.9</td>
</tr>
<tr>
<td>All Classes</td>
<td>21.5</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>167</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>27</td>
</tr>
<tr>
<td>Exclusions</td>
<td>5</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

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.

Students participate in a range of rotational subjects from the remaining KLA’s. In Year 8 students study: Health and Movement Studies, Product Design and Manufacture, Hospitality, Music, German or Indonesian and Visual Art.

In Year 9 students continue with their core subjects and complete a rotation of subjects that include: History, Multimedia Art, Health and Movement Studies, Industrial Design and Technology, Hospitality and Performance Studies.

The Senior Phase of Learning prepares students for the transition from school life to the adult world. To support our students in their learning journey we are creating a comprehensive and flexible approach to Senior Schooling. Our curriculum has been designed so that students can choose a course of study that will meet their career and vocational needs. It caters to their individual interests and abilities and provides them with academic rigour and personal challenges.

As the preparatory year for transition into senior school the Year 10 curriculum featured a range of elective subjects as well as the core subjects of Science, Social Science, English and Mathematics. Students also studied two elective subjects for the full year. Offerings included: Business Studies, Dance, Digital Media, Graphics, Hospitality, Music, Product Design and Manufacture, Physical Recreation or Exercise and Sport Science and Visual Art.

In Years 11 students choose from a variety of subjects offered by the Queensland Studies Authority. A range of post-school links have already been established allowing students access to tertiary courses and enrichment programs. We have been selected by Griffith University to be a member of the prestigious Valued Partners Program. Our students will be offered unique opportunities to attain prestigious scholarships and direct entry into many tertiary courses.

We are also committed to vocational education and workplace learning. Students have the opportunity to combine paid work with schooling by applying for School-Based Apprenticeships and Traineeships coordinated by school staff.

Extra curricula activities

Our commitment to providing students with a range of activities continued in 2011 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 2011 students were involved in:

- Ormeau Fair musical performances
- Hype Dance Competition
- Artwaves 2010 Art Exhibition involving Logan and Adjacent Areas Secondary Schools

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

- The Royal Australian Chemical Institute, Queensland Regional Titration
- Innovators of the Future Science Competition
- The Australian Defence Force Youth Challenge

In 2011 our Human Powered Vehicle Team competed for the first time in the 10th Annual RACQ Technology Challenge 24 hour endurance race at Maryborough. The Ormeau ‘Eagles’ came 4th in their category.

How Information and Communication Technologies are used to assist learning

In 2011 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.

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.

As part of the federal government’s Digital Education Revolution the school attained its target of a 1:1 student to computer ratio by year’s end. Plans were developed for a 'Take Home' laptop program for Senior students to be implemented in 2012.

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:
- 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 school at a glance

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

After two years of exceptionally high levels of community satisfaction with the school, 2011 saw a disappointing drop. This in part can be attributed to fluctuations in staffing that took place throughout the year.

After the relative stability of our first two years our strong enrolment growth resulted in the rapid expansion of our staffing allocation. The school experienced the transfer in of a high number of new staff. This coincided with a number of key staff leaving as a result of promotion, maternity leave or travel leave overseas. The settling in of new staff together with the engagement of temporary replacement staff had a considerable impact that was felt within the school community.

A staffing strategy was put in place at the end of 2011 to ensure that there would be greater stability in 2012.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of parents satisfied the school is preparing your child for the future</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>55%</td>
</tr>
<tr>
<td>Percentage of parents satisfied with the science, technology and mathematics programs at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>61%</td>
</tr>
<tr>
<td>Percentage of parents satisfied that the school provides good learning opportunities</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents satisfied that the school makes you feel welcome</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff that feel this school is a safe place in which to work</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>36%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>71%</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.

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

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

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

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.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>369,696</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

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>53</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>51</td>
<td>16</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>30</td>
</tr>
<tr>
<td>Diploma</td>
<td>20</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $32,285.98. The major professional development initiatives are as follows:

- Literacy and Numeracy training
- Information Communication Technologies training
- Queensland Curriculum, Assessment and Reporting Framework (QCAR)
- School Wide Positive Behaviour Support

The proportion of the teaching staff involved in professional development activities outside that offered within the school during 2011 was 25%.
Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

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

Find a school

Search by school name

[Input field]

GO

Search by suburb, town or postcode

[Input field]

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<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>92%</td>
<td>88%</td>
<td>87%</td>
<td>88%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

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.

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

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

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

Search by school name

Search by suburb, town or postcode

Sector
- Government
- Non-government

SEARCH

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.
Performance of our students

Achievement – Closing the Gap

The gap between Indigenous and non-Indigenous attendance rates.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>n%</td>
<td>11%</td>
<td>9%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort.

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Performance of our students

### Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

As part of their senior studies, students in Years 10 – 12 can select nationally recognized AQF certificate courses. The school offers Certificate I level courses in; Hospitality, Engineering, Manufacturing, Business Studies and Information Technology. Certificate II courses are offered in: Hospitality and Community Recreation.

### Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interstate or overseas</td>
<td>19%</td>
</tr>
<tr>
<td>Full time employment</td>
<td>17%</td>
</tr>
<tr>
<td>VET/ Further Education and Training</td>
<td>26%</td>
</tr>
<tr>
<td>Secondary School (Other Education Region)</td>
<td>16%</td>
</tr>
<tr>
<td>Secondary School (South East Region)</td>
<td>13%</td>
</tr>
<tr>
<td>Other (eg Alternative Programs)</td>
<td>9%</td>
</tr>
</tbody>
</table>

Throughout the year a number of students who had a strong employment focus left school to either attend TAFE or to work full time. As well as this, the financial crisis experienced by many families, resulted in them moving interstate or to other regions within Queensland to gain employment. Ormeau Woods SHS has formed partnerships with many local industries which have resulted in students being offered employment.