

Ormeau Woods State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	Goldmine Road Ormeau 4208
Phone	(07) 5540 9222
Fax	(07) 5540 9200
Email	principal@ormeauwoodsshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mrs Zoe Romano – Enrolments Officer

Principal's foreword

Introduction

The 2015 School Annual Report is used to evaluate our performance against our goals and to inform our 2016 planning, reviewing and reporting framework. It is a significant 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 2015

In 2015 our Improvement Agenda priorities were to:

- Continue to improve students' literacy and numeracy standards
- Continue to address the learning and wellbeing needs of all students
- Establishing high academic standards for student performance (e.g. NAPLAN, Upper 2 Bands, Junior Secondary and Senior Schooling Phases)

Our Priority Areas of Development were the:

- Further implementation of the Learning and Wellbeing Framework.
- Universal implementation of the School's Pedagogical Framework.
- Reducing the behaviours that negatively impact student learning.
- Continue to foster school pride and sense of belonging to the school community

Future outlook

In 2016 our focus is to:

1. Commence the implementation of the Key Improvement Strategies from the 2015 SIU Review
2. Create an expert teaching team who are knowledgeable and confident in the subjects they teach and who have highly developed pedagogical skills and abilities.
3. Further refine the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.
4. Continue to improve students' literacy and numeracy standards
5. Continue to implement Positive Behaviours for Learning (PB4L) and foster programs that reward and acknowledge student achievement.
6. Reduce the behaviours that negatively impact student learning

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	923	457	466	22	92%
2014	914	474	440	20	91%
2015	1005	525	480	27	92%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 and Woongoolba State Schools. There has been strong enrolment growth over the past few years 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

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	21	22	23
Year 11 – Year 12	20	19	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	148	147	261
Long Suspensions - 6 to 20 days	26	9	8
Exclusions	8	5	7
Cancellations of Enrolment	3	7	5

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our distinctive curriculum offerings

All students in Years 7 - 9 (the Junior Secondary years of schooling) complete a program of core and rotational subjects spread over the three years. The Core comprises: English, Mathematics, Science, Humanities, LOTE and Health and Movement Studies.

Year 7 and 8 students participate in a range of rotational subjects from the remaining KLA's – The Arts and Technology. These subjects are; Product Design and Manufacture, Enterprise, Hospitality, Music, Digital Media and Visual Art.

In Year 9 and 10 students continue with their core subjects and are able to select two elective subjects from a wide range including: Business Studies, Digital Media, Geography, German, Graphics, Hospitality, Justice Studies, Product Design, Robotics, Sport and Exercise Science, Visual Art, Dance, Drama and Music.

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.

In Years 11 and 12 students choose from a variety of subjects offered by the Queensland Curriculum and Assessment Authority (QCAA). 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. The number of students who chose to study a TAFE subject as part of their Senior course increased significantly.

Extra curricula activities

Ormeau Woods State High School continued to gain a strong reputation for its commitment to extracurricular activities through our involvement in:

- Australian Mathematics Competition
- Gold Coast Debating
- University of Queensland Optiminds Challenge
- District and Regional sport
- Futsal – Indoor Soccer
- The Human Powered Vehicle Team (HPV) which competed at the RACQ All Schools Pedal Prix held at Willowbank and the Maryborough 24 Hour Challenge. The Ormeau 'Eagles' performed beyond all expectations finishing as State Champions for the third year running in the Senior Boys category.
- The Kokoda Challenge
- The All School's Touch Championships
- Our Performance Dance and Dance Excellence students continued to perform at exceptional levels.
 - BPAC

- Gold Coast Eisteddfod
- Beenleigh Eisteddfod

How Information and Communication Technologies are used to improve learning

Staff confidence in using ICT technologies was demonstrated in their use of a wide array of software applications, e-books and multi-media based lessons.

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.

Our Positive Behaviour 4 Learning Program (PB4L) creates effective learning environments. 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.

The successful impact of PB4L was reflected in the Student School Opinion Survey responses (see table below)

Parent, student and staff satisfaction with the school

Overall there was significant improvement in the majority of stakeholder satisfaction from 2014 to 2015

- In the Parent Survey we held or made gains in 22 of the 35 survey items
- In the Student Survey we held or made gains in all 33 of the 33 survey items
- In the Teaching Staff Survey we held or made gains in 30 of the 42 general satisfaction survey items

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	92%	93%
this is a good school (S2035)	89%	92%	90%
their child likes being at this school (S2001)	89%	92%	90%
their child feels safe at this school (S2002)	95%	92%	92%
their child's learning needs are being met at this school (S2003)	97%	87%	86%
their child is making good progress at this school (S2004)	95%	87%	91%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	92%	93%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	84%	89%	87%
teachers at this school motivate their child to learn (S2007)	84%	83%	86%
teachers at this school treat students fairly (S2008)	84%	82%	86%
they can talk to their child's teachers about their concerns (S2009)	92%	92%	91%
this school works with them to support their child's learning (S2010)	83%	89%	88%
this school takes parents' opinions seriously (S2011)	76%	83%	84%
student behaviour is well managed at this school (S2012)	74%	79%	85%
this school looks for ways to improve (S2013)	91%	90%	91%
this school is well maintained (S2014)	100%	98%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	85%	97%
they like being at their school (S2036)	88%	87%	97%
they feel safe at their school (S2037)	90%	90%	96%
their teachers motivate them to learn (S2038)	78%	80%	95%
their teachers expect them to do their best (S2039)	98%	94%	99%
their teachers provide them with useful feedback about their school work (S2040)	74%	80%	94%
teachers treat students fairly at their school (S2041)	70%	67%	84%
they can talk to their teachers about their concerns (S2042)	72%	67%	74%
their school takes students' opinions seriously (S2043)	66%	68%	85%
student behaviour is well managed at their school (S2044)	70%	61%	85%
their school looks for ways to improve (S2045)	92%	92%	97%
their school is well maintained (S2046)	87%	88%	97%
their school gives them opportunities to do interesting things (S2047)	85%	86%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	95%	94%
they feel that their school is a safe place in which to work (S2070)	100%	98%	96%
they receive useful feedback about their work at their school (S2071)	83%	85%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	91%	81%
students are encouraged to do their best at their school (S2072)	93%	92%	92%
students are treated fairly at their school (S2073)	91%	92%	90%
student behaviour is well managed at their school (S2074)	75%	77%	76%

Performance measure	2013	2014	2015
Percentage of school staff who agree [#] that:			
staff are well supported at their school (S2075)	73%	85%	78%
their school takes staff opinions seriously (S2076)	79%	75%	79%
their school looks for ways to improve (S2077)	93%	90%	88%
their school is well maintained (S2078)	93%	93%	92%
their school gives them opportunities to do interesting things (S2079)	88%	92%	88%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Throughout the year a number of functions are conducted. 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.

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) and Recognition Assemblies.

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 reducing the environmental footprint as we continue to grow. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	492,647	0
2013-2014	532,084	0
2014-2015	569,899	

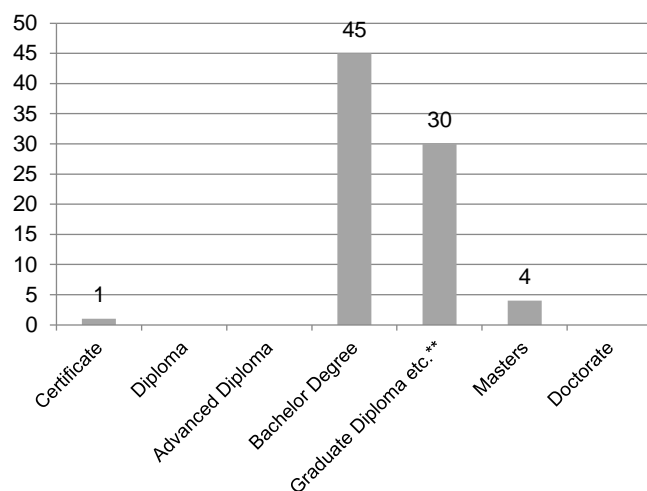
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	80	40	<5
Full-time equivalents	78	28	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	
Advanced Diploma	
Bachelor Degree	45
Graduate Diploma etc.**	30
Masters	4
Doctorate	
Total	80



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was \$56,056.

The major professional development initiatives are as follows:

- Tactical Teaching of Reading
- Pedagogical Framework
- PB4L
- Leadership
- Mentoring Program
- Literacy
- Students With Disabilities
- Digital Pedagogy
- Workplace Health and Safety
- Health and Wellbeing Framework

The proportion of the teaching staff involved in professional development activities during 2015 was 80%

Average staff attendance

2013	2014	2015

Staff attendance for permanent and temporary staff and school leaders.

95%

96%

95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	83%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

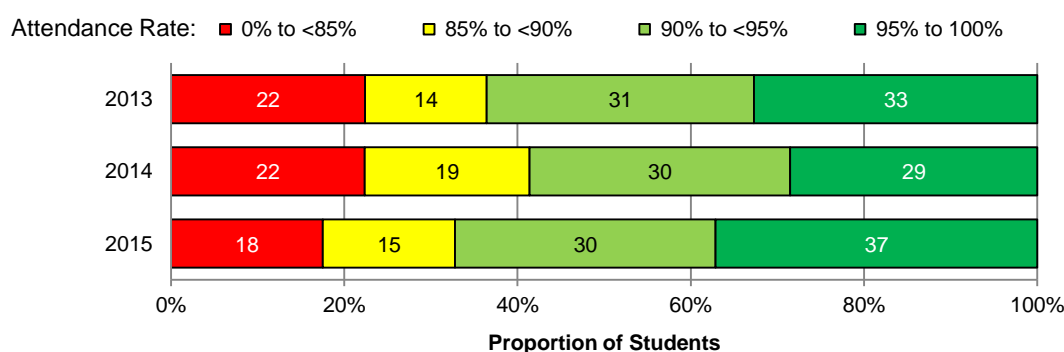
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		91%	88%	88%	90%	90%
2014		91%	89%	87%	89%	88%
2015	93%	91%	90%	89%	91%	92%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 DETE 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 Futures 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 the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	83%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	75%	20%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	135	156	146
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	43	65	62
Percentage of Indigenous students receiving an Overall Position (OP)	50%	33%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	17	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	128	153	143
Number of students awarded an Australian Qualification Framework Certificate II or above.	80	57	59
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	132	155	146
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	69%	77%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	95%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	5	9	18	10	1
2014	2	11	32	20	0
2015	6	15	27	13	1

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	113	61	25
2014	150	44	18
2015	136	36	29

As at 16 February 2016. The above values exclude VISA students.

The school offered a range of Certificate courses in 2015. These included;

Certificate I

Information, Digital Media and Technology

Business

Hospitality

Certificate II

Hospitality

Business

Certificate III

Fitness

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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

Interstate or overseas	20%
Full time employment	14%
VET/ Further Education and Training	10%
Secondary School (Other Education Region)	14%
Secondary School (South East Region)	30%
Other (eg Alternative Programs)	12%

The financial situation experienced by many families resulted in a significant number moving interstate or overseas to gain employment. A number of families returned to New Zealand to gain employment as a result of the reconstruction taking place following the recent earthquakes. There was also a high level of transience with families moving within the South East Education Region in order to obtain cheaper rental accommodation or employment. Our partnerships with alternative education providers saw a significant number of students choosing alternative education programs outside the traditional school setting, with eagleby Learning Centre proving a popular destination.