



**ORMISTON
COLLEGE**

Annual Report 2017

(Based on 2016 data)



By publishing this report, Ormiston College meets both Queensland and Australian Government reporting requirements.

School Sector:

Independent

School's Address:

Physical

97 Dundas Street West
ORMISTON QLD 4160

Postal

PO Box 1835
CLEVELAND QLD 4163

Total Enrolments:

1317 (Census Data 2016)

Year Levels Offered:

Prep to Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

% of boys:	51.86%	% of students with disabilities:	1.67%
% of girls:	48.14%	% of indigenous students:	0.46%

Distinctive Curriculum Offerings:

Foundation Studies

During Semester 1, all Year 10 students undertake initial introductory studies in at least 8 Senior subjects. At the conclusion of the semester students then choose 6 Senior subjects to finalise their Secondary schooling.

Literacy and Numeracy

The College views Literacy and Numeracy skills as both foundational for learning and essential for lifelong learning and achievement. There is a strong culture in the Junior School of teaching these foundational skills. In addition, targeted programs are used for Spelling, Writing and Reading, and for Numeracy.

The Secondary School continues to teach Literacy and Numeracy in all subjects. In addition, all students in Year 7 and Year 8 study a Literacy course and in Year 9, students may choose to continue Literacy as one of their electives or Literacy may be recommended by the College to support students to further develop their Literacy and Numeracy skills.

Distinctive Curriculum Offerings continued:

Science, Technology, Engineering and Mathematics (STEM)

Year 9 students are offered a STEM elective subject. STEM continues to be offered in Senior Studies. The STEM program allows students who are passionate about Science, Technology, Engineering and Mathematics to access opportunities to extend and challenge themselves.

Extension Classes

When it is appropriate, the College offers the opportunity for students who excel in English and Mathematics to undertake extension classes to broaden their knowledge of these subjects.

Tertiary Studies

Year 12 students who exhibit a high degree of competency in some of their Senior subjects can be given the opportunity to enrol in an appropriate tertiary institution and do a maximum of one tertiary subject per semester as an integral part of their Senior Studies.

Student Enhancement Program (Prep to Year 12)

The Student Enhancement Program aims to develop qualities and skills in each student that can be utilised throughout their lifetime. It also offers students a range of information and awareness of issues (such as drug, alcohol and substance abuse; cybersafety; road safety/driver safety; stranger danger; health and hygiene; decision-making; saying “No” to bullying and bystander roles, behaviours and responsibilities, etc.). The College continues to be proactive in educating students both in awareness of the need to be cyber safe and in how to be safe in the digital world. The College also offers Parent Information Evenings which address a range of topics.

Central to the Student Enhancement Program is Program Achieve.

Program Achieve aims to develop the potential of all students attending Ormiston College (academically, intellectually, interpersonally and emotionally) by instilling 5 Foundations – Confidence, Persistence, Organisation, Getting Along and Emotional Resilience – that research indicates as determining the extent to which children achieve and experience social, emotional and behavioural wellbeing. This is underpinned by the belief that the way people look at or perceive their world is important for success in life.

The development of strategic learning skills with a particular emphasis on organisational and time management skills is essential. The ability to communicate and actively listen is an important skill which will enable a student to work successfully as a member of a team.

Students in Year 7, Year 8 and Year 9 who are identified as requiring extra help with the development of effective learning habits are invited to attend classes for the introduction and practice of specific strategies to improve their time management, organisational and planning skills.

The implementation of the National Curriculum was strongly evident at the College in 2016, together with the appropriate reporting to parents and students.

Extra-curricular Activities:

<p>Sports:</p> <ul style="list-style-type: none"> Athletics Australian Rules Football Basketball Cricket Cross Country Football (Soccer) Gymnastics (External Provider) Hockey Netball Rugby Union Sailing Swimming Tennis Touch Football Volleyball 	<p>Cultural:</p> <ul style="list-style-type: none"> Art Club Chess Club Code Club Dance Tuition Debating Drama Tuition Duke of Edinburgh Award Environment Committee Junior School Science Club Kidpreneur Challenge Music Tuition OC Music Eisteddfod Paperback Writers' Club Readers' Cup Robotics Club Social Justice Committee 	<p>Instrumental Ensembles:</p> <ul style="list-style-type: none"> Brass Ensemble Chamber Strings Concert Band Drum Ensembles Guitar Ensembles Jazz Band OC Chamber Orchestra Sonata Strings Symphonic Band Woodwind Ensemble <p>Choirs:</p> <ul style="list-style-type: none"> Kinder Chorus (Years 1-2) Pochino Choir (Years 3-4) OC Singers (Years 5-7) OC Chorus (Years 8-12) Chamber Singers (Years 8-12) Redback Chorus (Years 8-12 Boys) OCTAVE (Specialist Vocal Ensemble)
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Social Climate:

In addition to the Student Enhancement Program, which is outlined in the Distinctive Curriculum Offerings section, the College has numerous programs aimed at creating a social climate that develops a culture of belonging and pride.

The College has a clearly defined process for inducting and orientating all students who are new to the College, as we welcome them to their new school. Many strategies and processes are used, including Orientation Days; Welcome to the College Evenings for parents; using systems of Buddies; and New Student Morning Teas with the Headmaster. At the intake years, focused activities are organised to build connections for our new students with the College climate and the way we do things. For example, all Year 7 students are involved in the College's Making Connections program in Terms 1 to 3. Year 11 Student Mentors connect with the Year 7 students during Form activities throughout the year. In Term 1, Year 7 students attend a three-day camp where students undertake a range of activities aimed at bringing them together as a year group and developing meaningful relationships with their peers and staff.

There is a well-developed student leadership structure within the Secondary and Junior Schools aimed at adding value to the College through the work of the student committees. Collectively the School Community, Social Justice, Cultural, Academic, Sporting and Environmental Committees provide an avenue for students to add to the social, academic and cultural climate of the College.

The House System is an important aspect of the College, providing students with an opportunity in both the Junior and Secondary Schools to participate in a variety of sporting and cultural competitions. The spirit that is generated from the House System is fundamental to the fabric of the College.

The College's comprehensive Co-curricular Program provides opportunities for students to develop cultural and sporting skills and experience the benefits of belonging to a team and learning from those experiences. The College values the Co-curricular Program for building and establishing an ethos of participation, supporting each other and contributing to what their College stands for.

Underpinning the establishment of the warm and caring social environment is a Behaviour Management Strategy that protects the rights of everyone to be part of a pleasant and safe environment, which is conducive to learning. People are treated with respect and courtesy and the Student Support Services Team provides valuable support for students within the College's Student Welfare Program. A Federally-funded Chaplain is employed by the College, adding a valuable resource to the Student Support Services Team.

Ormiston College has clearly defined processes and policies regarding its responsibility to ensure the rights of its students are safeguarded with respect to harassment and bullying. In any form, bullying is not acceptable. All members of the College community are aware that harassment and bullying is not acceptable behaviour within the College, nor is it in their lives outside the College.

The College's Anti Bullying Policy aims both to prevent bullying and to have clear processes in place to manage instances of bullying.

Therefore, the College aims to develop in students respect and concern for others and to develop in students an understanding that they must be responsible for their own behaviour. One of the Foundations in *Program Achieve* (already mentioned in Distinctive Curriculum Offerings) is Getting Along, so showing tolerance and compassion; understanding that people are different, but that we can get along is the mindset we aim for our students to show.

The College's Anti Bullying Policy is framed around Cooperation, where parents, students and staff are required to be alert and share information, so that any instances of bullying can be quickly identified, managed and consequences given. Communication which clearly states that speaking out and saying "No to Bullying" will bring positive change; and Consistency across all parts of the College community. The College also works to ensure that students understand that 'Bystander Behaviour' is positive when it safeguards the safety and happiness of others. 'Bystander Behaviour' encourages students to: do something about what is seen; tell someone about what is occurring; talk to a teacher or an older student/mentor if support is required.

Should management of bullying instances not result in changed behaviour, the Method of Shared Concern may be used to bring understanding and resolution.

Ormiston College does not condone harassment or bullying within its community. The College's emphasis upon Getting Along recognises the role that Information and Communication Technologies and online learning can play in terms of cyberbullying. Again, the College aims to prevent such activities, but acknowledges that the online environment is a 24 hour/7 days a week possibility. Prevention through education is important. The College offers information evenings for parents and students; frequently offers advice from experts in various College communications; uses guest speakers for parents, students and teachers and has a clear Acceptable Use Policy for ICTs. The College's internal computer network has filters and is monitored for inappropriate use. Student laptops have internet filtering software installed which provides additional home filtering. Students understand that inappropriate online behaviour as described in the ICT Acceptable Use Policy will have consequences that will be applied consistently so that they can learn and move forward.

The health and safety of children within the College from Prep to Year 12 is managed within Child Protection Legislation and Guidelines. The College has appropriate policies and guidelines surrounding this important aspect of child safety. Reporting lines are clear and understood. All College Staff received professional development regarding the changes to the Child Protection Legislation in 2015.

College Surveys clearly indicate that Ormiston College students feel very safe at school and know they have teachers who care for and support them, a belief also held by their parents.

Parental Involvement:

Parents & Friends Association

The Ormiston College Parents and Friends Association (P & F) commenced two years prior to the founding of the College.

The function of the P & F is to "friend-raise" and in doing so, to work together to continue to provide excellence in both opportunities and facilities for all students at Ormiston College. The P & F and its Support Groups, also engage in fundraising activities directed towards specific College projects. In 2016, some of the P & F projects supported College music, the many sports, chaplaincy and other College based projects.

The P & F Support Groups represent the following:

- Art
- Basketball
- Football (Soccer)
- Hockey
- Netball
- Rugby
- Touch Football
- Junior School
- Parents of Past Students
- Athletics
- Cricket
- Music
- Performing Arts
- Sailing
- Volleyball
- Chaplaincy

Parents Involvement at Ormiston College

Parents who would like to become more involved in their child's school life can:

- become an active member of the P & F Association
- volunteer to work in the Tuckshop/Canteen
- join one of the College's many Support Groups
- help out with the College Musical Productions
- help out in Junior School classroom and/or Junior School camps
- coach a sporting team
- become involved in the Duke of Edinburgh Program
- help out in the Library or Archives
- attend the many parent functions, information evenings and College forums
- offer assistance or convene a stall at the biennial College Carnival. This event also connects to our local community in various ways.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data: Parent, Staff and Student Surveys were conducted in 2015 to enable the College to make informed decisions regarding the new Strategic Plan.

School Income Broken Down by Funding Source

2016 Financial data for Ormiston College may be found on the My School website via the following link – <http://www.myschool.edu.au/>

Staffing Information

Staff Composition, including Indigenous Staff:

Full-Time Staff:	125
Part-Time Staff:	50
Teaching Staff:	113
Non-Teaching Staff:	62

Source: Census – August 2016. The College is an equal opportunity employer.

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1%
Masters	16%
Bachelor Degree	71%
Diploma	12%
Certificate	0%

Expenditure on and Teacher Participation in Professional Development:

The 2016 to 2019 Strategic Plan provides a clear idea of our proposed directions and a unity of purpose for the years ahead. It is also a necessary working document expressing our visions and goals, and providing an overarching framework from which more explicit implementation and operational plans can be developed.

Staff undertook a range of professional learning opportunities that focused on developing a new Teaching and Learning Framework at the College, which is one of the strategic priorities of the plan. A deliberate focus on Higher Order Thinking Skills, Technology and the development of 21st Century learning skills to prepare students for the future has been key to the professional opportunities offered to staff. The new Framework will be implemented in 2017 following much consultation with staff around the look and feel of the new model.

In 2016 a number of staff were also provided with opportunities to lead and present technology projects through the Leading Innovation and Learning Committee. Some Staff were also successful in obtaining Innovation Grants to enable them to focus on an innovative project within their teaching area.

The College further advanced our strategic curriculum focus of integrating the use of Information and Communication Technologies in authentic, meaningful and engaging ways into the curriculum.

During 2016, the College continued to focus upon professional learning within quality teaching and intervention strategies to enhance student levels of Literacy and Numeracy, particularly but not exclusively, within Prep to Year 9. For Years 7 to 12, teachers have participated in learning with respect to the literacies upon which the QCS Test draws.

Professional Learning continued to be a focus within the College with many different options available to staff both on and off campus.

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
21 CLD Online Modules	5
188 Words for Said	1
2016 UQL Cyberschool Seminar	1
ACC Copyright Seminars	1
ACEL Conference	5
Accounting Endorsement Assessor training	1
AFMLTA Ready?Set?Go workshop	2
All Languages Workshop	4
Ancient History Day - UQ	1
ANZELA	1
APPEC 2016 - Speaker	1
Aspiring Women Leaders Conference	2
Big & Messy Data Analysis Made Simple with METLAB	1
Big Things STEM from Maths	2
Brisbane East Panel Calibration Trial	2
Brisbane SDE	1
Coach Training Workshop	1
Consultation development of Marine Science Syllabus	1
CPR	38
Cultural Weeding: Challenging Library Design.	1
Cutting Edge Professional Devt Days for STEM	2
Dean & Beadle & Sue Lourkey ASD	1
Drama Qld State Conference	1
Effective Communication in Blended Learning Environments	1
Effective Communication in F2F Contexts	1
Emerging E- Learning Technologies - Presenter	1
Flip Con	2
Flipped Learning Seminar	2
Foundation module trial	2
First Aid Course	27
Future School Conference	1
Future Worlds Conference	2
ICCEELT	1
iwbNet	1
JLTAV Conference	1
Leading a Digital School	1
Literacy: Strengthening Reading Comprehension	1
Managing the First years of teaching	1
Marine Teachers of QLD Conference	1
MATLAB training	6
Maximising Higher Order of Thinking in 21st C classroom	1
Mental Health & Wellbeing of Young People	2
Mindset Management & Managing School Improvement	1

MMIE Introduction	3
Modern History: Calibration workshops for teachers	1
NAPLAN - Principles of Goal Winning	1
New Business Management Webinar	1
Orientation to Duke of Ed	1
Printing, Programming & Pedagogy	1
QATA	2
QCAA Graphic Calculators workshop	1
QCAA Mar Sci Syllabus	1
QCAA Review Panel Training	7
QCAA Review Panel Training and Moderation Processes	8
QCAA School Moderator Meeting	1
QDU Debating Coach Workshops	6
QETA State Conference	2
QUT	1
QUT Academic Success	1
Science Curriculum Consultation Forum	2
Seven Steps	1
Simple Spacial Technologies for QLD	1
Subject teacher training	1
Summer Music School	1
Teaching & Learning Committee	10
Teaching & Learning Framework	93
TAS By Laws Symposium & Tactical Seminar	1
Timetabling	2
Updating New Curriculum Innovation through Art	3
WAIFIO Online Webinar	1
WordPress Training	1
Total number of teachers participating in at least one activity in the program year	102

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
113	\$115,303.54	\$1020.083
The total funds expended on teacher professional development in 2016		\$115,303.54
The proportion of the teaching staff involved in professional development activities during 2016		100%
The major professional development initiatives were as listed above.		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
113	187	557.25	98.33%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98.33% in 2016.

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
99	96	96.97%

From the end of 2015, 96.97% of teaching staff were retained for the entire 2016 school year.

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2016 was 94.97%.

*Source: TASS DEEWR STATS Report 2016 adjusted for total student population.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2016
Prep	96.36%
Year 1	94.60%
Year 2	96.01%
Year 3	95.20%
Year 4	96.27%
Year 5	94.80%
Year 6	95.75%
Year 7	95.08%
Year 8	95.08%
Year 9	95.13%
Year 10	93.51%
Year 11	93.71%
Year 12	93.16%

Student Non Attendance Management

Attendance is initially recorded and tracked by Class Teachers (Junior) and Form Teachers (Secondary). Parents are required to contact the College regarding absences. This information is made available to staff. Should a student be recorded as absent and no telephone advice has come from parents, the Junior and Secondary School Receptionists will telephone the parent. As a courtesy the Class Teacher/Form Teacher will ring home if a student has been away for more than 3 days. In the Secondary School, Year Level Coordinators monitor absentee rates and students coming late to school within their year level. Students who miss assessment are required to present a medical certificate to the Dean of Studies. Issues to do with absenteeism that impact on academic learning are handled by the Dean of Studies whilst absentee issues that are of a social or emotional nature are managed through Student Support Services.

In the Junior School, Classroom Teachers will notify the Deputy Head of Junior School if the student's absence is of an extended nature and also if a student's lateness is persistent and unacceptable.

Apparent Retention Rate Year 10 to 12:

	Year 10 Base		Year 12		Apparent Retention Rate %
Number of Students	2007	142	2009	125	88%
	2008	134	2010	122	91%
	2009	131	2011	129	98%
	2010	144	2012	132	92%
	2011	125	2013	110	88%
	2012	130	2014	116	89%
	2013	127	2015	108	85%
	2014	134	2016	113	84%

Year 12 student enrolment as a percentage of the Year 10 cohort is 84.32%.

*Calculated using Government Census Data August 2016.

NAPLAN results for Years 3, 5 and 7 and 9 in 2016

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	465	426	100
Year 5	564	502	100
Year 7	592	541	99
Year 9	638	581	100
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	443	421	100
Year 5	510	476	100
Year 7	547	515	98
Year 9	587	549	99
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	448	420	100
Year 5	534	493	100
Year 7	589	543	100
Year 9	618	580	99
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	462	436	100
Year 5	571	505	100
Year 7	600	540	100
Year 9	622	569	99
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	445	402	100
Year 5	560	493	100
Year 7	634	550	100
Year 9	664	589	100

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	118
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	118
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	117
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	94%
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	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	98%

Post-school Destination Information – *Next Step Survey*

The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2016, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2017, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

School Response Rate to the Survey

Number of Respondents	Number of students who completed Year 12	Percentage response rate
101	101	85.6%

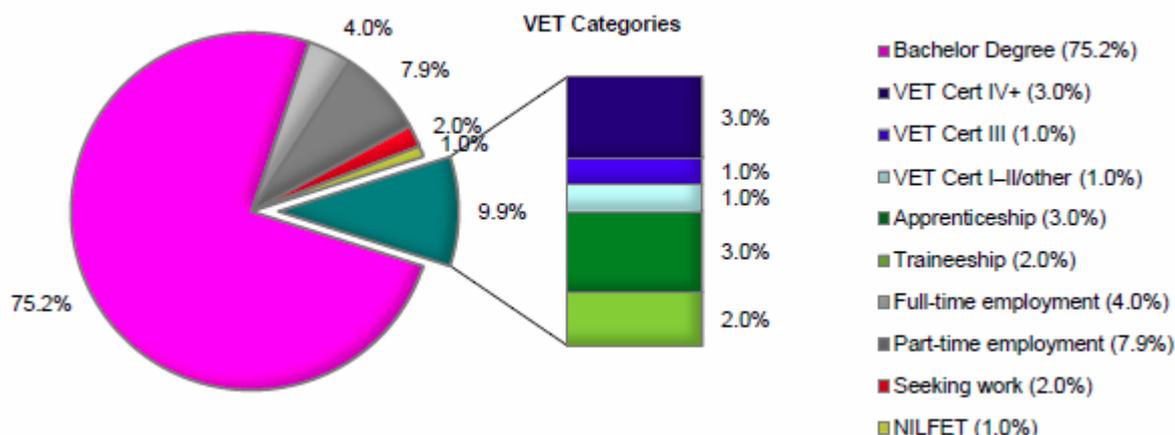
Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov/nextstep

Summary of findings in relation to main destinations of students

School Year 2015	Number of Students in each category	Percentage of Students in each category
Bachelor Degree	76	75.2%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	10	9.9%
Working full-time, part-time/casual	12	11.9%
Seeking work	2	2.0%
NILFET (not in education or training, not working and not seeking work)	1	1.0%
Total Year 12 students	101	100

Main destinations of students



Other Information of Interest

Additional Information – Value Added

Student Growth and Potential

Ormiston College works with Educational Consultants to map the learning potential of students and their preferred learning styles. Students are tested at Prep, Years 2, 4, 6 and 8. This allows the College to gather longitudinal data about the strengths and weaknesses of our students as Learners. This knowledge assists us in constructing learning experiences designed to assist students towards attaining their potential as learners.

Ormiston College 2016 Successes

Ormiston College recorded another successful year in 2016 for academic, sporting and cultural achievements. Here is a snapshot of just some of our top achievements.

- The College's overall results in NAPLAN continue to improve year by year, as they trend upwards from 2008 with 528 to 2016 with 554.7.
- Outstanding academic results for the Class of 2016: 9 graduates were awarded an OP 1 with 94% of the cohort receiving an OP between 1 and 15.
- ICAS Science Competition: 4 High Distinctions, 20 Distinctions, 81 Credits, 51 Merits.
- ICAS Mathematics Competition: 2 High Distinctions, 23 Distinctions, 91 Credits, 52 Merits.
- ICAS Digital Technologies: 2 High Distinctions, 17 Distinctions, 23 Credits, 12 Merits.
- ICAS English: 2 High Distinctions, 27 Distinctions, 63 Credits, 35 Merits.
- ICAS Mathematics Competition: 1 Medal winner achieving a top score in the respective year level, Mitchell Dixon (Year 10); 12 High Distinctions, 63 Distinctions, 140 Credits, 54 Merits.
- Australian Mathematics Competition: 2 Prize winners achieving above 99.7 percentile, 11 High Distinctions, 45 Distinctions, 43 Credits.
- Maths Team Challenge: Over 60 teams competed in the Maths Team Challenge, Ormiston College won the Year 7/8, Year 9/10 Trophies, plus Champion Overall School Trophy. Junior teams placed 1st, 3rd, 4th and 6th; Intermediate teams placed 1st and 4th; Senior teams placed 4th and 6th.
- Mathematics Challenge for Young Australians: 5 Distinctions, 5 Credits.
- International Mathematical Modelling Challenge: Encouragement Award.
- ICAS Science Competition (Year 7, Year 8 and Year 9): 5 High Distinctions, 28 Distinctions, 85 Credits.
- ICAS English (Year 7 and Year 8): 2 High Distinctions, 17 Distinctions, 56 Credits, 22 Merits.
- Australian History Competition (Year 8 and Year 10): 5 High Distinctions, 13 Distinctions, 22 Credits, 39 Merits.
- Australian Geography Competition: 33 High Distinctions, 15 Distinctions, 16 Credits.

- ICAS Digital Technologies Competition: 3 Medal winners achieving a top score in their respective year level, 4 High Distinctions, 20 Distinction, 33 Credits, 12 Merits.
- UNSW Computer Programming Competition: 2 Credits.
- Computational and Algorithmic Thinking Competition: 1 High Distinction, 13 Distinctions, 63 Credits.
- National Computer Science Challenge: 5 Perfect Scores, 7 High Distinctions, 4 Distinction, 2 Credits, 9 Merits.
- Assessment of Languages Competence Certificates: 8 High Distinctions, 18 Distinctions, 95 Credits.
- Language Perfect, World Championships in Languages: 2 Elite, 13 Gold, 4 Silver, 17 Bronze, 30 Credits.
- Ormiston College was named Champion School for the prestigious interschool Maths Team Challenge.
- Thirty musicians selected as members of State Honours Ensemble.
- Results in AMEB and Trinity Exams continue to be excellent.
- Outstanding Drama Eisteddfod results.
- Overall in 2016 there were 23 Redback Champion teams.
- OC placed second in the TAS Swimming Championship collecting 6 trophies: Boys, Girls Percentage Trophies, and Age Champions in 13 and 15 Boys and 16 and Open Girls.
- OC also won the Bayside District Swimming Championships for the seventh year in a row.
- OC placed second overall in the Trimester 1 season. The Redbacks won five premierships: First XI Cricket, Third XI Cricket, First Boys Volleyball, Second Boys Volleyball and Year 7 Boys Volleyball. Redback teams enjoyed a 63% winning strike rate over the whole season.
- OC placed fourth at TAS Cross Country with the 15 Boys and Open Boys winning the Age Champion Trophy. The boys won the Percentage Trophy.
- The Redbacks placed fourth in the Bayside Cross Country Carnival.
- The Redbacks placed fourth at Bayside District Athletics and sixth in the TAS Athletics Carnival; both improvements by one place from 2015.
- OC were the Champion School in Trimester 2. The Redbacks secured four premierships: Firsts Boys Tennis, Year 10 Boys Tennis, Year 7 Boys Tennis and Year 10B Netball. Redback teams enjoyed a 72% winning strike rate over the whole season.
- The Redbacks placed second overall in Trimester 3. The Redbacks won five premierships: Year 7 Boys Basketball, Year 8 Boys Football, Year 8 Girls Volleyball and Seconds Girls Volleyball.
- Ormiston College once again contributed the most number of teams to the Junior TAS draw. 91% of students in Year 4 to Year 6 participated; this is a total of 257 out of 284 students playing at least one sport.
- Twenty-five Junior School students were selected in various District representative sporting teams with two gaining regional team selection.

Information, Communication Technologies (ICTs) to Assist Learning

Ormiston College has spent many years laying the foundations for a technology rich classroom but with the ICTs being meaningfully used within.

Ormiston College is a heavy user of Microsoft Office 365 to enable collaborative learning. Students can access OneNote's that are shared between all students and the classroom teacher using the Microsoft Class Notebook Creator. This enables 24/7, world-wide, real-time, access to learning resources used in the classroom and the ability for students to respond to assessment tasks. OneNote, with its cross media abilities and use of digital ink, has transformed the way students can interact with the device and their class, resulting in an overall improved quality of work.

In 2016, Ormiston College continued its association with Microsoft as a Microsoft World Showcase School, an honour that only two schools in Australia have been given. This association gives our teaching staff the very latest access to Microsoft technology.

In 2016, the College also continued to use its new Centre for Learning and Innovation which has five flexible learning spaces, all offering the latest in collaboration technology and a Maker Space complete with 3D printing, Little bits and Robotics kits.

Ormiston College has been on a steady journey for almost a decade in supporting staff with the effective and meaningful use of ICT in the classroom. Using programs such as the Learning Innovation Leadership Committee 'Big Idea's projects, the annual Innovation Grants and the E-Learning Department providing holistic and comprehensive professional development, Ormiston has uniquely positioned itself as a College where technology does improve student outcomes. As evidenced by a record academic year with outstanding outcomes in NAPLAN, Year 12 OP Scores as well as other external tests for the 2016 year.

Device Distribution Statistics (in total over 1100 devices available in the classroom across the College):

- Every Student in Years 7 to 12 was provided their own dedicated Tablet with Electronic Pen (approximately 740 devices).
- Year 3 to Year 6 – One trolley with 15 convertible tablets per classroom. This enabled one tablet between two students, or trolleys pooled to provide 1:1 ratio (120 devices).
- Prep, Year 1 and Year 2 – 30 iPads per classroom building and minimum of six desktop computers in each classroom. (120 devices in total)
- Junior School iPads – an additional 15 available to be booked between Year 3 to Year 6.
- High End Computer Graphics LAB with AutoCAD certified state of the art workstations and 3D printers (28 devices).
- LOTE iPads – 20 iPads for use to teach Japanese and German.
- Interactive Whiteboards in each Junior School Classroom (30 devices).
- Projectors and Audio Equipment in every classroom (81 devices).
- Access to full colour A3 copying and printing with the ability for students to scan and digitise paper resources.

The Strategic Plan

The new Strategic Plan was implemented in 2016 and will provide guidance for the implementation of the key priorities through to 2019. The College Report (2015) provides details on the key outcomes through the Strategic Plan and notes the developments and successes which have continued to advance the reputation of the College as one of Queensland's leading independent schools.

The College's outcomes demonstrate this belief within Academic, Sporting and Cultural endeavour. These outcomes provide an indicator that Ormiston College graduates are able to embrace their post school lives with an excellent foundation for lifelong learning and continued achievement.

The College continues to seek opportunities for further growth in terms of participation and from time to time, offers some voluntary evening and weekend sporting competitions. The College is very pleased at the number of our athletes who win selection in State and National Teams.

As forecast in the College Strategic Plan, the College developed a specific set of Ormiston College 'Values' which is now incorporated into the learning program and assists in defining the Christian ethos of the College. Our Christian values help shape who we are and provide us with a strong foundation to build upon our faith. The set of values includes Compassion, Integrity, Respect, Responsibility and Service.

Facilities

The redevelopment of the Junior School Courtyard in 2016 added both vibrancy and functionality to this important area of the campus. The architectural design proved an overwhelming success for Year 1 to Year 5 students; bringing the Junior School in line with the already completed Murraya Court area for the Year 6 students.

The exciting project provided several shaded outdoor teaching spaces, many small group seating areas, attractive sculptural elements plus new pathways. The project improved the parent waiting area, provided a covered link to Junior Administration and an extension to the raised stage area.

In 2016, the Centre for Learning and Innovation set new records for popularity. The flexible spaces were in great demand and highly sought-after by both students and staff, not only during class time but throughout the lunchtime period and after school. Whilst it still has two areas specifically set-aside for books, one for Junior students from Year 3 to Year 6, and the other for Secondary students, the various satellite libraries that have been established in the individual subject departments, plus the Prep to Year 2 Library, proved to be working effectively.

The purchase of additional flexible furniture made the Centre for Learning and Innovation the place of choice for student-driven activities and for collaboration of small and large groups working on various projects. Discussions and planning are well underway for the next stage of expansion that is soon to take place in the Centre for Learning and Innovation.

The transitional format for more flexible learning spaces occurred throughout the College, in particular the Prep classrooms and in Rooms 1, 2 and 3 in the Secondary School. Our Year 7 Precinct sets a valuable precedence of how well student efficiency improves the working environment through the introduction of flexible learning.

Staff

The College's implementation of the staff appraisal and recognition process continued to progress in 2016. The College also continued to acknowledge teachers with the Senior Teacher Program, Service Awards and Recognising Excellence in Teaching Awards.

Contact Person for Further Information:

For further information please contact the Deputy Head of College on 3821 8999.