



**ORMISTON
COLLEGE**

Annual Report 2018

(Based on 2017 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:

1278 (Census Data 2017)

Year Levels Offered:

Prep to Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

% of boys:	52.22%	% of students with disabilities:	2.03%
% of girls:	47.78%	% of indigenous students:	0.31%

Distinctive Curriculum Offerings:

The College's mission to achieve academic excellence was once again realised in 2017 with the achievement of students learning outcomes that rate among Queensland's best in 2017.

Achievement at this level is often reflected in the public release of Queensland's NAPLAN and Year 12 outcomes and is something the College aims to continually build upon and improve.

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 across the campus.

The Secondary School continues to focus on 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.

The College maintains significant information and records in regard to student learning outcomes. The aggregated data and identified trends on student learning outcomes informs the setting of new learning targets and the associated development of strategies for improvements in student learning.

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.

Distinctive Curriculum Offerings continued:

The new Teaching and Learning Framework was implemented in early 2017 after spending 2016 as a consultation and development phase. The educational programs offered from Prep to Year 6 align to the Australian Curriculum and provide an engaging and innovative curriculum.

The Key Learning Areas (KLAs) of English, Mathematics, Humanities and Science are taught by the Junior School core classroom teachers from Prep to Year 6 and build upon the teaching and learning strands from year to year and across the junctures.

Specialist Teachers teach Physical Education, Library, Art and Music. Years 5 and Year 6 classes are taught LOTE (Japanese and German) by Specialist Teachers. The integration of ICTs in the curriculum, one of the key focuses of the College Strategic Plan, has been strengthened during the last four to five years with the use of iPads, computers and interactive whiteboards. A Languages Review occurred in 2017 which will result in Chinese and Spanish being offered in future years at the College. Japanese and German will eventually be phased out.

Junior School classrooms also have access to technology and classes are able to book into the facilities in the Centre for Learning and Innovation. The Secondary School is also working in alignment with and towards the Australian Curriculum. Years 7 to 12 teachers have written educational programs that give regard to the ages, abilities, aptitudes and development of the school's students in the Secondary School. There are work programs in Years 7, 8 and 9 for English, Mathematics, Science, History, Geography, LOTE (Japanese and German) and Physical Education that constitute Core Learning.

In addition, Year 8 students learn Art, Music and Literacy. As well as the Core Learning, Year 9 students choose three Elective Studies from Art, Music, Drama, Languages, Lifestyle Health, Business and Commerce, STEM, Multi Media Studies, Information Processing and Design Technology. These electives are school based and school derived.

The written programs for these one-year subjects, which are Minor Studies, value creative problem solving and are educationally designed to be hands on and practical. These elective subjects have a strong focus on 'the ways of looking at our world' and on communication.

During Years 10, 11 and 12, Ormiston College students study QCAA (Queensland Curriculum and Assessment Authority) Senior Subjects. Towards the end of Semester 1 of Year 10, students choose six Senior subjects which must include English and Mathematics A or B. These six subjects will be studied during Semester 2 of Year 10, Year 11 and Year 12. Thus, all students at Ormiston College are eligible to receive an Overall Position.

Within the Teaching and Learning programs of the College, as required by the observable progress of students, strategies to provide support or to provide challenge will be used. This may be in the form of Extension Groups or, as required, Extension Classes, and smaller classes for more intense work on a particular concept or aspect of learning will be formed. This is often the case in English and Mathematics.

The Student Support Services team offers support within the skills of organisation, time management and study to those students identified from the data who may benefit from such support.

With Junior School classes, teachers may have individual students working on modified programs, for either support or for enhancement/challenge. The work of the Junior School Teacher Aides is important in this regard.

In the Secondary School, English and Mathematics Extension Groups are formed for those students whose abilities and attitudes show as requiring this enhanced level. Within Senior Studies, the College has offered Music Extension for a number of years and introduced English Extension in 2013.

The College now offers a Tutoring program to Secondary students before and after school on designated days of the week. Individual teachers or Departments also offer tutorials on a needs basis, either from student requests or teacher observation of student needs.

The College utilises University Links with Griffith University to enable students to complete a first-year unit of Accounting/Business. In addition, students may also access START QUT in the field of Bio-Medical Science and Anatomy. These additional programs enable students of Ormiston College to pursue their chosen career goals at an earlier time.

The Student Enhancement Program (SEP) is a whole of College personal development program. This is based around explicit teaching of the Foundations of: Organisation, Getting Along, Confidence and Persistence, so that building students' capacities for Emotional Resilience can be realised.

In the Junior School, SEP is taught by the Classroom Teacher and integrated into the teaching units, with some of the focuses being from Program Achieve, the Daniel Morecombe Child Safety Program, Say NO to Bullying and Cyber Safety programs.

In the Secondary School, SEP is timetabled for 80 minutes per week and is taught by SEP teaching teams to set Themes, Topics and Strands which are often a spiral developing through the years. The SEP Program also uses guest presenters and external groups.

The College offers a range of Excursions, Incursions and Camps, Trips and Tours, each of which has its own particular educational aims and objectives, many of which are building a continuity of skills and attitudes and meeting developmental needs.

Programs such as the Year 7 Making Connections Program is aimed at connecting the Year 7 cohort upon commencement in the Secondary School.

Year 9 students are offered a STEM elective subject. STEM continued 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.

The implementation of the National Curriculum was strongly evident at the College in 2017, 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 Readers' Cup Robotics Club Social Justice Committee 	<p>Instrumental Ensembles:</p> <ul style="list-style-type: none"> Brass Ensemble Flute Ensemble Guitar Ensembles Jazz Ensemble Percussion Ensembles Wind Ensemble Big Band OC Chamber Orchestra Symphonic Band Symphony Strings Sonata Strings Subito Strings Symphonic Band <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 Chorale (Years 7 - 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; Buddy programs; 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 the 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. Through the Federally-funded Chaplaincy Program the College employs a Chaplain for three days per week. The Chaplain's role is to assist in the pastoral care of the College community and to support the development of the Christian Values of Compassion, Service, Responsibility, Integrity and Respect.

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 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. Showing tolerance, compassion and an understanding that people may be different but we can still get along, is the mindset we aim to instil in our students.

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 hours/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 2017, 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
- Athletics
- Cricket
- Music
- Performing Arts
- Sailing
- Volleyball
- Chaplaincy
- Parents of Past Students

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
- volunteer with the College Musical Productions
- volunteer in Junior School classrooms and/or Junior School camps
- coach a sporting team
- become involved in the Duke of Edinburgh Program
- volunteer 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

2017 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:	116
Part-Time Staff:	41
Teaching Staff:	95
Non-Teaching Staff:	62

Source: Census – August 2017. 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	19%
Bachelor Degree	73%
Diploma	8%
Certificate	0%

Expenditure on and Teacher Participation in Professional Development:

The 2016 to 2019 Strategic Plan provides a clear outline 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 further developing our 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 was implemented in 2017 following much consultation with staff around the look and feel of the new model.

In 2017 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.

We participated in the ISQ Middle Years Leaders Project that enabled our Middle Leaders to reflect on their leadership styles and further develop key areas of their leadership.

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 by offering specific and targeted PD to staff.

The implementation of the Seven Steps to Writing Program occurred within the Junior and Middle Years which resulted in staff undertaking extensive professional development in this area.

The new QLD Senior Syllabus was a major focus for our Secondary Staff and will continue to be the case in 2018 until full implementation has occurred.

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
21CL - Hong Kong	2
ACARA	1
Adolescent Success	1
AFMLTA - 21st International College	1
ANZELA Conference	1
ASCIA	1
Assessment Workshops	7
Aust Computing Academy - Digital Technologies Workshop	1
College Child Protection Session Jan 2017	95
College Curriculum and/or content knowledge sessions	23
College directed and supported	95
College Staff presentation on reporting, duty of care	94
College Teacher & Learning Framework	89
College Teacher and Learning Framework - Session 2	91
College Teaching & Learning Framework - Session 1	95
College Teaching and Learning Framework - Session 3	95
Contour Education - Spatial Technologies	1
CPR Training - February	35
Department of Natural Resources	1
Design Online	1
Digital Future of Geography	1
Digital Technologies Conference - Uni of Adelaide	2
EBLIP 9 Conference	1
Elevate Presentation to Snr Teaching Staff	61
First Aid Conference	1
Flip Con - weekend conference 2 days	1
Geothe Institute Multi Professional Development	1
Griffith University	1
ISQ - All Languages Event	3
ISQ - Differentiated instruction with Kathleen Kryza	1
ISQ - Forum	1
ISQ - Middle Leaders Workshop - Leading from the Middle	5
ISQ - Middle Leadership Workshops High Performing Teams, Resilience & Sustainability	3
ISQ Middle Leadership Workshop - Contemporary Leadership	4
ISQ Middle Leadership Workshops - Difficult Conversations	5
Leadership development / training	2
Literacy	1
Little Tokyo - Introduction to Virtual Reality	1
Managing Anxiety for oral presentations	10
Mind Matters - Module 1.4 Part 1	10
Mind Matters - Module 1.4 Relationships & Belonging	22
Mind Matters, Modules 1.2,1.1,1.3,2.1,2.1S,2.2,2.3,2.4	1
MindMatters Support Webinar - Spotlight on Bullying	1
Total number of teachers participating in at least one activity in the program year.	95

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
95	\$73,122.00	\$769.70
The total funds expended on teacher professional development in 2017		\$73,122.00
The proportion of the teaching staff involved in professional development activities during 2017		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
95	189	685.75	98.33%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98.33% in 2017.			

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
87	80	91.49%
From the end of 2016, 91.49% of teaching staff were retained for the entire 2017 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 2017 was 94.90%.

*Source: TASS DEEWR STATS Report 2017 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 2017
Prep	94.82%
Year 1	95.88%
Year 2	95.68%
Year 3	95.60%
Year 4	95.48%
Year 5	96.37%
Year 6	95.09%
Year 7	94.88%
Year 8	95.76%
Year 9	94.38%
Year 10	92.98%
Year 11	93.40%
Year 12	93.36%

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 three 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%
	2015	134	2017	119	89%

Year 12 student enrolment as a percentage of the Year 10 cohort is 88.81%.

NAPLAN results for Years 3, 5 and 7 and 9 in 2017

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	476	425.2	99
Year 5	548	502.7	100
Year 7	602	540.3	100
Year 9	619	574.9	99
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	435	402.3	99
Year 5	492	461.4	97
Year 7	555	502.5	98
Year 9	600	538.6	99
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	448	408.7	100
Year 5	521	496.5	99
Year 7	591	546	100
Year 9	621	576.9	100
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	478	437	100
Year 5	534	496	98
Year 7	603	537.9	100
Year 9	616	573.5	100
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	450	402.1	100
Year 5	554	490.4	100
Year 7	632	549.2	100
Year 9	668	585.1	100

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	126
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	123
Number of students 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	124
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	95%
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	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	99%

Post-school Destination Information – Next Step Survey

The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 in 2017, 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
91	126	72.2

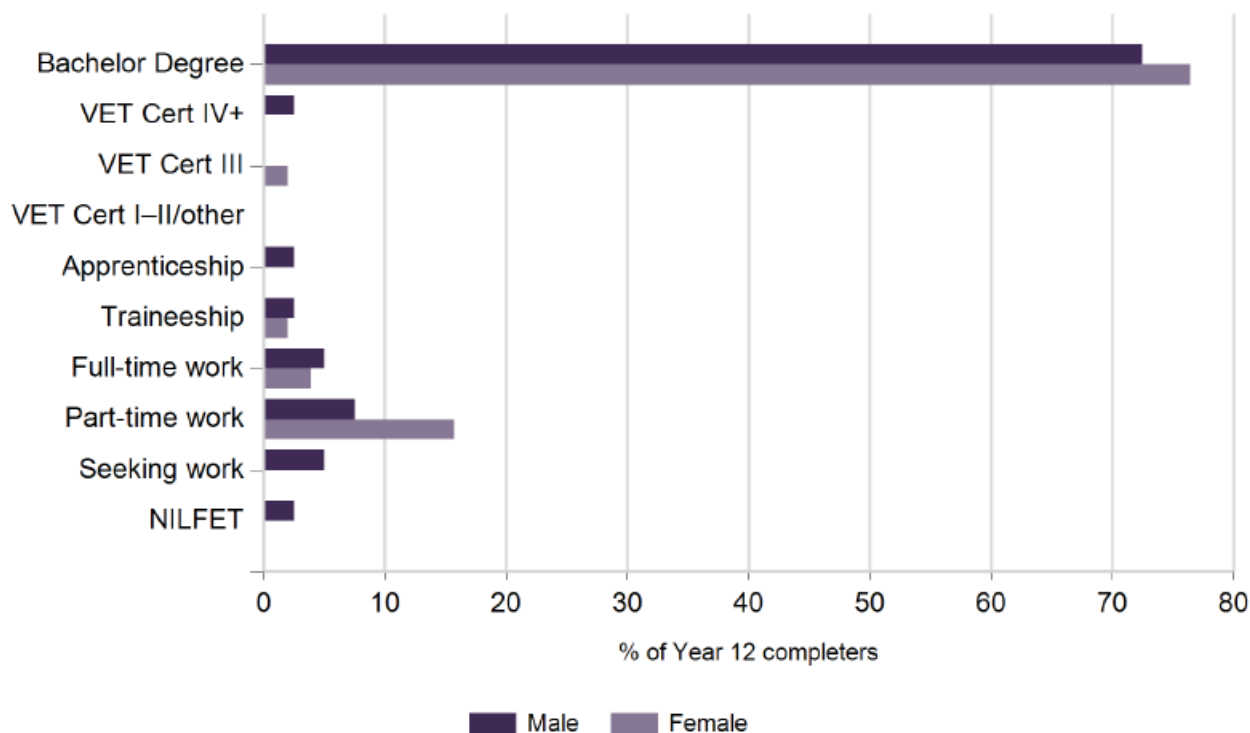
Definitions of main destinations

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

Main Destination	Total students in each category	% of students in each category
Bachelor Degree	68	74.7%
VET Cert IV+	1	1.1%
VET Cert III	1	1.1%
Apprenticeship	1	1.1%
Traineeship	2	2.2%
Full-time employment	4	4.4%
Part-time employment	11	12.1
Seeking work	2	2.2%
NILFET (not in education or training, not working and not seeking work)	1	1.1
Total Year 12 students	91	100%

Main destinations of students



Other Information of Interest

Additional Information – Value Added

Better Positioning Parents

The College has a vested interest in ensuring that positive partnerships are developed between home and school. We believe that parents should have the opportunity to assist and support students in their learning at home as well as at school. A number of new initiatives were introduced that included the use of the See Saw App in the Junior School, more access to online information, and a series of parent information evenings focussing on a number of key subject areas.

Teaching and Learning

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 2017 Successes

Ormiston College recorded another successful year in 2017 for academic, sporting and cultural achievements. Here is a snapshot of just some of our top achievements for Secondary and Junior School students.

- The College's overall results in NAPLAN continue to improve year by year.
- Outstanding academic results for the Class of 2017: 7 graduates were awarded an OP 1 with 95% of the cohort receiving an OP between 1 and 15.
- ICAS Digital Technologies: 1 Medal, 3 High Distinctions, 32 Distinctions, 55 Credits, 11 Merits.
- ICAS English: 1 Medal, 5 High Distinctions, 32 Distinctions, 93 Credits, 48 Merits.
- ICAS Mathematics: 1 Medal, 5 High Distinctions, 82 Distinctions, 154 Credits, 23 Merits.
- ICAS Science: 1 Medal, 6 High Distinctions, 51 Distinctions, 126 Credits, 23 Merits.

- Australian Mathematics Competition: 1 Prize, 10 High Distinctions, 47 Distinctions, 32 Credits.
- Ormiston College was named Champion School for the prestigious interschool Maths Team Challenge.
- Australian National Chemistry Quiz: 2 High Distinction Excellence Awards, 14 High Distinctions, 28 Distinctions.
- Australian Institute of Physics Certificate for Excellence: 5 Certificates.
- Australian History Competition: 2 High Distinctions, 8 Distinctions, 21 Credits, 27 Merits.
- Australian Geography Competition: 28 High Distinctions, 41 Distinctions, 73 Credits. 2 students achieved top 1% in Australia.
- UNSW Computer Programming Competition: 2 Credits.
- Computational and Algorithmic Thinking Competition: 1 Perfect Score, 1 High Distinction, 15 Distinctions, 22 Credits.
- Australian Language Competency: 3 High Distinctions, 6 Distinctions, 80 Credits.
- Language Perfect, World Championships in Languages: 3Elite, 3 Gold, 2 Silver, 11 Bronze, 11 Credits.
- Pierre de Coubertin Award: 1 Year 12 student.
- Musicians selected as members of State Honours Ensemble: 21.
- Results in AMEB and Trinity Exams continue to be excellent.
- Outstanding Drama Eisteddfod results.
- Overall in 2017 there were 23 Redback Champion teams.
- OC placed second in the TAS Swimming Championship, collecting 5 trophies: Boys, Girls Percentage Trophies, and Age Champions in 14 and Open Boys and Open Girls.
- OC also won the Bayside District Swimming Championships for the eighth year in a row.
- OC placed fourth overall in the Trimester 1 season. The Redbacks won four premierships: Year 8 Boys Volleyball, Firsts Boys Volleyball, Year 8 Girls Tennis and Seconds Girls Tennis. Redback teams enjoyed a 58% winning strike rate over the whole season.
- OC placed fourth at TAS Cross Country with the 16 Boys winning the Age Champion Trophy.
- The Redbacks placed fourth in the Bayside Cross Country Carnival.
- The Redbacks placed third at Bayside District Athletics and seventh in the TAS Athletics Carnival.
- OC was the Champion School in Trimester 2 for the second year in a row. The Redbacks secured seven premierships: Firsts Boys Tennis, Seconds Boys Tennis, Year 10 Boys Tennis, Year 8 Boys Tennis, Year 9A Netball, Year 9B Netball and Year 9 Rugby. Redback teams enjoyed a 68% winning strike rate over the whole season.
- The Redbacks placed third overall in Trimester 3. The Redbacks won four premierships: Year 9 Boys Basketball, Seconds Girls Volleyball, Seconds Touch Football and Year 7 Touch Football.
- 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 254 out of 280 students playing at least one sport.
- The Junior Athletics team had an outstanding season with a very close second at Junior TAS. Four students were selected for the State Athletics team.
- Junior Sport also had a successful winning percentage with 50% wins over Terms 1, 2 and 3, which equates to 151 wins across 43 teams.

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 2017, 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 2017, 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 2017 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 with 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 approval, planning and development of the new Centre for Learning and Innovation took place in 2017. Construction commenced in December with demolition of the previous building.

This facility will provide a spacious and cutting-edge 21st century facility in which our students and community will connect, collaborate, innovate and learn.

The new building will house large flexible learning areas, small collaboration spaces, a state-of-the-art makerspace, a contemporary recording studio as well as areas for mixed reality, robotics and STEM activities. There will be reading areas, quiet study zones and a brand new café precinct, which will replace the College tuckshop and help ensure that the new building quickly fulfils its intended role as a vibrant social and learning hub. Construction is expected to be finished in October 2018.

The shaded outdoor areas in the Junior School, completed in 2016, have taken on a leafy maturity, making the whole area a very attractive, welcoming space. The returfing, top-dressing and soft fall replacement for the Infant Playground, plus the installation of the handball courts, garden and turf in the Murraya Court have all enhanced the appearance and the outdoor activities which are enjoyed by the younger members of the College.

To ensure our students encounter the best facilities for collaborative learning, we continually upgrade their working areas. Our Year 6 classrooms have undertaken a complete revamp and are now fitted with flexible furniture.

Other notable building and grounds improvements were completed during 2017 with the replacement of the synthetic cricket wicket, an upgrade to LED lighting for the Somerset Sports Centre courts and replacement of the flooring in the foyer of the Lingo Lin Performing Arts Theatre.

Staff

The College's implementation of the staff appraisal and recognition process continued to progress in 2017. All staff now undertake two Lesson Observations per year. 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.