



**ORMISTON
COLLEGE**

Annual Report 2016

(Based on 2015 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:

1341 (Census Data 2015)

Year Levels Offered:

Prep to Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

% of boys:	52.98%	% of students with disabilities:	1.42%
% of girls:	47.02%	% of indigenous students:	1.04%

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. The use of College-developed online courses and assessment/feedback assists the teaching of this key aspect of learning.

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 is strongly evident at the College in 2015, 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"> Debating Chess Duke of Edinburgh Award (Bronze Award) Environment Committee Social Justice Committee Robotics Club Music Tuition Drama Tuition Dance Tuition Paperback Writers' Club OC Players Junior School Science Club Art Club OC Music Eisteddfod Instrumentalist of the Year (Alternate Years) Voice of OC (Alternate Years) Readers' Cup 	<p>Instrumental Ensembles:</p> <ul style="list-style-type: none"> OC Chamber Orchestra Concert Band Symphonic Band Chamber Strings Sonata Strings Jazz Band Brass Ensemble Woodwind Ensemble Guitar Ensembles Drum Ensembles Yardbirds <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)
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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 2014.

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. It meets regularly each month and its Executive liaises with College Executive and with parents.

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 2013, 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
- Drama
- Hockey
- Netball
- Rugby
- Touch Football
- Junior School
- Parents of Past Students
- Athletics
- Cricket
- Football (Soccer)
- 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
- offer work experience for students in Years 10, 11 and 12
- 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

2015 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:	115
Part-Time Staff:	41
Teaching Staff:	94
Non-Teaching Staff:	62

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	17%
Bachelor Degree	71%
Diploma	12%
Certificate	0%

Expenditure on and Teacher Participation in Professional Development:

As part of its strategic direction, Ormiston College has prioritised staff professional development which aims at developing a common understanding of the principles that underpin quality teaching and learning. In particular, there is a focus on:

- In 2015, the College commenced a review of its Teaching and Learning Framework to include 21st Century Learning Design. This strategic direction was taken to accommodate the needs of 21st Century Learners. Staff undertook significant training in 21CLD and were involved in a number of staff meetings, Twilight In-services and online learning modules.
- The College continued to progress the Learning Innovations Leadership Committee (LILC) which have a shared vision for ICTs and Innovation at the College. Members of LILC have participated in professional development opportunities and also delivered professional development to groups of staff across the College and in the wider community.
- 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.

- 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
Brisbane Catholic Ed & AISQ - All languages teachers professional development event	4
Aust. Literacy Educators' Assoc. - Sentence basics: understanding basic sentence structure	1
QCAA - Music Assessment Workshop	1
Duke of Edinburgh - Orientation to Duke of Ed	1
AFMLTA - AFMLTA Ready? Set? Go! Aust. Curriculum: Languages	2
QCAA - Visual Art Panel Training	1
Ormiston College - Preparatory Tertiary study UQ	1
JLTAV - JLTAV Inc. Conference	1
Softlink - On site training Softlink (Oliver)	3
TTA - Developing a Growth mindset classroom	1
Hawker Brownlow - Teacher Quality Institute	1
ANZELA - Legal Studies Teachers' Conference	2
QUT - QUT Teacher Professional Development	3
Duke of Ed. - On line Record Book introductory workshop	1
Positive Schools - Mental Health & Wellbeing Conference	1
Positive Schools - Mental Health & Wellbeing Conference	1
- LSQ Life Sciences Futures Showcase	1
MathsWorks - MATLAB conference	2
ISQ - Support for teachers of The Arts	1
Hawker Brownlow - Thinking & Learning Institutes	1
Hawker Brownlow - Thinking & Learning Institutes	1
UQ - Dr Eric Mazur	1
Edu Tech - Edu tech Congresses and Expo	1
QCAA - Graphics Panel training	1
IPSHA - Supporting parents to develop resilience in their children	1
QCAA - Endorsement of Year 11 assessment instruments	1
TTA - Teaching English Grammar & Vocabulary for Writing & Reading	1
Spark Scholarships - Neuto Power Leadership Intensive 3 day program	1
QAMT - QAMT Conference	1
AAMT - AAMt 2015 Mathematics Learn Lead, Link	1
QLD Rugby Union - Advanced Seminar ARU National Coaching Conference	1
QUT - 8th International Evidence Based Library & Information practice Conference	1
QLD Rugby Union - Advanced Coaching Seminar	1
QCAA - NAPLAN How to read challenging text	1
TATRA - Positive Psychology ACT and Mindfulness Techniques for working with your most challenging clients	1
ACEL ord. - Learning Visibly - the science of how we learn	2
QCAA - QCAA Panel Training	1

TTA - Growth Mindsets Workshop Term 3	2
QCAA - QCAA Pane Training	1
ETAQ - English Teachers Annual State Conference	2
QCAA - QCAA Schools Moderators meeting	1
QCAA - SAIs and BonSAI - all you need to know	1
Loud Events - Asia Pacific Autism Conference	3
TATRA - Best evidence based techniques for emotion regulation	1
Centre for deeper learning - PBL	4
3D Space Labs - 3D Printer Training	1
QUT - Real World Learning 2020 Vision	1
QCAA - Subject teacher training	1
Asia Education Foundation - Connecting students to the world	1
Solution-Tree - Uplifting leadership in Action: A day with Prof. Hargreaves	1
COO Tech - The COO Tech X Conference	1
MathsWorks - Beyond Excel: Enhancing your Data Analysis with MATLAB	2
QCAA - State Panel - German	1
ISQ - ISQ Wellbeing	2
Colleague/ peer - ICTs	8
Colleague/ peer - Teaching & learning strategies	67
Educational organisation eg AITSL, QCAA - Assessment	1
Employer representative - Ormiston College Strategic Plan	70
Global Learning Centre - Junior School: Road Maps to a Geographical Inquiry	1
Lara Stiller - Junior School Letterland	10
Learning Difficulties Australia - Junior School: Language, Learning and Literacy	1
Ormiston College - Junior School: How to use Click view - Store/Edit/Dave etc. online multimedia	12
Ormiston College - Junior School: Lesson Observation	34
Ormiston College - Junior School: Staff Information	32
Professional association - Assessment	1
Professional association - Curriculum and/or content knowledge	1
Professional association - Leadership development / training	2
Professional association - Special needs	33
Romabotics: Damien Kee - Junior School: Introduction to Robotics:EV3	1
School leader - Curriculum and/or content knowledge	53
Travis Goulter - Junior School: Flipped Learning	25
Travis Goulter - Junior School: Maths PD	23
Total number of teachers participating in at least one activity in the program year	94

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
94	\$87,353.00	\$929.29
The total funds expended on teacher professional development in 2015		\$87,353.00
The proportion of the teaching staff involved in professional development activities during 2015		100%
The major professional development initiatives were as follows: 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
156	187	600.75	97.94%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.94% in 2015			

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
82	81	98.15%
From the end of 2014 98.15% of staff were retained for the entire 2015 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 2015 was 94.60% *Source: TASS DEEWR STATS Report 2015 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 2015
Prep	95.23%
Year 1	95.34%
Year 2	94.94%
Year 3	95.50%
Year 4	95.56%
Year 5	96.61%
Year 6	95.23%
Year 7	94.67%
Year 8	95.02%
Year 9	94.58%
Year 10	93.87%
Year 11	92.13%
Year 12	93.97%

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%

Year 12 student enrolment as a percentage of the Year 10 cohort is 92.48%.

*Calculated using Government Census Data August 2015.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	448	426	100
Year 5	546	499	100
Year 7	586	546	100
Year 9	632	580	100
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	458	416	100
Year 5	512	478	100
Year 7	537	511	97
Year 9	595	547	98

Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	425	409	99
Year 5	517	498	99
Year 7	581	547	99
Year 9	630	583	100
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	477	433	100
Year 5	543	503	100
Year 7	595	541	100
Year 9	634	568	100
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	447	398	99
Year 5	541	493	100
Year 7	632	543	100
Year 9	673	592	100

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	123
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	121
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	6
Number of students awarded a Queensland Certificate of Education at the end of Year 12	120
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	91%
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	100%

Post-school Destination Information – *Next Steps Survey*

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

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 2015 Successes

Ormiston College recorded another successful year in 2015 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 2015 with 550.5. Following the release of the 2015 results the Courier Mail ranked Ormiston College as one of the Top 20 schools in the State.
- Outstanding academic results for the Class of 2015: 11 graduates were awarded an OP 1 with 91% of the cohort receiving an OP between 1 and 15.
- ICAS Digital Technologies (Junior School): 4 High Distinctions, 15 Distinctions, 22 Credits, 5 Merits.
- ICAS English Competition (Junior School): 3 High Distinctions, 23 Distinctions, 52 Credits, 26 Merits.
- ICAS Mathematics Competition (Junior School): 3 High Distinctions, 25 Distinctions, 80 Credits, 28 Merits.
- ICAS Science Competition (Junior School): 14 High Distinctions, 47 Distinctions, 78 Credits, 40 Merits. Two students were awarded Medals for achieving top results in their respective year levels.
- ICAS Digital Technologies (Secondary School): 2 High Distinctions, 9 Distinctions, 23 Credits, 9 Merits. Two students awarded Medals for having achieved the top score in their respective year levels.
- ICAS English Competition (Year 7 and Year 8 only): 1 High Distinction, 15 Distinctions, 37 Credits, 15 Merits.
- ICAS Mathematics (Secondary School): 5 High Distinctions, 55 Distinctions, 145 Credits, 60 Merits. One student awarded a Medal for achieving top score in their respective year level.
- UNSW Computer Programming Competition: Year 12 Team of three members received a Distinction.
- National Computer Science School Challenge (Secondary School Beginner's Category): 3 High Distinctions. Perfect Scores were achieved by three students.
- ICAS Science Competition (Secondary School): 8 High Distinctions, 30 Distinctions, 91 Credits. One student was awarded a Medal for achieving the top score in their respective year level.
- Australian National Chemistry Quiz (Secondary School): 17 High Distinctions, 25 Distinctions.
- Australian History Competition (Secondary School): 6 Distinctions, 14 Credits, 23 Merits.
- Australian Geography Competition (Secondary School): 57 High Distinctions, 46 Distinctions, 71 Credits.
- Australian Mathematics Competition (Secondary School): 13 High Distinctions, 48 Distinctions, 43 Credits. One student was awarded a Prize and another student awarded a Medal for outstanding results in the competition.
- ACER Assessment of Language – Competence Certificates: 6 High Distinctions, 19 Distinctions, 76 Credits.
- Ormiston College was named Champion School for the prestigious interschool Maths Team Challenge.
- 25 Musicians selected as members of State Honours Ensemble.
- Results in AMEB and Trinity Exams continue to be excellent.
- Magnificent presentation of the biennial College Musical 'Crazy for You'.
- Outstanding Drama Eisteddfod results.
- Very successful Antipodeans Tour to India.
- Overall in 2015 there were 26 Redback Champion teams.

- After 3 trimesters of the TAS competition the Redbacks won 13 Premierships – Intermediate 2 Cricket, Year 10 Boys Volleyball, Firsts Boys Volleyball, Second XV Rugby, Year 9 Girls Hockey, Year 9 Boys Tennis, Year 8 Boys Tennis, Year 7A Netball, Year 7 Boys Football, Year 9 Boys Football, Year 9 Girls Volleyball, Year 10 Girls Volleyball and First Girls Volleyball.
- Bayside District Competitions produced excellent results, winning Bayside District Swimming for the sixth consecutive year. Students also achieved strong individual results in the District Cross Country and Athletics Carnivals.
- The Associated Schools Swimming Carnival (Secondary TAS), Ormiston College were Champions for the seventh consecutive year.
- The Associated Schools Swimming Carnival (Junior TAS) saw Ormiston College compete with some excellent results by individual students.
- In 2015 the Junior School fielded more teams in JTAS than any other member of the association with 93% of students in Years 4 to 6 participating in one or more sports. Ten Junior TAS Football teams were entered in to the draw, winning 41 matches throughout the season.
- Twenty-one Junior School students were selected in various District representative sporting teams with five gaining regional team selection and one student gaining selection in a state team.

Information, Communication Technologies (ICTs) to Assist Learning

Ormiston College has been working over the past five years to increase digital devices across the campus. By 2014, the College had reached saturation point in ICT availability with multiple device technologies permeating the classroom. This has enabled the College to focus on learning innovation strategies to maximise the effective use of all these devices to improve learning.

In 2015, Ormiston College became 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 2015, the College also opened the renovated Library under the new name of 'Centre for Learning and Innovation'. The building has 5 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. Via programs such as the Learning Innovation Leadership Committee 'Big Idea's projects, the annual Headmaster's 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 2015 year.

The greatest highlight of the year was the transition from a Microsoft Associate School to a Microsoft Showcase School. By receiving this title, one of only 9 schools in Australia, Ormiston College was officially recognised by Microsoft as one of Australia's most truly innovative schools.

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

- Every Student in Years 7 to 12 have their own dedicated Tablet with Electronic Pen (approx. 740 devices).
- In Year 3 and Year 6 – 15 Convertible tablets in trolleys per classroom. 1 between 2 students, or trolleys pooled to give 1:1 ratio (120 devices).
- Junior School iPads – an additional 15 available to be booked between Year 3 and Year 6
- Prep, Year 1 and Year 2 – 30 iPads per classroom building and minimum of 6 desktop computers in the back of each room. (120 devices in total)

- 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

2015 was the fourth and final year of the 2012-2015 Strategic Plan. A consultation process to develop the 2016-2019 plan took place in 2015 which involved staff, students and families within the College community.

The College Report (2015) provides details on the key outcomes through the Strategic Plan and notes the developments and success 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

In 2015 the refurbishment of the old administration building occurred and it now houses the Uniform and Rock Shop, Support Services, Print Room and Chapel.

In 2015 the Library was transformed into the Centre for Learning and Innovation. It now offers a range of flexible learning spaces for the students. High quality technology equipment is provided to staff and students within this space. The students are enjoying the new and innovative areas that have been created.

An outdoor Kitchen was built as part of the Annual Giving Program.

Staff

The College's implementation of the staff appraisal and recognition process continued to progress in 2015. 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.