



Orana School
for Rudolf Steiner Education

2009 ANNUAL SCHOOL REPORT

Unwin Place, Weston ACT 2611
PO Box 3567 Weston Creek ACT 2611
Ph: (02) 6288 4283
Fax: (02) 6287 1100
info@oranaschool.com
www.oranaschool.com

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Background

Orana School is part of the world-wide educational movement known as “Steiner” or “Waldorf” Schools, comprising some 1,000 Schools to date.

Since the inception of the first School in Stuttgart in 1919, Steiner Schools have been established all over the world. In Europe, Steiner Schools draw the greatest numbers of independent School enrolments. Scandinavia, Great Britain, North and South America, Asia, New Zealand and Australia all have numerous Steiner Schools, many of which offer education from pre-School to Year 12.

In Australia, there are some 40 Steiner Schools. Orana has over 640 students from Pre-School to Year 12. Orana made the decision to keep a Senior College within its structure. There is double stream up to Year 10 and single in Year 11 and 12.

The Philosophical Basis

Steiner or Waldorf Schools share a common philosophical foundation in Anthroposophy arising from the work of the Austrian philosopher Rudolf Steiner (1861–1925). Anthroposophy views the human being as multi-faceted including spirit, soul and body. Waldorf education has designed a curriculum to reflect and strengthen phases of development as the child grows into the different aspects of their being. Education is considered an art and this creative approach to teaching is applied throughout the School.

Orana’s Vision Statement

“Orana School is a dynamic and vibrant community informed and inspired by the work of Rudolf Steiner.

Through the recognition of the spirit, we strive for excellence in education and give support and guidance to the child on the way to a meaningful life journey.

To be part of Orana is to participate in a rewarding partnership embracing sustainability and creativity”.

Values

Our shared beliefs and values influence what we are aiming for and how we plan to get there. Orana’s values include:

- reverence and respect for the whole child
- a Steiner-focused, non-denominational Christian approach to the spiritual dimensions of life
- accessibility for those seeking Steiner-based education and development
- warmth and collegiality in communication and decision making
- community building through shared experience

Guiding Force

As a non-profit Steiner based educational association, we believe Orana's guiding motivation has a spiritual dimension with which we work as we seek to offer educational and developmental experience to as wide a circle of children, parents and community members as possible. Hence the growth of the School to maturity as a complete and accessible educational facility from pre-kindergarten to Senior College is our goal.

Objectives

The vision will be achieved in harmony with our values if five key objectives, "the most important things we must aim for", are realised. These are:

- a strong Steiner based curriculum and culture
- a School of full classes at all levels
- an involved and supportive community
- quality facilities, integrated with the curriculum
- effective governance and administration

2009 Report from the Board

It gives me great pleasure to present this report on behalf of the Board for its past twelve months of activity: a time which has seen some significant changes to the way the School operates and with the promise of some exciting developments ahead. The past year has not been an easy one for the Board, which has been grappling with some financial uncertainty and the fact of static enrolments. Nevertheless the enthusiasm of the Board remains undiminished and I have great confidence in its future and that of Orana generally.

The major change has been the completion of the governance changes which started in 2006 and culminated in the appointment of John Davidson as our first School Director. The change in the culture and mindset on the part of all members of the School community, and particularly the teaching staff, to consider and eventually embrace this change has been considerable. In John it seems to me we have found the ideal person to make our collective vision of leadership in a Steiner setting a reality, and I wish him well in the years ahead. I would like to pay tribute to the work of Sue Scott who was drafted in to fill Ruth Underwood's position at very short notice. Sue's willingness to shoulder the management load as well as endure the weekly drive to and from Sydney and then to extend her time with us until John arrived, was greatly appreciated by the Board and I'm sure the School community. John's appointment at the end of last year, and that of Peter Polkinghorne as Business Manager, provides the School with a very professional management team at senior levels. Unfortunately our tight financial circumstances have meant that the appointment of an Educational Administrator, surely a crucial position in a school such as ours, will have to await happier financial times.

We have taken the opportunity to suggest a number of consequential and largely routine changes to the Constitution of the Association and I hope by the time this report is discussed those changes will have been accepted.

We maintained a close and conservative interest in matters financial throughout the year. We did not replace John Leech, who had resigned as Business Manager, until late in the year and although this resulted in budgetary savings it meant that our Finance Manager Jane Healey and her staff struggled to keep on top of what is a complex \$6M business as well as keeping the Board and Finance Committee up to date with financial reports. Our sincere appreciation to Jane in particular for the very long hours that she put in during a very challenging time. Our thanks as well to Kim Hanna, who has been our auditor for many years. Our decision to change auditors to RSM Bird Cameron should be seen as sensible financial practice rather than any reflection on Kim's service to the School.

We ended the year with a reasonable surplus – unfortunately the reasons for this surplus are very much one-off factors and do not mean we can relax our financial vigilance. The decision to agree to an above-inflation increase in fees for 2010 was not taken lightly and reflects our reliance on a high level of staffing in the School and further one-off factors such as the new position of School Director. Our government funding, particularly from the ACT Government is falling well behind the increases in our costs and new Commonwealth funding guidelines will require a higher level of surplus than we have been used to. The Board has asked John Davidson to suggest ways in which the School experience can be delivered more efficiently and doubtless this will be the subject of much discussion this year.

It wasn't all green eyeshades and calculators – the Board also got to pore over designs and site maps as well. The announcement that Orana had been promised Commonwealth funding of \$3.1M was easily the most positive news we had all year, only slightly dampened by the later decision to defer the payment until 2011, which has given us more time to refine the design. This building will provide us, finally, with a suitable setting in which to enjoy the student's musical and dramatic performances on campus. Thanks to Marie-Anne Gigon, Konrad Knerr, Paul Barnett, Andrew Curry, Stanford Harrison, Kathleen Plowman and Michael Stearn, who provided valuable guidance on this project.

In this, as in so many other projects, Marie-Anne Gigon has led the staff effort to improve the quality of the physical environment at Orana. Marie-Anne's dedication, persistence and good humour has saved many a meeting! Marie-Anne's influence can be seen in the work with the developer of North Weston, which will shortly be being built on the forest site and in the work on the proposal to, with outside funding, complete the High School campus by building new Year 11 and 12 classrooms, thus freeing up valuable space, particularly for handwork.

This past year was also notable for the completion of the work on the amphitheatre, a project which from time to time looked like it would never be completed but thanks to much hard work from all involved resulted in the much more usable space that we have today.

Another significant project for the School was the successful application for funding to install photovoltaic cells on the High School roofs. The cells will be installed shortly. Many thanks to Tim Edmondson and Konrad Knerr for shepherding this project through.

I would like to acknowledge the work done by all the members of the school community: by the teachers and non-teaching staff, by College and the P&F, who all work with each other and with the Board and the members of the Board's committees to provide the best possible Steiner education for the 630-odd students at the School.

As you may be aware this is my last meeting as Chair of the Orana Board. It has been an honour to be the inaugural Chair and participate in so many interesting, at times moving and occasionally very funny discussions and projects. The Board has worked throughout as a team and maintained a true *esprit de corps* – I wish them all the very best for the future. I would finally like to thank my own family: Vivien, Lara and Erica, for their forbearance as Daddy went out to yet another meeting. Now to catch up on those Saturday sleepins..

Greg Roche
Chair of the Orana School Board

2009 Report from the College of Teachers

In 2009 The College of Teachers worked on a wide range of issues facing the school. We are fortunate to have a College that draws on many years of experience in the classroom and with the Steiner/Waldorf curriculum and its underlying philosophy of Anthroposophy.

The College of Teachers, along with the whole teaching body is dedicated to the students in our care, working to create an atmosphere for learning that is supportive and nourishing. The teachers show great commitment and professional integrity. Our close work with the parents in each of the classes enhances this and helps build the unique Orana School community from Kindergarten to Class 12.

The College of Teachers want to acknowledge all the staff at Orana and thank them for playing their part in shaping, maintaining and strengthening our school.

We are also supported by our school Board who works tirelessly to provide a physical environment that is conducive to learning. This encompasses all aspects of running a big and busy school. We wish to express our sincere thanks to the outgoing members of the Orana School Board -Greg Roche and Kathleen Plowman. Both Greg and Kathleen were original Board members and have given of their time generously over many years. We wish them well!

School Director

The College of Teachers welcomed John Davidson to our staff in December 2009. We were able to spend the year preparing for this change of leadership in light of Ruth Underwood's resignation. Sue Scott, in the Role of Educational Administrator, and Marie-Anne Gigon formed an Executive who, along with the College of Teachers guided the school through a smooth transition enabling John to step into the position of School Director. We thank Sue for her dedication to Orana and all she achieved in such a short period of time.

The Role of The College of Teachers

The appointment of a School Director has seen the College of Teachers undergo changes in responsibility and direction. We were/are working closely with the Executive members of the school in this transition time. Our responsibilities lie in the realms of philosophy, pedagogy, professional development and pastoral care. The day-to-day running of the school is with the School Director and other Executive members. This change has been implemented over the course of the year and now in 2010 we can refine this work and look to strengthening our spiritual tasks in the school.

Membership

The College of Teachers has fifteen members to date as listed below:

Marianne Ackland	Olga Blasch (Chair)
Richard Broughton	John Davidson
Marie-Anne Gigon	Brenda Goggs
Yasushi Hayashi	Ursula Hatton
Maia Harrison	Riitta Korpinen
Jacqui Lee	Milton Mellor
Melain Moore	Ellen-Jane Schildt
Lyn Walker	

January Conference

Our January staff conference was again held at the school. Peter Glasby from Adelaide and John Davidson were the facilitators. Workshops held through the day provided a balance between artistic activities and practical work with each of the Faculties. These were led by Elizabeth Baxendale from Sydney and members of our own teaching body. To begin the year in this way sets the scene for the year ahead and gives each of us a great start.

Professional Development

Professional development was a major focus in 2009. Under the guidance of Lyn Walker, we were supported, challenged and extended in our teaching by some significant professionals both inside and outside the Steiner/Waldorf community. These included visits by Margaret Mackay (AIS NSW), Peter Miles (Behaviour Management Consultant from Queensland), Christopher Clouder (European Council for Steiner/Waldorf Education), Bronwen Haralambous (University of Canberra), Elizabeth Baxendale (Steiner consultant from Sydney) and Julie Lovett (Sydney)

Some of our teachers completed further studies at the University of Canberra to obtain a Graduate Diploma in Steiner Education. Others participated in the National Teachers Conference in Brisbane in October. Kindergarten teachers were involved in Regional Kindergarten Meetings with Steiner schools from each state and territory. The Early Childhood Training course run by Parsifal College Sydney, held at Orana, provided training for many interested in this field.

We also have an ongoing relationship with the Association of Independent Schools in NSW and the ACT. These bodies provide training possibilities and professional support.

Elizabeth Baxendale conducted teacher reviews and observed generally across the primary classes.

Chaplain

Cheryl Nekvopil continued her work as Chaplain over the course of the year. Many in our community have benefited from being able to spend time with Cheryl. She has also been involved in projects in the High school building community and supporting student initiatives.

P&F, Sophia Group and Board

The College of Teachers has representatives on each of these groups who meet on a regular basis. Each of these groups within our school adds significantly to the cultural and social life at Orana.

We would like to wholeheartedly thank the parent community for their support over the year, not only to the individual teachers, but also to the school as a whole by giving time and energy to create a wonderful environment for all our children.

Cultural School Events

The College of Teachers worked strongly with all the teaching staff in various events and meetings through the year, these include

Festivals	Open Day
Concerts	Class meetings
Weekly staff meetings	Exhibitions
School tours	

National Representation

The College of Teachers has two delegates that represent Orana on a national level. This Association was known as Rudolf Steiner Schools of Australia (RSSA). This body promotes, represents and safeguards Steiner Education in Australia. Two meetings are held each year in different cities across Australia. Orana is the biggest Steiner school in Australia and our presence on such an important national body is very significant. In 2009 meetings were held in Sydney and the Central Coast of NSW. At the most recent meeting last weekend in Adelaide, members agreed to a change of name. The Association will now be known as Steiner Education Australia (SEA). It is this Association that is working to develop a Steiner National Curriculum.

We have begun 2010 on a positive note and look forward to the year ahead.

Olga Blasch
Chair of the College of Teachers

Professional Engagement

Staff Attendance

In 2009, the average daily attendance rate of teachers was 95.53%.

Staff Retention Rates

The proportion of teaching staff retained from 2008 was approximately 90%. There were six departures from the teaching staff at the end of 2008 and 12 new members of teaching staff started in 2009.

Of those who left at the end of 2008:

- 1 left as their contract had ended
- 1 resigned and left the teaching profession
- 2 moved interstate
- 1 left to take up a position in another primary school
- 1 resigned and retired from the teaching profession

Teacher Qualifications

Category	Number of Teachers
Teachers who have recognized teaching qualifications from a higher institution, Australian tertiary institution or equivalent qualifications as in the National Skills Recognition (NOOSR) guidelines	38
Teachers who do not meet the above criteria but were employed as teachers prior to 1 January 2005. Included in this figure are Kindergarten teachers who are deemed to meet Children's Services criteria for early childhood teachers	29

Professional Learning and Expenditure

In 2009, the School arranged numerous professional learning activities to further develop teachers' understanding of Rudolf Steiner education and other specialist areas. The year commenced with a four day annual staff conference held at Orana School with John Davidson and John Allison who worked with the theme: *What does it Mean to Teach Today's Child ?*

Description of Professional Learning Activities	Number of Staff Participating
2009 Annual Orana Conference with John Davidson and John Allison	57
Anaphylaxis, Asthma and Snake Bites First Aid Training	64
Peter Miles Behaviour Management Workshops	57
Peter Miles Physical Restraint Workshop	6
RSSA Delegates Conference	2
RSSA National Conference	8
Autism Aspergers Conference	2
Water Sustainability Conference	2
Glenaeon Teachers Intensive	2
Senior First Aid Refresher Course	6
Alan Wagstaff, Holistic Education Learning Principles	2
RSSA Ethical and Healthy Leadership	1
MAZE Computer Training	2
Mentoring AIS	1
Christopher Clouder, Alliance for Childhood	66

Individual teachers also attended a wide range of professional activities such as Educaredo, Austrling String Conference, AISNSW OH&S Management Systems Training Secondary Science Laboratory Course, Geography Teachers' Conference, Anthroposophical Painting Courses, AISNSW Mentoring Course, ANU Art Educators Course, Eurythmy Training Seminar, MPower Girls Program, Boys at Risk Workshop, TAFE Certificate IV in Outdoor Education, Drama & Dance through Teaching Workshop.

The average expenditure per teacher on professional learning for 2009 was \$725.

Staff Development

The delivery of quality Steiner education to students is the central aim and task of staff development. The College of Teachers asks that staff members develop their understanding and skills in teaching through the following activities:

- **The on-going study of child development** and study of children in the various classes is central to teacher development since the Steiner curriculum is based on meeting this development through the curriculum. The aim of this study is to deepen the teachers' understanding of how the curriculum meets and supports the individual development of the children. Resources include the lectures and books written by Steiner, those written by experienced Steiner teachers from across the world, and the work of more contemporary writers in the field of education and child development. The questions guiding this study are "What do the children need (developmentally, socially, emotionally)?" and "How do we as teachers and an educational institution meet these needs?" This study as developmental work occurs in the following ways:
 - personal study by the teacher
 - at weekly Faculty Meetings and/or as a participant in any one of the ongoing study groups conducted throughout the week
 - by attendance at conferences and talks given by visiting speakers or experienced teachers
 - during conversations with colleagues, mentors, speaking partners
 - special training sessions organised for the whole staff on a particular topic, for example, assisting children who have experienced trauma after the Canberra bushfires.

- **Curriculum Development**
Indications of what subject should be taught and when i.e. at what stage of development a student should study a particular topic and which teaching approach should be used, have been given by Steiner and developed by Steiner schools across the world for almost a century. Teachers are also encouraged to take part in training workshops for ACT teachers in specialist areas such as maths, science, English, language and so on. Every teacher is committed to constantly deepening their understanding of the curriculum and its delivery through the ways listed above.

In 2009, teachers attended meetings, interstate and here in Canberra regarding the development of the National Curriculum. Steiner Schools are deeply interested in how this will affect our own curriculum and its practice. The Rudolf Steiner Schools Association has also been able to voice a point of view at various consultation meetings.

- **Annual Staff Development Events**
Orana's annual three-day Staff Conference led by a guest speaker
National or International Conferences sponsored by the Rudolf Steiner Schools' Association or other schools
Anaphylactic Shock and First Aid Refresher Training
Anthroposophical Conference in January or Easter
National conference for foreign language teachers hosted by Orana every two to three years
Kindergarten annual national conference and bi-annual regional meetings
Senior First Aid Training and refresher courses held each July

Membership of teachers to Teacher Associations
National Kolisko Conference

- **Weekly**

General study group, referred to above

Foreign Language study group – study of Steiner's indications for the subject

College of Teachers study of a particular theme or text for the year

Faculty Meetings study

Committees planning educational programs

Faculty and whole staff meetings where staff participate in eurythmy, child study, curriculum discussion, program planning, training talks, research, painting classes,

Specialist subject committees meet each week to study, review and plan

Kindergarten Faculty study Steiner's indications for work with the Kindergarten child

Student Outcomes

Student Attendance

The average daily attendance of students in 2009 was 91.8%.

Proportions of Class 3, 5, 7 and 9 students meeting national benchmark standards, and changes in benchmark results from the previous year

Year 3

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Band 6	Territory	29	21	20	22	17
	School	33	22	33	22	33
Band 5	Territory	24	28	23	34	24
	School	44	22	22	44	33
Band 4	Territory	22	28	26	24	25
	School	11	44	22	33	22
Band 3	Territory	15	16	16	10	20
	School	11	11	11	0	0
Band 2	Territory	7	5	11	5	10
	School	0	0	11	0	11
Band 1	Territory	3	3	3	5	4
	School	0	0	0	0	0

Total number of students who completed test – 9.

Year 5

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Band 8	Territory	18	9	9	15	12
	School	24	15	13	31	2
Band 7	Territory	26	16	21	27	20
	School	42	22	26	26	31
Band 6	Territory	22	37	27	29	26
	School	15	33	19	35	30
Band 5	Territory	20	21	23	15	27
	School	13	17	26	2	26
Band 4	Territory	9	11	14	8	13
	School	2	13	11	4	11
Band 3	Territory	5	6	6	5	2
	School	5	0	6	2	0

Total number of students who completed test - 55.

Year 7

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Band 9	Territory	14	10	10	21	13
	School	19	15	8	19	14
Band 8	Territory	24	20	19	10	19
	School	37	23	8	23	14
Band 7	Territory	25	23	27	29	27
	School	29	28	36	42	33
Band 6	Territory	23	29	26	25	26
	School	10	25	21	9	31
Band 5	Territory	10	10	13	11	13
	School	4	6	26	8	8
Band 4	Territory	4	7	5	4	3
	School	2	4	2	0	0

Total number of students who completed test - 53.

Year 9

		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Band 10	Territory	8	11	10	12	11
	School	22	14	16	20	8
Band 9	Territory	24	15	15	16	21
	School	32	20	10	32	28
Band 8	Territory	32	26	27	27	29
	School	26	30	22	26	34
Band 7	Territory	21	22	29	28	25
	School	6	18	32	12	18
Band 6	Territory	10	18	12	10	12
	School	10	10	8	8	10
Band 5	Territory	5	9	7	7	3
	School	4	8	12	2	2

Total number of students who completed test - 50

NAPLAN Results

Orana School participated in the 2009 National Assessment Program Literacy and Numeracy in Years 3, 5, 7, 9.

In the Class 3 group 9 students participated. The results probably are not statistically relevant due to the low number of student participants. In numeracy 66% of the students were in the top two bands – band 5 and 6, compared with 41% in the ACT Territory schools. 88% of Orana students were in the top three bands compared with only 66% in the ACT Territory schools. The remainder of Orana students were in Band 2 at 11% with a similar 10% for ACT Territory schools. In reading 77% of Orana students were in band 5 and 6 compared with 52% for ACT Territory students. No Orana student was in Band 1 or 2 so reading was at a Band 3 level or above. In grammar and punctuation 99% of Orana students who participated were in the top 3 Bands – Band 4, 5, and 6 compared to 80% of ACT Territory students in Bands 4, 5, and 6. In spelling no Orana student was in Band 1 and more Orana students were in Band 6 than the ACT Territory students. Overall Orana students were very similar to the ACT Territory in spelling. In writing 88% of Orana students were in the top three bands compared to 77% of the ACT Territory. 44% of Orana students are clustered around Band 4 in writing. There were no Orana students in Band 1 or 2.

In the Class 5 group 55 students participated. In numeracy only 2% of Orana students were in the top Band 8 compared to 12% for ACT Territory students. 61% of Orana students were in Bands 6 and 7 compared with 46% of the ACT Territory schools. In reading Orana had less students in the lower three Bands compared with the ACT Territory schools. 60% of Orana students were in Bands 7 and 8 compared to 44 % for the ACT Territory schools. Reading was a strong point in Class 5 with 94% of students performing within the national average and above. In grammar and punctuation 31% of students were in Band 8. Only 8% of students were in the lower three Bands compared to 28% for ACT Territory schools. Grammar was a strong point in Class 5 with 94% of students performing within the national average and above. In spelling the spread in the Bands was similar to the ACT Territory schools. In writing Orana students were very similar to ACT Territory schools but no students from Orana were in the lowest Band 3.

In the Class 7 group 53 students participated. In numeracy Orana students were very similar to the ACT Territory schools with 61% in Bands 8, 9 and 10 compared with 59% for the ACT Territory schools. There were no Orana students in the lowest Band 4 for numeracy. In reading only 16% of Orana students were in the lower three Bands compared to 37% for the ACT Territory schools. There were more Orana students in the top three Bands than for the ACT Territory schools. Reading was a strong point in Class 7 with 96% of students performing within the national average and above. In writing there were more Orana students in the top three Bands compared to the ACT Territory schools. In the lower three bands there were 35% of Orana students compared with 46% for the ACT Territory schools. In grammar and punctuation 93% of students were performing with in the national average and above. In spelling there were only 16% of Orana students in Bands 8 and 9 compared with 29% in the ACT Territory schools. 20% of Orana students were in the lower bands 4 and 5 compared with 13% in the ACT Territory schools.

In the Class 9 group 50 students participated. In numeracy Orana students had 70% of students in the top three Bands compared with 61% for the ACT Territory schools. In reading 22% of Orana students were in Band 10 compared with 8% for ACT Territory schools. 32% of Orana students were in Band 9 compared with 24% of ACT Territory schools. Reading was a strong point in Class 9 with 80% within the national average and above. In writing 64% of Orana students were in the top bands 8, 9 and 10 compared with 42% for ACT Territory schools. In grammar and punctuation 78% of Orana students were in the top Bands 8, 9 and 10. 20% of Orana students were in Band 10 compared with 12% of the ACT Territory schools. Grammar was a strong point in Class 9 with 80% of students performing within the national average and above. In spelling Orana students' results were similar to the ACT Territory schools. There were 48% of Orana students in the top Band 8, 9 and 10 compared with 52% in the ACT Territory schools.

Value Added

Orana offers a combination of 'Accredited' and 'Tertiary Accredited' courses that provide excellent preparation for further study at university or CIT, or for employment. The Year 12 Project is a feature of Orana's Senior College program and is completed by all students regardless of their post-school destination.

Students from Class 1 to 10 enjoy Orana's extensive music program. They also learn two languages (German and Japanese) from Class 1–7 and in Class 8-10 continue on with one of these languages. Students have the opportunity to continue their studies of languages in the High School. Students also have the option of participating in the very popular snow club, surf camps and other extra curricula activities. The majority of students attended annual outdoor education camps or other educational camps and excursions.

Year 12 2009 Results by Grade

Course	Students Numbers	median	%A+B	%C+D+E
English A	3	C	35%	65%
English T	12	B	78%	22%
Drama T	4	B	71%	29%
Maths Methods T	7	B	49%	52%
General Science A	8	B	59%	41%
General Science T	4	B	67%	33%
History A	7	C	23%	77%
History T	6	B	82%	18%
Politics T	7	B	82%	18%
Geography A	4	C	22%	78%
Geography T	11	B	74%	26%
Art T	6	B	77%	23%
Design & Technology A	4	C	8%	92%
Design & Technology T	8	B	83%	17%

Number of students = 15, Number of students gaining TER = 12

Proportion of Class 9 Students Retained to Year 12 and Post School Destinations

Thirty five percent of the 2006 Class 9 cohort of students completed Year 12 in 2009. The retention rate for last year is similar to previous years. Most appear to leave because they want a change of environment for the final years of their schooling, most having spent eleven to twelve years at Orana. In addition, the ACT colleges offer a greater range of courses than Orana can provide at this point in time which is attractive to our students.

Post School Destinations of Year 12 Students

The information provided in this section is based on feedback received from students after they have left the School. The information provided is voluntary and may therefore be incomplete and/or anecdotal.

From feedback received up to the time of going to print, the post-school destinations of our Year 12 leavers is as follows:

Destination	%					
	2004	2005	2006	2007	2008	2009
Tertiary Education – University	18%	16%	50%	7%	24.9%	6.6%
Tertiary Education – CIT	9%	-	-	14%	0	13.3%
Apprenticeships/Traineeships	9%	16%	-	7%	8.3%	6.6%
Employment	46%	16%	33.3%	29%	24.9%	6.6%
Deferred study – travel	9%	-	16.7%	43%	33.6%	33.3
Unemployed	-	-	-	-	-	0
Unknown	9%	50%	-	-	-	33.3%

Parent, Student and Teacher Satisfaction

The School encourages parent involvement in many areas of the school's life from helping teachers with reading and handwork classes to membership on the School Board and/or associated committees.

The Parents and Friends' Association meets regularly and provides an avenue for parents to become involved in another aspect of the School and to express their level of satisfaction with the School.

The Festivals and Spring Fair are highly popular community events as are the Twilight Concerts and regular Community Markets. We encourage current School parents to attend the annual Open Day and regular School Tours to help transition families across the School. The School is supported by the Sophia Group, an independent association aligned to providing community education.

The information we have to hand indicates that the reasons families leave the School are for the following reasons:

Reasons	Total Students	%
Moved Interstate or Overseas	9	14.06%
Financial Reasons	3	4.68%
Left to attend another ACT College	29	45.31%
Left to attend another ACT High School	13	20.31%
Left to attend another ACT Primary School	5	7.82%
Home schooling	5	7.82%
Total	64	100%

There is an active High School Student Representative Council which makes regular representations to teachers and the College of Teachers. This contact enables the College of Teachers to keep in touch with students' needs and concerns.