MARK OLIPHANT COLLEGE B-12
ANNUAL REPORT
2013

INTRODUCTION
2013 was another year of enormous growth for the college. That growth was in many areas. Our enrolments topped fifteen hundred and we saw the new building completed ready for occupation in term 3. This facility meant that we could manage the chronic overcrowding of semester 1. Once again our students (from littlest to biggest) and staff are to be congratulated for their unfailing spirit of cooperation and ease with which they make these quite massive changes.

In 2013 the results of our students continued to improve at a significant rate and these are detailed throughout this report.

These are not the only measures of our growth. We also continued as an Apple Distinguished School again acknowledging our leadership in the area of digital education. Our staff spoke at conferences throughout Australia.

In November we hosted the inaugural “Make Learning Better @MOC” conference. The aim of the conference was to explore how to make learning better for both learners and teachers in this technologically enhanced age. Over two hundred and forty educators attended with forty-nine staff from MOC presenting workshops.

Our partnership with the University of Adelaide continued to thrive. The Compass Program continued and expanded to IMOC at Roseworthy. Our on site Master of Education course formally began with fifteen teachers from MOE being the core group.

Finally, the Children’s University Australia was launched enabling MOC to formally extend our day programs and activities. Thirty of our Primary Years students were the first graduates.

The growth in student leadership saw three active student governance groups. This together with sharing the learnings of MOC were priorities that were noted from the DECD External Review of 2012.

It was another amazing year and I am delighted to present this Annual Report.

Lynne Symons P.S.M. Principal

GOVERNING COUNCIL REPORT
One of the most significant achievements of the 2013 Governing Council (GC) was in seeing the completion of our new building in 2013. The intense lobbying by the GC in 2012 was an integral part of our success in gaining this much needed facility.

The GC has approved the tender process to appoint the new uniform supplier and the outsourcing of Out of School Hours Care for 2014.

As the chairperson I have had to represent the school on a number of formal occasions the most significant being the launch of the St John First Aid in Schools by the Governor, Rear Admiral Kevin Scrace. It is a wonderful program and I am delighted our children were amongst the first to participate in it.

Senior Years student membership of the GC became a reality and hearing the voices of the young people of this school has been wonderful- it is why we are here.

The Governing Council also had a major role in fundraising throughout the year. The funds raised have been used directly to buy extra resources for our children and young people. Thank you to every family and community member who supported these activities enabling us to purchase these resources.

We understand there is still much to do. As a council we continue to work on your behalf. Thank you to all members of the community for your continual support of our school during 2013.

Lee Russell Chairperson

STRATEGIC PLAN
At the end of 2012 MOC embraced a two year commitment to major curriculum and structural change. This development was based on the Strategic Plan work of 2010- 2012, the external review process and our learnings from High Tech High, Essa Academy, Cramlington Learning Village and Professor Stephen Heppell.

The theme of our 2013/2014 plan was LESS IS MORE
We restructured to make learning better for our students and teachers as we believed this would result in significant improvement in our results.

To that end the following strategies were enacted
• Formalise the schools within school model by ensuring both students and teachers identify and belong to one (sub) school only. Teachers no longer taught across schools.
• Use the primary education model to provide more time for the core (R-10) in English / Maths/ Humanities/Science. Resulting in a 25% increase in contact time for all these subjects and organized to have them taught every day.
• Within the (sub) schools there would be further identification through single year level teams and teachers paired (or tripled) to teach a small cohort of students R-9. Resulting in less students for each teacher (teacher team) and less teachers for each student.
• Organise the timetable into three blocks per day such that there would be little to no movement during the day – no time lost in movement. Also no “free study” time for senior students.
• Less Choice in non-core subjects, in fact none in R-9. All students would attain a comprehensive overview of the curriculum.
• By providing more time for core subjects there is the capacity to go deeper, have greater understanding (or extension) of the concepts.
• A focus on students producing / making an artifact. Through that process there would be student critique and moderation to see these “products” develop to a stage where they could be exhibited.
• Exhibitions or Presentation of Learning would be a key factor of this process to invite family and community into the college to observe and discuss the products of their children’s learnings. These were to be embedded R-10.
• Inter-disciplinary teacher teams developed such that the “non-core” teachers would drive the production of artifacts to complement the core curriculum areas. That there would be one major cross-curricular project per term for each student and these would be critical assessment tools.

Over 2014 this plan is being reviewed and evaluated in the following two key areas to determine if we continue post 2014.
1. Is there significant improvement in student results?
2. Levels of engagement/satisfaction with this model reported by both students and teachers.
ENROLMENT
Enrolment growth rate for 2012 to 2013 decreased from 15% to 7% as the strict zone and no sibling rights for incoming Year 8’s were enacted.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>70</td>
<td>107</td>
<td>100</td>
</tr>
<tr>
<td>R-2</td>
<td>215</td>
<td>261</td>
<td>300</td>
</tr>
<tr>
<td>3-7</td>
<td>300</td>
<td>366</td>
<td>390</td>
</tr>
<tr>
<td>8-12</td>
<td>501</td>
<td>590</td>
<td>670</td>
</tr>
<tr>
<td>FLO</td>
<td>75</td>
<td>56</td>
<td>30</td>
</tr>
<tr>
<td>Sp Class</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1185</td>
<td>1406</td>
<td>1514</td>
</tr>
</tbody>
</table>

In 2013 100% of our preschool children enrolled in Reception at MOC

ATTENDANCE
The 2011 through 2013 R-12 information on attendance at Mark Oliphant College is displayed below.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>91.3</td>
<td>87.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 1</td>
<td>80.1</td>
<td>80.8</td>
<td>80.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.1</td>
<td>89.6</td>
<td>90.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.6</td>
<td>88.3</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.6</td>
<td>90.8</td>
<td>88.8</td>
</tr>
<tr>
<td>Year 5</td>
<td>85.4</td>
<td>90.8</td>
<td>88.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>88.9</td>
<td>90.0</td>
<td>89.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.6</td>
<td>88.6</td>
<td>87.9</td>
</tr>
<tr>
<td>Primary Other</td>
<td>93.5</td>
<td>93.5</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 8</td>
<td>86.7</td>
<td>85.1</td>
<td>84.9</td>
</tr>
<tr>
<td>Year 9</td>
<td>81.6</td>
<td>84.8</td>
<td>83.7</td>
</tr>
<tr>
<td>Year 10</td>
<td>91.5</td>
<td>78.0</td>
<td>84.1</td>
</tr>
<tr>
<td>Year 11</td>
<td>71.4</td>
<td>76.4</td>
<td>80.6</td>
</tr>
<tr>
<td>Year 12</td>
<td>78.6</td>
<td>75.6</td>
<td>80.5</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>85.2</td>
<td>82.8</td>
<td>86.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>88.6</td>
<td>85.0</td>
<td>83.9</td>
</tr>
<tr>
<td>Total ACARA 1 to 10</td>
<td>87.6</td>
<td>86.6</td>
<td>87.0</td>
</tr>
</tbody>
</table>

There was a return to improving attendance (R-10) however it was only a small increase and our attendance is nowhere near satisfactory. The College initiated new strategies including the funding of a 0.4 fte Attendance Counsellor in 2013 to follow up when attendance was identified as at risk, less than 90%. This strategy had no measurable effect.

Most pleasing was the increase in attendance in Years 10 through 12 both as a result of curriculum changes and elimination of study lessons for Year 11 & 12.

In 2014 the goal is to maintain the gains of 2013 and

1. increase the attendance to at or over 90% for R-8
2. Increase attendance at 9-12 to 85%

NATIONAL QUALITY FRAMEWORK
The National Quality Framework and the Early Years Framework provide the basis for our planning, programming and implementation. Our Quality Improvement Plan is maintained both as a living document and also in a format suitable for display. We currently maintain a QIP information page at http://padlet.com/wall/mocqip, linked from our website and each teacher also has a QIP folder.

The Attendance Improvement Initiative Grant for 2013 enabled an analysis of patterns of absence and a survey of family needs and hopes for their children at preschool. Families indicated a strong desire to see their children experience visual and performing arts. As a result, we implemented an Arts program on Wednesdays – the day that children were most frequently absent. Our attendance figures improved dramatically (see table) and children presented an end of year dance/drama performance.

One of our teachers led a Reggio Emilia inspired arts program, including the creation of a large art studio in the preschool. Every Thursday afternoon, families are invited to participate in Arty Afternoons led by our atelierista. Over the semester all children worked collaboratively with a family member to create a string contribution to our Family Chandelier.

A major highlight of 2013 was the work that was accomplished with our Community Development Coordinator. Our Children’s Centre has become a hub for community members and there is always something happening in the Community Room. The programs offered for parents are many and varied.

It has been very pleasing to see our progress in each of the 7 key areas of the QIP. 2013 achievements and priorities for 2014 follow:

1. Our educational program and practice is based on children’s current interests and needs. All children have an Individual Learning Plan; one focus for 2014 is consistency across documentation.

2. Children’s Heath and Safety has been very positive with no recorded incidents from accidents. Our major issue has been developing protocols around children who present with life threatening conditions such as diabetes. Our next focus is to develop a Snoezelen based rest area for children to independently access a space conducive to self-regulation.

3. Physical environment- consultation on our outside play space has concluded and by beginning of term 2, 2014 we will have a completely refurbished area.

4. Staffing Arrangements - all our staff attained or are working towards the appropriate qualifications in 2013. We maintain staff ratios at DECD pre-requisites. In addition in 2014 there will be an additional leadership position in Learning and Programming.

5. Relationships with children. Our focus for 2014 is to use Reflect Respect Relate to measure engagement and responsiveness. In 2014 two of our teaching team are in their first year of teaching. Professional Development in RRR is a high priority.

6. Collaborative Partnerships with parents was a major growth area during 2013. The work of our Community Development Coordinator was a key factor in that growth and success. Parent input is the foundation of our Individual Learning Plans and is a feature in our programming cycle. We will continue to improve our strategies to get input from parents. The 2014 focus is to design events to share information and engage parents.

7. Leadership and Service management. Our focus in 2014 is to provide consistent and meaningful Performance Management in response to teacher feedback. This is a priority across the college.

8. Intervention and Support programs. A 2014 priority is work to ensure that our staff are positive and well informed to ensure that support programs offered are highly targeted. Our Aboriginal Early Years Preschool Literacy Grant will be used for resources identified by our ACEO in collaboration with families.

RUNNING RECORDS DATA
The strong foundations established in our Early Years must be acknowledged. In both 2012 and 2013 our reading level results have been above state average.
NAPLAN RESULTS
As per the past three years the results, whilst improving, are still not satisfactory. The results with comments follow.

Year 3 – Demonstrated growth in every aspect from 2012

Year 5 – Demonstrated growth in every aspect from 2012

Year 7 – Not satisfactory as there was no real growth - a priority area for development and intensive support in 2014

Year 9 – Significant improvement in three categories. However our school mean scores are still significantly below national.

SACE RESULTS
SACE results continued to improve with our completion rate now approaching the state completion rate.

Another major success was that 41% of our students received A and/or B grades (state rate is 48%).

In addition for the first time over half the 2013 cohort were eligible to achieve an ATAR. In the first round of University offers 16 students received offers (from 23 possible) with 13 first preferences. It is expected that a further 6 will receive offers in future rounds.

The introduction to MOC of the South Australian Aboriginal Sports Training Academy (SAASTA) also significantly contributed to SACE completion for our indigenous students. Our success was acknowledged in December 2013 when MOC was named SAASTA Academy of the year for the attendance, team work and results of our students. Also MOC was runner-up in the Power Cup.

Fifty three students had begun in the Class of 2013 and thirteen left throughout the year to the following destinations
- 7 to employment (1 apprenticeship)
- 3 seeking employment
- 2 moved (1 interstate)
- 1 chronic illness

There were forty-five VET enrolments. (17 C3, 19C2 and 9 C1) Of the 17 enrolled in Cert 3, 15 completed and 2 are continuing.

Five students were in ASBA’s and all have continued in this employment. Two have completed their training. In addition there were 9 retail traineeships. One student was enrolled under the Training Guarantee.

Goals for 2014 are to achieve the state mean for both successful SACE completion rate and percentage of A and B grades.

DESTINATION
The 2012 destination data is presented in the next table. Nearly 200 students transferred out. This was less than the number in 2011. The unknown destinations percentage is still over 30%. Most of these continue to be family movements/transfer for which we have no official confirmation of whereabouts.

From 2013 we instituted new protocols of follow up in an attempt to reduce this percentage and achieve closer to state norms.

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>School</th>
<th>Region</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>6</td>
<td>3.1</td>
<td>2.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>12</td>
<td>6.2</td>
<td>6.7</td>
<td>7.8</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2.1</td>
<td>4.9</td>
<td>15.4</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>9</td>
<td>4.7</td>
<td>3.9</td>
<td>1.1</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4</td>
<td>2.1</td>
<td>4.5</td>
<td>0.4</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schls</td>
<td>9</td>
<td>4.7</td>
<td>8.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Transfer to SA Govt Schls</td>
<td>80</td>
<td>41.5</td>
<td>52.9</td>
<td>51.5</td>
</tr>
<tr>
<td>Unknown</td>
<td>69</td>
<td>35.8</td>
<td>16.5</td>
<td>19.5</td>
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</tbody>
</table>
BEHAVIOUR MANAGEMENT
Since 2013 our behaviour data and analysis have been presented in detail to the GC each semester with the title ‘Keeping our School Safe’. They are also posted on our website.
In summary-
- The number of students involved with any reported incident is very low. Students with one or less incidents reported range from 76% to 92% per sub school. The average R-12 across the year was 82.5% of students had one or less incident reported.
- The incident type data shows that the majority of incidents reported after EY relate to work habits. This transition type is to be expected as younger children learn to “Be Safe”.
- Major consequences range from 4-11% of total incidents with the average being 7%. It is also to be expected that the consequences of incidents are more severe as students become older – peaking in MY (adolescence)
- The reported incidents of bullying are less than 8% of all incidents across the year.

In addition to provide further information all sub-schools undertook Well Being Surveys – ranging from ‘I Feel Safe’ through Mind matters. These results provided further information around well-being and incidents of bullying.

The results also complemented our earlier findings that school is consistently seen as a safe place to be for 80% plus of students. This information correlates with incident data. For 2014 we aim to get both over 90%

The Action Plan initiated in mid 2013, which will continue into 2014 has the following key elements
- Log all parent contact re behaviour concerns -B-12
- Implement acknowledgement of good work - VIVO, Praise Pod
- Implement Mind matters and Kid matters B-12
- Explore the framework for Positive Education
- Implement Child Protection Curriculum
- MOC+ structure encompassing PALS, Lunchtime activities, Children’s University programs, college sport, study hubs.
- Physical Improvements and Yard reorganization R-12
- Work with UniSA to investigate prevalence and impact of cyber-bullying, other bullying 2013 /2014

SATISFACTION SURVEYS - parent, student, staff.
From 2013, The Australian Government required all schools to survey schools about students, parents and teachers in a nationally consistent way about their opinion of the way that their schools operate to support student learning. At MOC we had a strong response for students and staff but only a very small response from parents.

It is encouraging to note that the opinions of all three groups agree that attending MOC is a positive experience.

Out of the 14 statements that people were asked to respond to, students indicated over 70% satisfaction in 11 of these, parents in 12 and teachers in 13. Most pleasing was that all three groups expressed between 80% and 85% satisfaction that
- Teachers at MOC expect students to do their best
- Students & parents can talk to teachers about their concerns
- MOC looks for ways to improve and
- Students like attending.

Our focus for 2014 is to improve the number of responses from parents and increase the number of categories where satisfaction levels are above 70% benchmark from 86% to over 90%.

NATIONAL PARTNERSHIPS
MOC received support through three National Smarter Schools Partnership Programs.

More Support for Students with Disabilities -Autism Focus.
The following list details our most significant accomplishments which we delivered for the Peachey Cluster.
- Autism Introduction and Master Classes – Sue Larkey
- On-Line Autism Course
- Teacher Toolbox -Junior Primary & Primary (providing strategies, resources and links to further information)
- Visual Toolbox - A library of visual tools to support teachers working with students with ASD
- iPads for Elizabeth Special plus apps
- Catalogue of Autism Spectrum Disorder Resources to support teaching students with Autism Spectrum Disorder.

Empowering Local Schools
This funding was used to “speed up” the process that MOC already had in place to acknowledge that not only “the future is now” but also that to improve outcomes we must “make learning better”.

Specifically the funding supported components of the extensive range of professional learning that MOC engaged in to enable us to deliver on our goals. The program culminated in the “Make Learning Better @MOC” conference November 2014.

Literacy and Numeracy – Numeracy Focus
This funding had to be used to implement the QuickSmart Numeracy program. Funds were used to release, train and utilise staff in QuickSmart. MOC participated and five staff were trained and 40 students accessed the program.

There was limited improvement for those students as measured by PATMaths. The program was also very resource intensive (including facilities). If invited MOC would not participate again

TEACHER QUALIFICATIONS
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

In addition through our partnership with the University of Adelaide fifteen staff are doing their Masters in-house with a further eight doing them at other institutions. Two staff are engaged in Doctoral Studies.

<table>
<thead>
<tr>
<th>QUALIFICATION LEVELS</th>
<th>NUMBER OF QUALIFICATIONS</th>
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<tbody>
<tr>
<td>Bachelor degrees or Diplomas</td>
<td>186</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>46</td>
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Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non-indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>1.00</td>
<td>0.30</td>
</tr>
<tr>
<td>Part-time Equivalents</td>
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<td>0.30</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>4</td>
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FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount $</th>
</tr>
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<tbody>
<tr>
<td>Grant: State General</td>
<td>128,187.80</td>
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<tr>
<td>Grant: State Global Budget</td>
<td>14,750,288.00</td>
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<tr>
<td>Grant: Commonwealth</td>
<td>276,093.45</td>
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<tr>
<td>Parent Contribution</td>
<td>98,000.00</td>
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<tr>
<td>Other – cluster funds</td>
<td>33,000.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15,285,506.25</strong></td>
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</table>

Principal                        Lynne Symons