SCHOOL CONTEXT STATEMENT

Updated: 3/2015

School number: 1900
School name: MARK OLIPHANT COLLEGE B-12

School Profile:

Mark Oliphant College B-12 (MOC) is Birth to Year 12 school.

The school is organised as four sub-schools: Early Years (Birth to Year 2), Primary Years (Yr 3-6), Middle Years (Yr 7-9), and Senior Years (Yr 10-12).

There is an absolute commitment to the effective integration of school operations and to the cohesion and continuity of curriculum across all of our sub-schools.

Mark Oliphant College has two secondary Area Resource classes to support students with disabilities - one in Middle Years and one in Senior Years.

In addition there is a range of other programming to support students with disabilities, students from NESB and Aboriginal students within the college.

There is a FLO program to support students.

Mark Oliphant College B-12 has a focus in Learning Technologies.

Mark Oliphant College B-12 is a category 1 school.

The school is built as a Private Public Partnership.

Please see other sections of website for more detailed information.
www.moc.sa.edu.au
1. **General information**

- School Principal name: LYNNE SYMONS
- Deputy Principal’s name: DEAN CLARK
- Year of opening: 2010
- Postal Address: PO BOX 196, SMITHFIELD PLAINS, 5114
- Location Address: 99 DOUGLAS DRIVE, MUNNO PARA, 5115
- DECD Region: NORTHERN ADELAIDE
- Geographical location – ie road distance from GPO (km): 33 Km
- Telephone number: 08 82091600
- Fax Number: 08 82091650
- School website address: www.moc.sa.edu.au
- School e-mail address: info@moc.sa.edu.au
- Child Parent Centre (CPC) attached: School based Preschool
- Out of School Hours Care (OSHC) service: Yes (outsourced to Camp Australia)
- February FTE student enrolment:

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- **Student enrolment trends:**

  Mark Oliphant College has continued to grow. It is expected to peak at approx. 1800 students.

  There is a very strict enrolment zone enforced.

- **Staffing numbers (as at February census):**

  108 FTE teaching staff.

  Over the last four years the leadership structure has evolved and there is now a Deputy Principal (Band B6), Two Executive Leaders (Band B5). Each Executive Leader has overall responsibility for two subschools and in each of the four subschools there is a Senior Leader 2 (Band B2) a Learning and Wellbeing Coordinator (Band B1)/Counsellor and depending on size a range of a Teaching and Learning Coordinators (Band B1).

  In addition there is a Senior Leader responsible for school organization, a Senior Leader responsible for Inclusive Ed and Positive Ed and a senior Leader for the Children’s Centre.

  In total 23 leadership positions.

  There is the equivalent of 1.2 AET time and 84hrs AEW time.

  In 2015 there are over 50 SSO’s/allied para-professionals encompassing youth workers (3) classroom/preschool support (21), ICT (3), Library/Resources (3), Lab (1), Community Liaison (1), Family Support (1), ACEO’s (3), Admin (11), CPSW (1), BSSO (1), School Nurse (1), Installation Artist (1) and Grounds (1).

  The school also supports a psychology and dental service.
• Public transport access:

The school is located centrally for students living in Davoren Park, Smithfield Plains, Andrews Farm, Smithfield and Munno Para.

Public buses 451, 452 and 461 service the school.

Munno Para Railway Station is within walking distance from the school

**Special site arrangements:**

The college is managed under the Private Public Partnership arrangements

2. **Students (and their welfare)**

The issues associated with high levels of poverty, generational and youth unemployment continue to affect significant proportions of the families within the schools community, which in this sector of Playford Council area is currently amongst the highest in the state.

Approximately 200 students are on a Negotiated Education Plans; this includes the students in the area special classes.

The number of Aboriginal students is currently over 90.

The school has implemented literacy support for ESL students. Over 100 students identified as ESL.

**Category 1 Level of Disadvantage**

Structures are in place to keep the class sizes predominantly under 28 and none are above 30

There is a Counsellor in each sub-school. Christian Pastoral Support Worker on site. Student support depends on the age and individual needs of the students.

Support is offered for students with learning difficulties, disabilities and other special needs, including students with high intellectual potential. Senior students can access supported transition programmes.

The college has behaviour management processes which are documented for each sub-school as codes of conduct. The underpinning principles are BE SAFE, BE RESPONSIBLE, BE RESPECTFUL and BE SUCCESSFUL. These principles guide all our expectations of student behaviour. All staff can make positive and negative referrals for student behaviour electronically All referrals and incidents are entered on EDSAS.

Student government is an area of continual development- in 2015 there are
student leadership teams in all of the four sub-schools.

3. **Key School Policies**
   - Site Improvement Plan and other key statements or policies: Listed on website
   - Recent key outcomes: Listed on website

4. **Curriculum**
   - Subject offerings: Overview of curriculum and structure on website
   - Open Access/Distance Education provision: as required for individual students
   - Special curriculum features: Listed on website
   - Teaching methodology: 1:1 laptop program – please see website for more details.

Student assessment procedures and reporting: At Mark Oliphant College our student reports meet the requirements of the State Government’s plain language student reports for South Australian public schools. This means that our reports:
   - are provided in writing at least twice a year.
   - use plain English that is easy to understand
   - include A-E achievement levels for all learning areas from Year 1 - Yr10
   - provide a professional assessment of each student’s progress and achievement.

Exhibitions of Learning are a feature.

5. **Sporting Activities**
   College sport runs one night per week after school. Sports days are a feature.

6. **Other Co-Curricular Activities**
   Lunch-time Activity Programs

7. **Staff (and their welfare)**
   - Staff profile
     - Please see General Information Section
• Leadership structure

Please see General Information Section

• Staff support systems

Professional Development is a major focus and is offered in a range of ways throughout the year including major conferences hosted at MOC

• Performance Management

All staff take part in a timetabled programme of performance management aimed at supporting and developing staff expertise. We have a policy and schedule for this programme and each staff member is assigned to a senior staff member to oversee their personal PM Plan. School PD is our HR/performance management system

• Staff utilisation policies

Tier 2 funding is over $4,000,000

• Access to special staff

Wide ranging access to specialist staff. At various times during 2014/5 the College has employed a speech pathologist, child psychologist and attendance counselor.

8. Incentives, support and award conditions for Staff

• Complexity placement points
  : 2.5

• Isolation placement points
  : n/a

• Shorter terms
  : n/a

• Travelling time
  : n/a

• Housing assistance
  : n/a
- Cash in lieu of removal allowance: n/a
- Additional increment allowance: n/a
- Designated schools benefits: n/a
- Aboriginal/Anangu schools: n/a
- Medical and dental treatment expenses: n/a
- Locality allowances: n/a
- Relocation assistance: n/a
- Principal’s telephone costs: n/a

9. School Facilities
   - Buildings and grounds
   
   - Heating and cooling: both
   
   - Specialist facilities and equipment: see website for details

   - Student facilities
   
   - Staff facilities
     All teachers have own laptops and/or Ipad.
   
   - Access for students and staff with disabilities
     Whole site has disabled access.

   - Access to bus transport
     Available for school excursions.
10. School Operations

- Decision making structures
  MOC has a DM policy and all the mandated committees including Personnel Advisory Committee, WHS committee and Governing Council.

- Regular publications
  School newsletters produced weekly, school magazines at end of each term and a yearbook at end of year. In addition there is televised bulletin for staff and students.
  Website at www.moc.sa.edu.au
  The staff information can be accessed via EKey, or in digital portfolio format. The school is moving towards documenting all programs via iTunes.

- Other communication
  • Face book is used to communicate on a daily basis.

- School financial position
  • MOC has a global budget of over $15,000,000

- Special funding
  School receives numerous specialised funding including Disadvantaged Schools Program, Literacy, Commonwealth Better Schools funding etc.

11. Local Community

- General characteristics
  Considered an area of high disadvantage

- Parent and community involvement

  We believe that parents' involvement in the College leads to a richer, more cohesive and exciting learning environment for both students and staff. There are many ways parents can be involved both on a formal and an informal basis. The activities and responsibilities organised on a formal basis include:
  • Governing Council
  • Sub-Committees of Governing Council
• Feeder or destination schools
  As a B-12 school the majority of our children and young people remain at the college for the entirety. Major feeder primary schools for Year 8 entrance are John Hartley, Elizabeth North, Swallowcliffe and Munno Para.

• Other local care and educational facilities
  Stepping Stone Long day care – opposite school

• Commercial/industrial and shopping facilities
  Munno Para (2 kms) and Elizabeth (5 kms).

• Other local facilities
  Playford Super Clinic - corner of Peachey and Curtis.

• Availability of staff housing
  n/a

• Accessibility
  n/a

• Local Government body
  City of Playford