INTRODUCTION

Over the past seven years I have had the honour of serving the students and families of Mark Oliphant College as the founding Principal. This time has been incredibly rewarding. I am proud of our achievements throughout this time and delighted to be able to present this my final Annual Report.

Academically, our students have met or exceeded growth every year and our SACE results have been above 90% completion rate for last three years. In 2015 we officially achieved a 98.6% completion rate for SACE although we believe that if not for a clerical oversight it would have been officially a 100% SACE success rate. This occurred whilst still maintaining over 90% retention rate during Year 12. This result is something that could only have been dreamt about when we started.

Academic improvements were also noted through the results in other subschools. We continue to be at or above state average in Reading Levels in the Junior Primary. We continually want our students to improve at the national and state levels and to this end we acknowledge there is still much to work to do to significantly improve our NAPLAN results. Further details in later section.

Academic success is not only measured through test scores and many more examples were showcased through our Exhibitions of Learning each term. There are numerous videos of the work presented and the passion of the nights – a 2015 overview can be seen at the MOC Exhibitions of Learning Video.

From a 21st Century standpoint, we have continued to see MOC recognised as a leader not only in South Australia, but also throughout Australia. This was recognized this year with “Education Week” listing MOC as one of the 40 Most Innovative Schools in Australia. Our leadership could also be seen through our continuing to be an Apple Distinguished School and hosting of a range of Make Learning Better Visits/Workshops and of course the Annual Conference (MLB@ MOC). We have maintained to manage a digital device program that has truly transformed the curriculum experience.

The journey of enhancing wellbeing of our children has seen us embrace positive education, co-curricular experiences like the Children’s University, provide allied health services and behaviour incentive programs.

The expansion of MOCExtra was particularly noteworthy. This is the name of the ‘extra’ services we believe are important at MOC to improve the Health and WellBeing of our community. In 2015 we had

- Psychology, Services (In-School Psychology)
- School Dental Program (sponsored by Grow Up Smiling)
- MOC Breakfast on Fridays (sponsored by Kickstart For Kids)
- Pastoral Care Worker (Australian Government)
- Occupational Therapist, Speech Pathologist, Family Services Worker and Community Development Coordinator (DECDC)
- Eye Testing (sponsored by One Sight) - 2015 was the first year for Eye Testing at MOC. In all over 150 students were tested. Of the students tested, 45% needed further testing and received a voucher for a pair of glasses at no out of pocket expense.

In 2016 we aim to expand these services, hopefully with a General Practitioner and a dedicated wellness space.

In addition, Children’s University (CU) learning destinations were offered to MOC students throughout 2015 by a group of committed and dedicated teachers who gave of their time and energy. This is an amazing international program that began in Australia with MOC. Over 100 MOC students have now graduated and been awarded certificates from CU. This Learning represents countless hours of voluntary learning, beyond the classroom.

One of the major NOW events of 2015 would have to have been the completion of our four panel Aboriginal Mural. The mural painting acknowledged that our college was built on Kaurna Land and we thank the Kaurna people who supported the idea and production of the mural. The story painted on the mural is to be read from right to left. The reason for this direction is that many students start their journey in Early Years and follow this path through to Senior Years – the fourth panel.

Students from all years submitted draft ideas for the mural and a committee of staff and students representing the whole school voted on the most popular designs. Aboriginal Art has always used many symbols and this mural demonstrates traditional and contemporary symbols for the story. Indigenous and non-indigenous members of our MOC community were involved in painting the mural.

2015 was also a year of phenomenal achievements by MOC staff. These achievements included:

- Masters of Education degrees awarded to Stephen Cavanagh, Kate Caddaford, Kelly Peel, Ashlee Salter and Ryan Parsons. This program was initiated and “delivered” through MOC.
- Pre-service Teacher Awards (University of Adelaide) - Clayton Page and Brett Madigan were nominated with Ashlee Salter winning the Award for Outstanding Achievement in Mentoring Pre-Service Teachers - Primary School Interaction.
- Public Education Awards - Emil Zankov was the co-winner of the Secondary Teacher of the Year Award.
- Public Education Awards - Ray Moss was the inaugural winner of the Lifetime Achievement Award.
- STEM X Academy Program – Excellence in Teaching - Jade Francey
- Attendance by Tracey Alexander at an international community conference in Canada.
- Apple Distinguished Educator - Sally-Anne Lowe selected as a member of the International Class of 2015.

The other major achievement was in resolving our capacity issues with a systemic realization that the college should grow no bigger and in fact could effectively become smaller through an enrolment cap.

The implementation of this initiative had significant positive effect in the latter half of 2015 through enabling the student population to stabilize. I am confident that from 2016 with the new formal options in place the college will be best placed to serve the needs of our children and young people now and in the future.

Lynne Symons P.S.M., Principal

GOVERNING COUNCIL

Our 2015/2016 Governing Council was once again a very passionate group representing the MOC community.

Our Fundraising Committee continued to be very active with a wide range of fundraising activities with the funds to be used to provide extra resources for our children and young people.

Other 2015-2016 Governing Council achievements included

- Senior Students attending our Governing Council meetings with wonderful feedback and information.
- Camp Australia winning the tender for our OSHC (2014 and 2015). The feedback on their operations has been very good.
- Being an integral part of the process to choose the new uniform provider Perm-A-Pleat and after initial supply issues the feedback here has been much more positive that we previously experienced.
- Governing Council continuing to make submissions on our parking issues. We have also commissioned a traffic management survey specifically looking at how we might alleviate the congestion in the Preschool car park.
- I was the Governing Council representative in the selection process for our new Principal.
- A Governing Council initiative was in the formation of the working party looking at “Developing a Collaborative Well Being Infrastructure”. This group consists of parents, students, staff and community reps (including SAPOL, Refugee Association). Through the work of this group we have begun to develop a framework for how we continually improve the well being, this has included visits to Wirreanda to look at their Well Being Centre. Our work in this area will continue in 2016.

In closing I would like to acknowledge and thank the members of our Governing Council for the valuable time and input.

Lee Russell, Chairperson

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4 Early Years Initiatives • Naplan • SACE • VET • Attendance
5 Behaviour Management • Destinations
6 Relevant History Screening • Satisfaction Surveys
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8 Teacher Qualifications • Workforce Composition • Conclusion
STUDENT ACHIEVEMENT

Our targets for the key Student Achievement Areas are listed below with further detail provided in designated sections.

1. **RUNNING RECORDS** - Maintain at or above state averages for Years 1 and 2. **Target achieved.** Details in Early Years Initiative section.

2. **NAPLAN DATA** - Continue to grow Year 3, 5, and 9 in all categories. To return Year 7 to positive growth. **Targets partially achieved.** Details in NAPLAN section.

3. **SACE** - Attain state average completion rate. **Target achieved.** Attain state average A and B grades. **Target not achieved.** Details in SACE section.

The following colour chart is used in a number of the diagrams following and it is the official DECD method to indicate progress:

<table>
<thead>
<tr>
<th>Target not met/ Decline</th>
<th>Little or no change</th>
<th>Met or exceeded target/ improvement</th>
</tr>
</thead>
</table>

EARLY YEARS INITIATIVES

MOC continued to receive funding under the JP160 and Year 3 aspects of the scheme. This funding was used to ensure both our Reception classes were maintained at 20 or under each as were the Year 3 classes.

Our results in Running Records at Year 1 and 2 have continued to demonstrate high achievement. There was also a pleasing improvement in the number of students achieving base line at Year 3. Details for Year 3 are provided in NAPLAN section and Running Records table is included below.

NAPLAN

There are numerous ways in which to interpret NAPLAN data growth from one year to next, growth of students from Year 3 to Year 5, number of students in top bands.

In measures against schools of same Index of Disadvantage MOC performance at every year level in every area is higher or at a similar standard. In measures against the targets set for us by DECD MOC demonstrates improvement in every year level, every area.

DECD have set expected achievement levels - the DECD Standard of Educational Achievement (SEA). They are in fact a higher measure of achievement than the NAPLAN National Mean Score (NMS) and what we report on in partnership. These are the results that are included in our Annual Report.

Given the increase in enrolments over the years the percentage of students was considered the most accurate reflection of our progress.

The data shows that we further improved the number of students achieving the SEA (NMS) in 4 of 8 categories, whilst maintaining expectations in 3 more.

Clearly most disappointing was Year 5 Literacy. We continued to support our iMOC (Inclusion at MOC) program. There were two key aspects.

1. 1:1 work in an external studies program - this saw 11 of 13 students who had been totally disengaged make regular contact with school programming and 5 of these students reengage in mainstream.

2. The other aspect was designed for Middle Years students who consistently demonstrated a lack of engagement with mainstream curriculum options, due to a combination of factors. The one term (ten week) program was designed as a circuit breaker with the goals to reengage these young people such that they access mainstream more successfully, specifically work on a range of social skills and improve literacy/numeracy skills for each student. The program had a 50% success rate in terms of reengaging however it supported all students and their families with options.

BETTER SCHOOLS FUNDING

MOC received significant funding under this scheme. The funds were to be used to develop workforce capacity and capability and to improve outcomes for students from an educationally disadvantaged or ATSI background in priority areas such as literacy and numeracy, SACE achievement, attendance and behaviour management.

MOC addressed all these areas through our B-12 Priority Actions of our Strategic Plan. Specific examples included:

- Continued the introduction of teacher leaders and coordinators in curriculum priority areas of Numeracy, Literacy, Explicit Teaching and Project Based Learning.

- After the work in 2014 analysis of curriculum R10 for gaps/overlap-initiated consistent programming using iTunesU - see MOC® iPAD.

- In addition we continued the work for Years 1 1-12 on open documentation via digital portfolios on SACE curriculum. See www.katrinaaxford.com for an example of one such website.

- “Leave Nothing to Change” continued – a focused professional program whereby we continued to undertake training on explicit teaching with John Fleming and Laura McBain (project based learning).

- Also building on our work in 2013 and 2014 we developed our explicit wellbeing/positive education curriculum framework incorporating Child Protection Curriculum.

- Attendance – developing range of initiatives that could support improved attendance – see later section.

- The final major aspect was our work with disengaged students through our iMOC (Inclusion at MOC) program. There were two key aspects:

  1. 1:1 work in an external studies program - this saw 11 of 13 students who had been totally disengaged make regular contact with school programming and 5 of these students reengage in mainstream.

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STRATEGIC PLAN

At the end of 2014 MOC had completed a 2 year commitment to major curriculum and structural change. 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.

Over 2014 this plan was reviewed and evaluated and the 2014-2016 plan (LEAVE NOTHING TO CHANCE) was developed and can be viewed in its entirety at www.moc.sa.edu.au

In brief the plan targeted the five key areas of school organisation:-

1. Education Attainment
2. Well-Being
3. People and Culture
4. Engagement
5. Resources

Commentary on the priorities and consequent targets and our success in achieving (or moving towards these) is included throughout this Annual Report.
In summary:

- Officially, 72 of 73 students got their SACE (98.6%) which is now greater than the state average (96%).
- Of the 77 students who started Year 12: 73 finished the year – a further improvement in retention (from 84% to 95%).
- 36% of our Year 12 grades were “A” and “B” grades - this was less than 2014 and confirmed our need to develop further the academic skills of our students - before they enter Year 11 and 12.
- However it is important to note that conversely the failing grades decreased again with only 25 grades out of 358 as less than a “C”; this is an improvement on 2014 (11.4% in 2014 decreased to 6.9% failing grades in 2015).
- 100% completion rate for all our Special Class students.
- 100% completion rate for all our ATSI students.
- 27 of the 31 who applied are in tertiary study = 87% an improvement on the 80% success of 2014. This was 37% of total cohort.
- Also very pleasing is that 43% of total cohort applied to go to University.
- Within the Class of 2015 there were 5 laptop awards presented for 2 or more As + completion.
- Our Dux was Natalie Elliott with an ATAR of 96 - congratulations Natalie!

The major challenge for MOC in 2016 continues to be maintaining these SACE completion results whilst concurrently increasing ATAR scores, which means increasing number of “A/B” grades.

**VOCATIONAL EDUCATION AND TRAINING (VET)**

MOC has a very successful Vocational Education program – it is considered a key plank in our Senior Years programming.

MOC offers internally Certificate 3 courses in Sport & Recreation, Business and Media. Certificate 2 in Media can also be undertaken internally. Certificate 3 in Sport and Recreation is offered via the MOC South Australian Aboriginal Sports Training Academy. The success of our academy has been the key factor in the SACE completion rates for our Aboriginal students (100% SACE completion 2014 and 2015).

Our Academy participated in the Power Cup and SAASAA Shield that took place in Terms 2 and 4. The students made the final of both these competitions and collected the SAASAA Shield as they remained undefeated during the cricket carnival. Congratulations to Kaleb Tree and Jordan Wilson who were selected in the SAASAA Elite Academy Program for AFL and netball respectively.

Overall in 2015, 85 students in Year 11 and 12 undertook VET studies in a broad range of career areas including Business, Automotive, Creative Media and Beauty Services with over 50% successfully completing Certificates.

Year 11 and 12 students have also undertaken a variety of work placements for their VET courses and for Workplace Practices. As part of this program over 90% of the Class of 2015 gained the equivalent of their Senior First Aid Certificate.

In Year 10, 92% of students completed a work experience placement as part of their PLP studies.

MOC had one School Based Apprentice and it was in the automotive trades. There were 33 students who gained Certificate 3 qualifications and 28 of these were Year 12 students.

In all there were 46 VET qualifications achieved across Year 11 and 12 including 10 Certificate 2 and 3 Certificate 1.

**ATTENDANCE**

In our official DECD Partnership Review the Early Childhood Key Topic was attendance: “Mark Oliphant College Children’s Centre recorded the highest rate of the Partnership sites, increasing from 92.2% in 2014 to 94.3% in 2015” This result included standalone preschools.

It was recognised at the review that the attendance achieved by our preschool (Children’s Centre) was outstanding, thus demonstrating the improvements that could be made through daily personal contact and developing flexible structures and operations that continuously supported attendance by our children and their families.

<table>
<thead>
<tr>
<th>Table 2: Attendance Percentages 2013 - 2015</th>
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<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2013 Centre</td>
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<tr>
<td>2014 Centre</td>
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<tr>
<td>2014 State</td>
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<tr>
<td>2015 State</td>
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</table>

The attendance for R-7 was also very satisfactory with every year level above 90%. This is the first time we have achieved this milestone in seven years.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 1</td>
<td>85.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.4</td>
</tr>
<tr>
<td>Year 3</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.6</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>87.6</td>
</tr>
</tbody>
</table>

Whilst still under the state targets the strategies focussing on our structures, nonpunitive follow up, focus on whole class awards, and then individual follow up with parents all contributed positively.

The issue in attendance is really only in our secondary sector – with no progress on attendance made in most year levels and a significant decrease at Year 9.

The attendance for R-7 was also very satisfactory with every year level above 90%. This is the first time we have achieved this milestone in seven years.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>84.9</td>
</tr>
<tr>
<td>Year 9</td>
<td>83.7</td>
</tr>
<tr>
<td>Year 10</td>
<td>84.1</td>
</tr>
<tr>
<td>Year 11</td>
<td>82.6</td>
</tr>
<tr>
<td>Year 12</td>
<td>82.8</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>81.5</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>86.3</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>87.0</td>
</tr>
</tbody>
</table>

The challenges are both structural and cultural:

- Having introduced an electronic attendance system, accurate entrance and follow up with families is critical.
- Changing the community sense that it is OK to be away - our current strategies have clearly not been successful.

This is a continuing challenge in secondary for 2016 – given our achievements recorded from preschool to Year 7.

Our targets as set in 2014 - 2016 Strategic plan were:

- Preschool attendance return to above state average. **Target achieved.**
- Increase attendance annually (Years R-7) to reach state average - 91.2% [2015] 90.9% [2014] 89.7% [2013]. **Target achieved.**
- Increase attendance by 2% annually. **Target not achieved.**
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”. These are also posted on our website at the link on http://moc.sa.edu.au/families/expectations/. On all measures of reporting Mark Oliphant College can be considered still to be a very safe school.

The number of incidents per total population contact is very low at less than 1%.

The number of students with nil or only one report per term is over 85%. In 2015 the percentage of students with one or less incidents reported improved slightly again as 87% compared with 86% (2014) 85.5% (2013).

The goal for 2015 was for 90% with one or less reports as such this target was not met.

Major consequences again needed to be implemented for under 10% of total incidents reported.

The percentage of students with major consequences (exclusion) decreased marginally as a percentage of total student body (1.2% compared with 1.4% in 2014).

The percentage of severe consequences - 3 day suspensions or greater consequences remained effectively at 2014 levels of 8.8 (8.7) % of all incidents. This continues to be a reflection of the severity with which any inappropriate behaviours are responded to.

MOC has continued to undertake a range of initiatives to ensure our school is safe for ALL. A number of these have been outlined in previous sections. In summary:

- Our whole of college approach via the Positive Education framework and in the latter half of the year curriculum
- Continued to Implement VIVO to “reward” good behaviours; pro social skills and pro academic, Mind matters and Kid matters, Child protection Curriculum, Praise POD (EY)
- Wide ranging lunchtime activities through MOC+ complementing our after hours Children’s University programs
- Implementation of formalised social skills groups specifically in the EY and PY
- In the yard provided more seating options and finally shade structures arrived
- The major initiative of 2014 via the Library continued to be a focus and many more students utilised this over the week. A particular success was the daily cinema.

Bullying

The reported incidents of bullying as a percentage of all incidents have remained basically static since 2013

- Overall reports range between 3 and 5 %
- Highest number reported in PY and MY
- There is a peak in late Term 1, early Term 2 and then there is a decrease –this has been particularly notable in MY data.
- It is apparent that the major increase and issue continues to be in cyberbullying after hours and then the follow on effects in school and often between parents. This is now no longer simply an issue for MY and SY students but has now become an issue in PY.

Our work with Dr Barbara Spears on cyberbullying not only informed our practices but also were included in the major research study Youth Exposure to Cyberbullying and its Management in Australia.

The community concerns around bullying had led us in 2014 identifying that a priority was to improve information processes and sessions with parents for 2015. This then developed into Developing a Collaborative Infrastructure for Well-Being. This was a Governing Council sponsored joint working party of parents, key staff, student representatives and significant community representation (SAPOL, Refugee Association, Behaviour Coach and our Community Development Coordinator)

The group began in Term 2 to explore

- How we could meet the education needs of all students if we did not have the capacity to address their therapeutic needs. (Bruce Perry and Berry Street)
- Are we meeting all the needs of all students within the school community?
- The ongoing complexity of the school population
- Conversations around bullying

This work was still at a very early stage and was to be continued in 2016.

DESTINATIONS

The 2014 destination data is presented in the next table. Over 300 students transferred out and this was 30% higher than the rates 2011-2013. In 2014 all of these students were “replaced” on a 1:1 basis thus the total turn over of students was 600 out of 1500 – a percentage of 40%.

These numbers would have continued into 2015 and demonstrate why at times there was a sense of instability on the school community with such movement levels.

Disappointingly the number of unknown destinations percentage returned to its previous high rate although it is acknowledged with the significant increase in school leavers this increase may have been unavoidable.

RELEVANT HISTORY SCREENING

The college continues to fulfil all our requirements for staff, ongoing volunteers and Governing Council members.
SATISFACTION SURVEYS - PARENT, STUDENT, STAFF

From 2013, The Australian Government required all schools to survey 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 in 2015 as we had in 2014 our staff, students and parents were asked to respond to numerous surveys and reviews including Cyberbullying, Wellbeing, PISA, Australian Curriculum.

The surveys utilised at MOC in 2015 were thus chosen to provide as much relevance to previous years and minimise the requests of our staff and students. To that end we report here on

- Parents – Satisfaction Survey (Commonwealth)
- Students – “Glenunga” Survey (follow up from 2014)
- Staff – Psychological Health Survey (mandated WHS)

Parent Satisfaction Survey

There are 1600 students at MOC and over 1100 distinct family groupings. We advertised the surveys in newsletter, web, Facebook - it could be done as a paper copy or online. We had hoped that in 2015 we would have a positive take up – we also handed out the forms after school to parents. Even with all these approaches the total number of responses were only 41 – 3.7% of our family population. The 41 responses were reasonably evenly spread across the sub-schools (25%:22%:31%:22%). With such a small response group there can be little validity in the results.

At a simplistic level it could be argued that families did not respond as they were not as satisfied. We are reasonably satisfied.

At MOC in 2015 as we had in 2014 our staff, students and parents were asked to participate in surveys that students had already had to participate in. The recommendation for timing in mid Term 4 (Year 10 -12 on “way out”) and an apathy about the number of surveys that students had already had to participate in. In 2016 is that a “stop the school” approach is employed (as at Glenunga) for one period in early Term 2 such that all Year 5-12 students can undertake at the same time. This would also support the analysis by UniSA team which gave the timing and smaller numbers could not fully completed at the end of 2015

The interim results did however demonstrate that the top four practices rated most important to students were in order

1. That teachers explained things well.
2. That my teachers encouraged me to achieve.
3. That general teachers got me interested in the lesson materials.
4. That my teachers were well organised.

The students survey results in 2015 also agreed that there was general congruence with these of three of these practices being observed in the classroom

- That my teachers encouraged me to achieve.
- That teachers explained things well [improvement from 2014].
- That my teachers were well organised.

What was no longer congruent was

- That in general teachers got me interested in the lesson materials.

The students survey results in 2015 gave the major decrease in the numbers (and year levels) who undertook the 2015 survey there are significant issues with extrapolation of the results. However the consistency of what students want for their lessons should remain as a salient point.

The report has not been discussed with staff given that it was not comprehensively completed until after the end of 2015 school year and this could be an initiative of 2016.

Staff – Psychological Health Survey (mandated WHS)

In 2014 the major survey undertaken by staff looked at the organisational structure of MOC. The results as detailed in the 2014 Annual Report were overwhelmingly positive. For 2015 it was determined to combine the Staff Survey and undertake the significant elements of the DECED psychological Health Survey. The results of the survey would provide specific advice around our staff wellbeing and induction programs as well as “taking the temperature” of school climate.

The survey was administered electronically and over 140 staff (teacher and non-teachers) were invited to reply. There were 79 replies (56%) and there was no delineation either by role or sub-school. The timing of the survey was the beginning of Term 4.

As for the student survey it was a 5 point scale which for purposes of this report has been condensed into 3 major headings as detailed below.

2015 Glenunga Survey – Students

The so-called Glenunga Survey was developed by the Uni of SA and is statistically moderated by them. At Glenunga the survey has been administered every year since 2010 to develop a positive culture of expectations, learning and achievement. MOC undertook the survey for the first time in 2014, it was our commitment to take it annually.

The student survey consists of 21 questions. We aimed for responses from Years 5-12. In the survey students are asked to first consider the frequency with which they observed in practice in their classrooms on a 5-point Likert-type scale, with points on the scale beingNever – Some of the time – About half of the time – Most of the time – All of the time.

Following this students are asked to identify the five practices that are most important for their learning, first selecting the most important practice from the list of practices, then the second most important and so on.

In 2014 the 4 practices rated most important to students were in order

1. That teachers explained things well.
2. That my teachers encouraged me to achieve.
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This information was provided to staff and was to form the basis of our 2015 survey to determine if we had “narrowed the gap” in these areas between what is wanted and what is seen by students.

However in 2015 our response rate from students was nowhere near as good with less than 50% of the 2014 response rate. The factors in the lower response rate were timing (see Term 4, Year 10-12 on “way out”) and an apathy about the number of surveys that students had already had to participate in. The recommendation for 2016 is that a “stop the school” approach is employed (as at Glenunga) for one period in early Term 2 such that all Year 5-12 students can undertake at the same time.

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Please note the previous fourth ranked practice desired had now fallen to number five (That my teachers provided useful feedback).

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The areas for further examination and work in 2016 are highlighted above

Given a significant number of respondents said they could not approach their line manager, this should be further investigated as if it is a general or localised issue and either way how it must be improved.

Similarly a larger than expected percentage of staff did not believe that MOC provided enough opportunities to improve their skills – given the expenditure in professional training this is worth further exploration.

The response to the value of our Induction processes is also a cause for further examination given the priority and work that has been undertaken.

The percentage of respondents who only considered MOC had wellbeing policies and practices in place “sometimes” is clearly too high as we would want that percentage to decrease and the affirmative responses to increase.

Finally the concerning feedback that DECED as an organisation only cared about their employees wellbeing 32% of time - this is feedback for the system.

Note work/life balance was not highlighted as although affirmative percentage low the negative percentage very small – people are aware of this issue for their own management.
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 in the foyer of our building. Our Quality Improvement Framework can be accessed on our website www.moc.sa.edu.au. At the website are our policies or links plus each teacher has a QIP folder.

It has been very pleasing to see our progress in each of the 7 key areas of the QIP. Our educational program and practice is based on children’s current interests and needs with all children continuing to have an Individual Learning Plan.

When we reflect on our achievements this year, our approach toward embedding sustainable practices through our daily work is a highlight and provides evidence for Standard 3.3 of the National Quality Standards for Education and Care which requires services to take an active role in caring for its environment and contribute to a sustainable future.

The Community Engagement program in 2015 has been rich and varied. The Friday Forum program has delivered a diverse range of workshops and information sessions such as Early Literacy, Maths Concept development, Mindfulness, Toddler Feeding, Infant First Aid amongst many other interesting topics.

The Friday Forum program has engaged the children in connective learning experiences. The children have been highly engaged in planting fruit trees and vegetables over the year. It has been wonderful to see worms moving into our soil!

We have also been recycling. The children have become very good at making decisions about which bin their waste should go. They really enjoyed learning how to make paper and this supported their understanding of what recycling means (using something old to make something new). We look forward to implementing the next phase of our Sustainability Action Plan in 2016, with the start of our Nude Food Policy.

Similarly 2015 was an extremely eventful year for community programming in our Children’s Centre. We had two allied health professionals join our team - an Occupational Therapist who began working on developing our sensory room and baby retreat space and a Family Services Coordinator (FSC) joined the team with a vision for building wellbeing with parents and children, to this end she facilitates our Parents and Bub’s group as well as our Thursday morning walking group. Our FSC is also available to provide counselling and support to families as needed.

The Community Engagement program in 2015 has been rich and varied. The Friday Forum program has delivered a diverse range of workshops and information sessions such as Early Literacy, Maths Concept development, Mindfulness, Toddler Feeding, Infant First Aid amongst many other interesting topics.

Our volunteer team provide hours of work in support of the Owlet’s Playgroup program each Monday morning. They work tirelessly to ensure that this program is successful. The Owlet’s Playgroup aims to create a welcoming environment for children and parents to play and learn together. The structure of the program is such that young children can begin to engage in school readiness activities such as turn taking, playing with peers, group activities, and song and story time. Following the redevelopment of our outside play areas in 2014 much work has been accomplished in our Children’s Centre garden this year, we have planted flowers, herbs, fruit and vegetables and everyone including the children participate in its care and use of the produce. The Children have been harvesting the produce from our gardens and cooking delicious lunches. We call it ‘Kids in the Kitchen’. Children have been trying and enjoying foods they have never eaten before, such as quinoa and vegetable patties made with their very own hands.

Finally the leadership of the Children’s Centre Community Development Coordinator in leading college community initiatives must be acknowledged. Whilst there were many highlights during the year including Friday Forums the success of the Biggest Morning Tea was a NOW event from B-12 - the display of tea sets, the memory fields and then the morning tea which was catered by secondary students and attended by staff and community all added to the positive impact.

Children’s Health and Safety was positive with less than 3 recorded incidents from accidents. All had positive outcomes.

All our staff have the appropriate qualifications and we maintain staff ratios at DECD pre-requisites. The importance ad complexity of the Children’s Centre is acknowledged through the Band 3 leadership position that leads and oversees all operations.

Relationships with children. Our focus for 2015 continued to be to use Reflect Respect Relate to measure engagement and responsiveness. Collaborative Partnerships with parents (families) continued to be a priority and area of major success in 2015. This could be seen through the attendance rates of their children and attendance at the programming offered through the Centre.

Intervention and Support programs. During the course of the year over 25 children were supported in our preschool support program. The range of developmental needs included children with global delay, speech and language disabilities and Autism Spectrum Disorders.

The supports were individually tailored and included 1:1 speech and communication and small group support, with a focus on promoting alternative communication strategies e.g. key word signing and visual supports.

Eight children were enrolled through our Aboriginal 3 year old program. The ACEO worked specifically in the Family Literacy Program working with our children and their caregivers. The program had significant success in ensuring attendance of our indigenous children and supporting strong foundations in literacy.

One of the major decisions in 2015 for 2016 was to reduce the enrolment from 100 to 80. This will mean that

1. Our Reception classes from 2017 would also fall from 100 to 80 – this was a major strategy of or capacity plan.

2. We would be able to meet the new 1:10 staffing ratios and provide the optimal physical and learning environment for all our children.

**Enrolments**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
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</tbody>
</table>

In 2015 the enrolment was steady at 100 per term.

**Destinations**

In 2015

- 93% of the children who completed our preschool proceeded to Reception at MOC
- 5% of the children who completed our preschool proceeded to Reception at independent schools
- 2% of the children who completed our preschool proceeded to other Government primary schools
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 four staff completed their Masters in-house.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>194</td>
</tr>
<tr>
<td>Post Graduate Qualifications</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>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non-Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>105.60</td>
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<tr>
<td>Persons</td>
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<td>108</td>
</tr>
</tbody>
</table>

CONCLUSION

I believe the 2015 Annual Report demonstrates that we have begun to deliver on our desired outcomes:
• Our children and young people know they belong
• We have strong connections with our local and global community
• Our students and staff are high achieving.

I look forward to continuing to hear great news of MOC the students and their achievements in the years ahead.

Lynne Symons P.S.M., Principal