

Mark Oliphant College (B-12) and Mark Oliphant College (B-12) CPC

2016 Annual Report to the Site Community



**Government
of South Australia**
Department for Education
and Child Development

Mark Oliphant College (B-12) Number: 1900

Mark Oliphant College (B-12) CPC Number: 1448

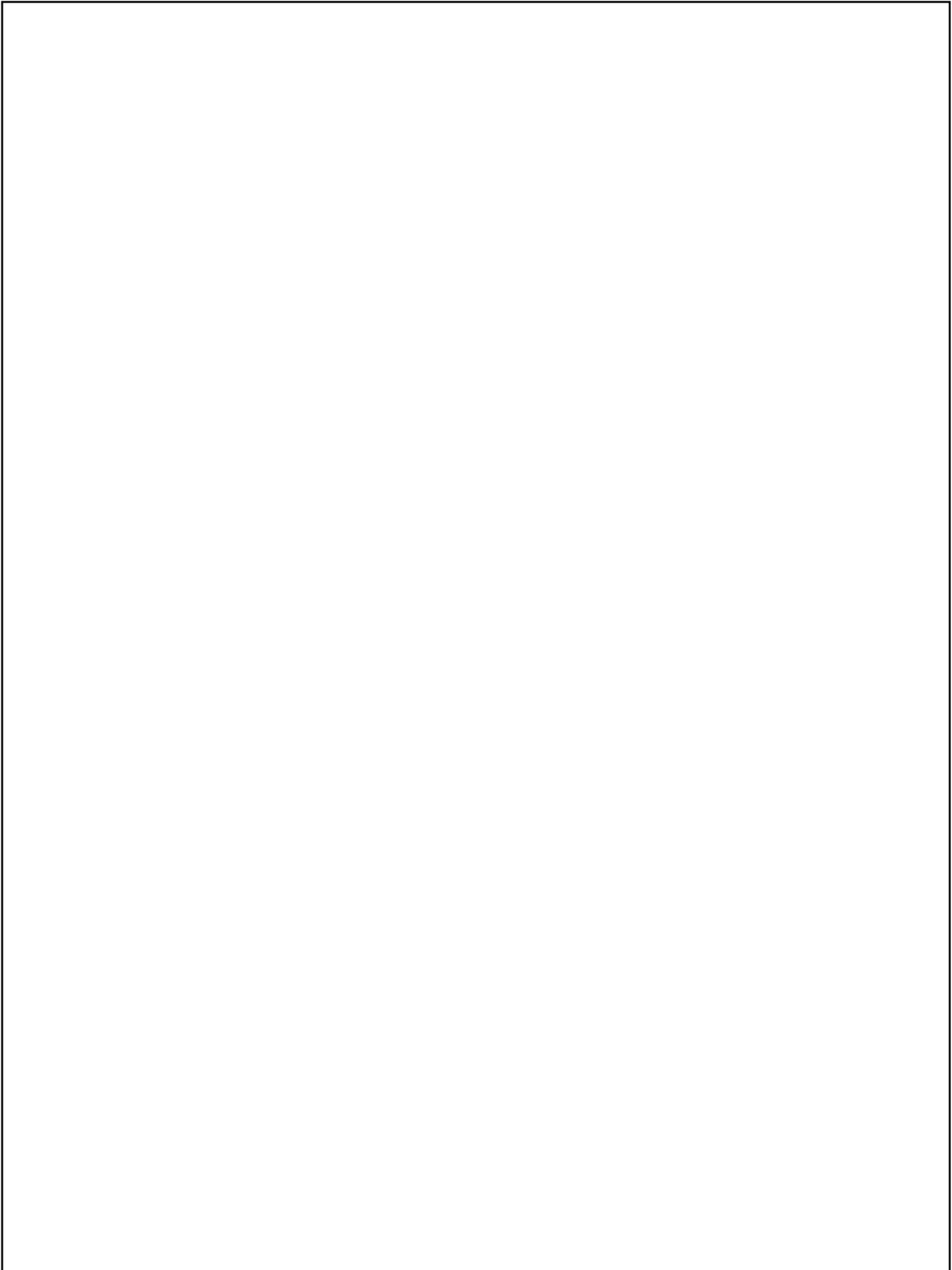
Partnership: Peachey

Name of School Principal:

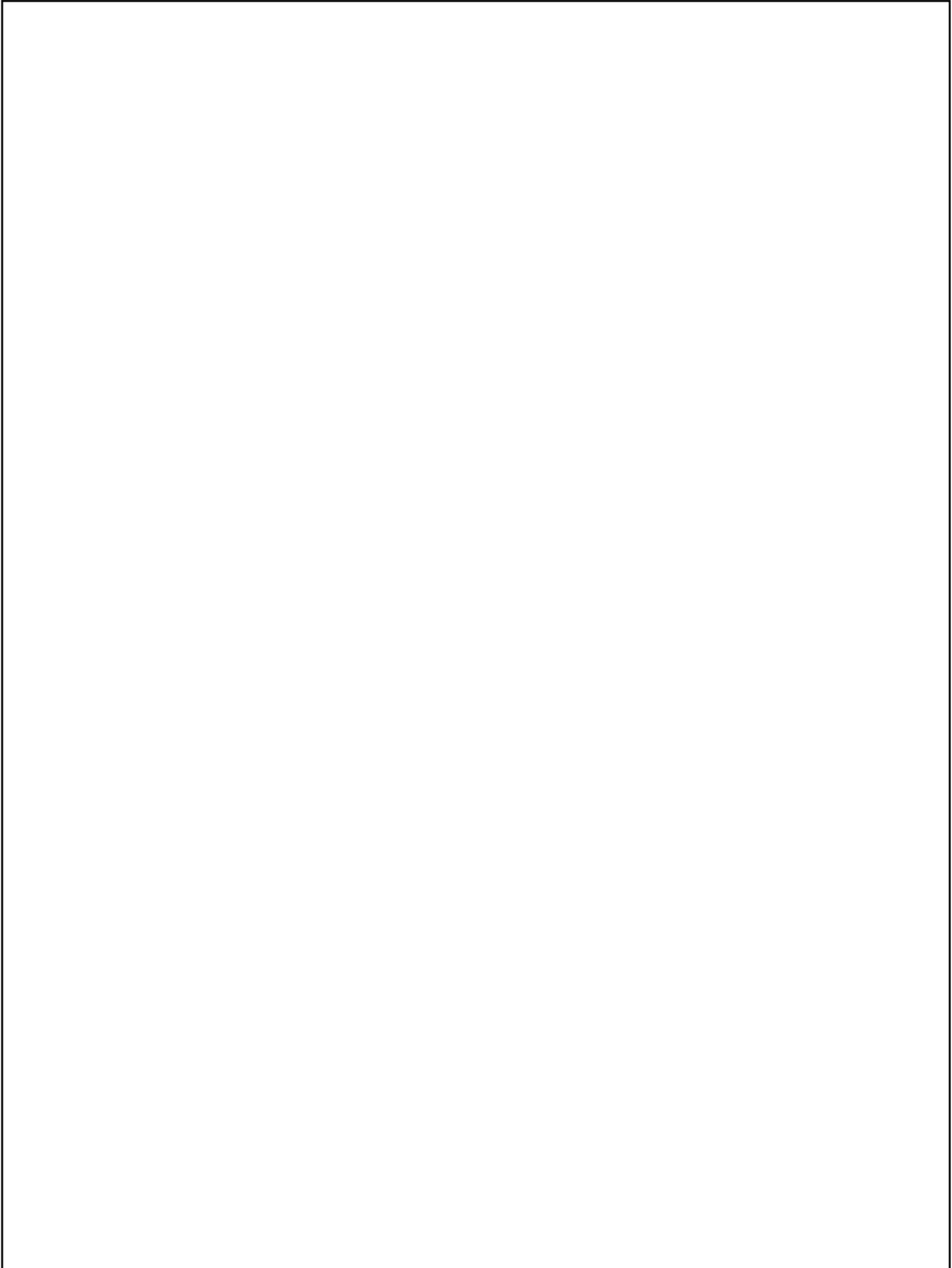
Name of Governing Council Chair:

Date of Endorsement:

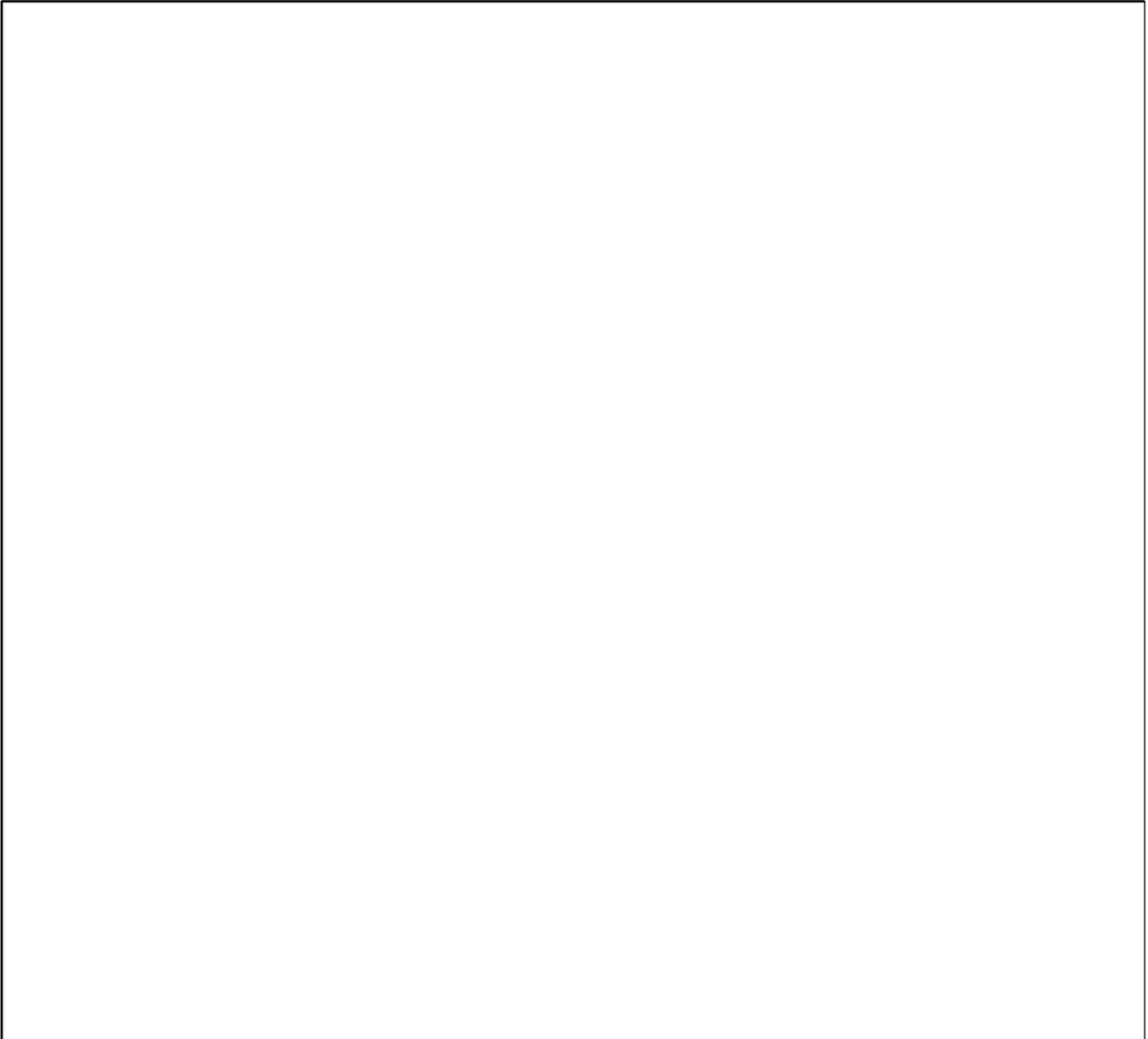
Site Context and Highlights



Governing Council Report



Quality Improvement Planning (Preschool)



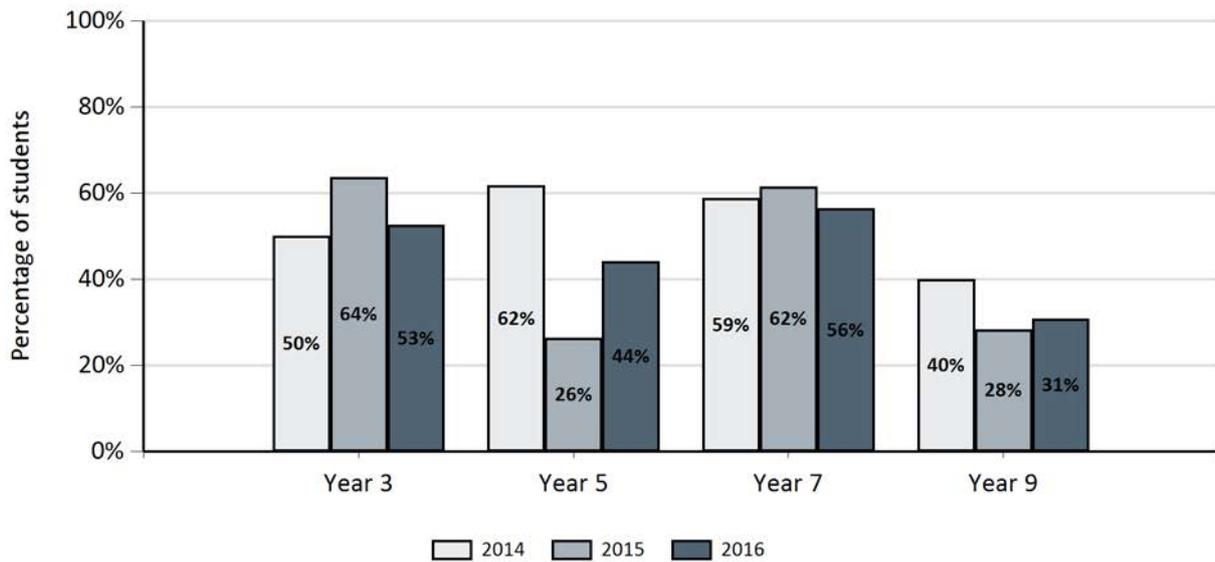
Improvement Planning and Outcomes (School)

Performance Summary

NAPLAN Proficiency

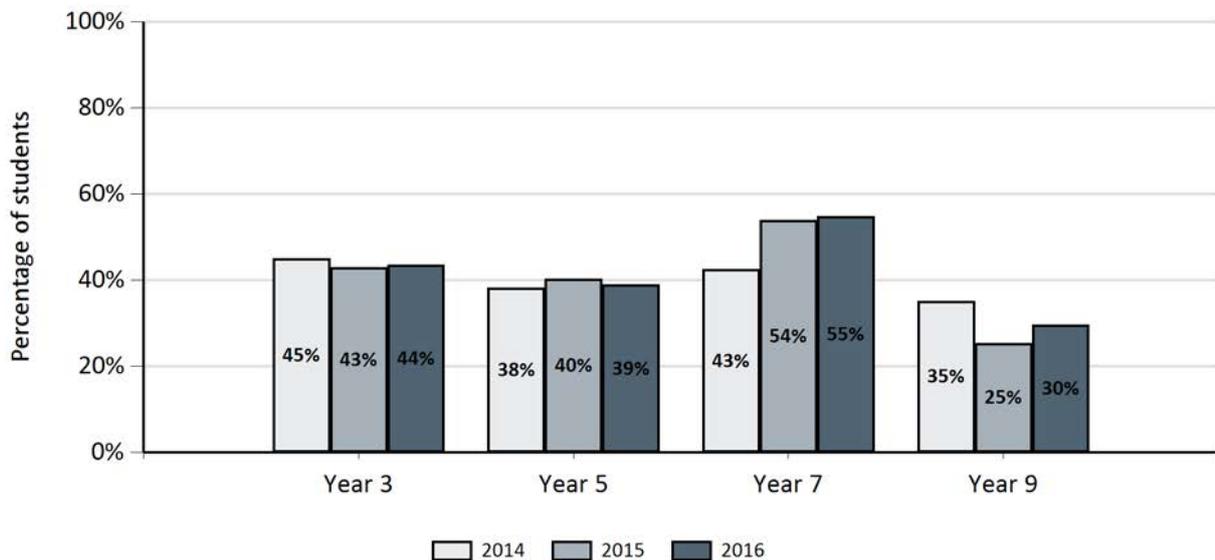
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	33%	32%	27%	25%
Middle progress group	59%	53%	64%	50%
Upper progress group	9%	15%	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	35%	38%	37%	25%
Middle progress group	51%	48%	54%	50%
Upper progress group	15%	14%	9%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	78	78	12	7	15%	9%
Year 3 2014-16 Average	83.0	83.0	10.7	7.0	13%	8%
Year 5 2016	77	77	7	4	9%	5%
Year 5 2014-16 Average	72.3	72.3	4.0	2.3	6%	3%
Year 7 2016	62	62	3	2	5%	3%
Year 7 2014-16 Average	73.3	73.3	4.7	1.7	6%	2%
Year 9 2016	175	175	6	1	3%	1%
Year 9 2014-16 Average	173.7	173.7	7.7	1.7	4%	1%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
88%	93%	

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	
A	0%	1%	
A-	4%	7%	
B+	7%	6%	
B	15%	11%	
B-	14%	11%	
C+	14%	21%	
C	18%	22%	
C-	14%	14%	
D+	4%	4%	
D	3%	1%	
D-	1%	1%	
E+	0%	0%	
E	1%	0%	
E-	1%	0%	
N	1%	0%	

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
94%	99%	

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training			
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification			

School Performance Comment

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	96.0%	92.0%	82.0%	89.5%
2015 Centre	96.0%	94.0%	93.9%	94.9%
2016 Centre	98.8%	97.5%	93.4%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	91.8%	90.5%	93.1%
Year 1	93.8%	93.3%	90.8%
Year 2	91.8%	92.2%	92.2%
Year 3	89.9%	90.9%	89.9%
Year 4	90.5%	91.3%	91.4%
Year 5	90.1%	90.3%	90.2%
Year 6	92.0%	90.3%	89.8%
Year 7	87.6%	91.0%	86.2%
Primary Other			92.7%
Year 8	85.4%	84.1%	83.8%
Year 9	84.3%	79.9%	79.9%
Year 10	83.2%	84.0%	80.6%
Year 11	81.7%	81.2%	79.3%
Year 12	83.7%	81.5%	79.0%
Secondary Other	88.6%	85.8%	83.6%
Total	87.3%	86.4%	85.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Preschool Enrolment

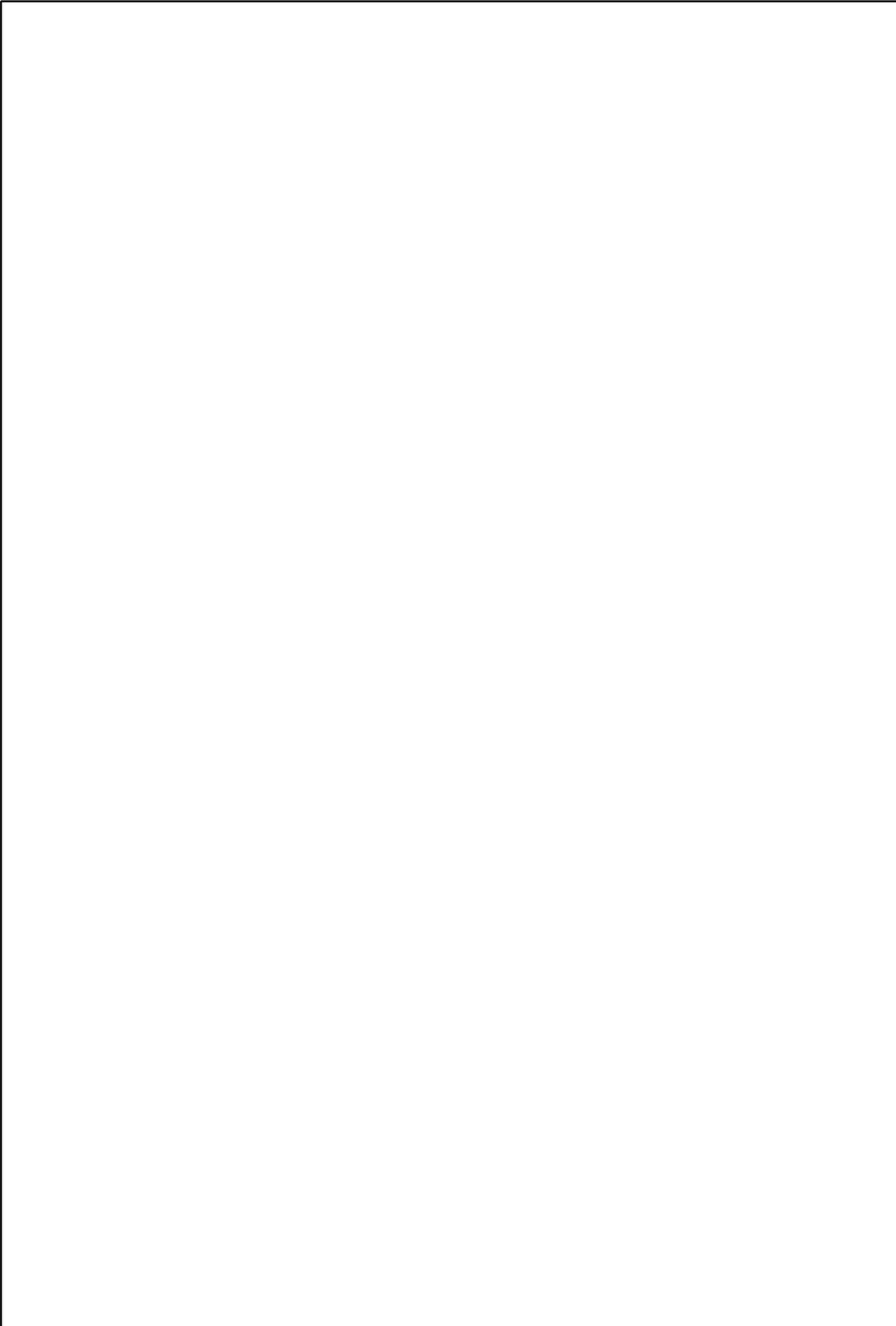
Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	101	100	100	95
2015	101	100	99	99
2016	80	80	76	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Behaviour Management Comment

Client Opinion Summary



Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0142 - Evanston Gardens Primary School	0.0%	1.1%	0.0%
0255 - Angle Vale Primary School	0.0%	1.1%	0.0%
1879 - Playford Primary School	2.7%	0.0%	0.0%
1900 - Mark Oliphant College (B-12)	95.9%	92.6%	96.1%
8000 - Catherine McAuley School	0.0%	1.1%	0.0%
8033 - St Columba College	0.0%	2.1%	1.3%
8202 - Trinity College Gawler River School	0.0%	0.0%	1.3%
8243 - Blakes Crossing Christian College	0.0%	1.1%	1.3%
8423 - Hope Christian College	0.0%	1.1%	0.0%
9023 - St Thomas More School	1.4%	0.0%	0.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	6	2.2%
Interstate/Overseas	20	7.5%
Other	7	2.6%
Seeking Employment	14	5.2%
Tertiary/TAFE/Training	4	1.5%
Transfer to Non-Govt School	37	13.8%
Transfer to SA Govt School	99	36.9%
Unknown	81	30.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

DECD Relevant History Screening

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	199
Post Graduate Qualifications	61

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	99.7	2.3	46.3
Persons	1	104	3	57

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy		
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for children with additional language or dialect		

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities		
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding		
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.