



## SCHOOL CONTEXT STATEMENT

Updated: 9/2017

**School number:** 1900

**School name:** MARK OLIPHANT COLLEGE B-12

### School Profile:

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

The school is organised as five sub-schools: Children's Centre Birth to Foundation entry, Early Years (Foundation 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](http://www.moc.sa.edu.au)

# 1. General information

- School Principal name: Angela Michael
- Deputy Principal name: Craig Brown
- Year of opening: 2010
- Postal Address: 99 DOUGLAS DRIVE, MUNNO PARA,  
5115
- 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](http://www.moc.sa.edu.au)
- School e-mail address: [info@moc.sa.edu.au](mailto: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:

	2014	2015	2016	2017
Preschool	100	100	80	80
Reception	100	102	91	84
1	100	93	89	93
2	100	97	91	83
3	78	98	81	94
4	72	81	84	80
5	70	75	78	81
6	72	76	71	78
7	77	79	65	73
8	182	182	163	159
9	181	179	171	154
10	178	169	151	144
11	113	164	147	127
12	88	93	128	126
FLO	38	35	51	58
Special Class	24	24	24	24
TOTAL	1573	1647	1565	1538

- Student enrolment trends:

Mark Oliphant College has continued to stabilize however, we are currently at capacity in most Primary year levels and have limited availability for enrolments in the Secondary years.

There is a very strict enrolment zone enforced.

- Staffing numbers (as at February census):

118 FTE teaching staff.

Over the last four years the leadership structure has evolved and there is now a Deputy Principal (Band B6), Assistant Principal (Band B4) and in each of the five sub-schools there is a Head of School (Band B3). Supporting each sub-school we have four Learning and Wellbeing leaders (Band B1). The Early and Primary years are supported with a Numeracy leader (Band B1) and a Literacy Leader (Band B1). Our Middle and Senior years are supported with four Area of study Leaders (Band B1) in Arts, English/HASS/LOTE, PE/Home Ec./Health and STEM. Middle and Senior years also have three Year level leaders (Band B1) comprised of Years 7/8/9, Year 10/11 and Year 12/SACE Achievement.

In total there are 21 leadership positions.

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

In 2017 there are over 50 SSO's/allied para- professionals encompassing youth workers (1) classroom/preschool support (23), 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), and Grounds (2).

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 school's community, which in this sector of Playford Council area is currently amongst the highest in the state.

Approximately 220 students are on a Negotiated Education Plans; this includes the students in the area special classes.

The number of Aboriginal students is currently over 120.

The school has implemented literacy support for ESL students. Over 250 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 Student Wellbeing Leader 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 2017 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 device 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 across the college with students competing at district sporting events. Sports days are a feature.

## 6. Other Co-Curricular Activities

Lunch-time/afterschool Activity Programs

Major events

- Children's University
- Music Night
- Pedal Prix

## 7. Staff (and their welfare)

- Staff profile  
: Currently 118 FTE teaching staff and 50 SSOs.
- Leadership structure  
: Principal (A9), Deputy Principal (B6), Assistant Principal (B4) Each subschool has a Head of School 5 x (B3), Learning and Wellbeing Leaders for each subschool 4 x (B1), Area of Study Leaders Arts, STEM, PE/Health/home Ec, English/HASS/LOTE 4 x (B1), Literacy Leader (B1) and Numeracy Leader (B1).
- Staff support systems  
Professional Development is a major focus and is offered in a range of ways throughout the year.
- 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 2014-17 the College has employed a speech pathologist, child psychologist and attendance Leaders.

## 8. Incentives, support and award conditions for Staff

- Complexity placement points  
:2.5 x 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  
New purpose built facilities at Munno Para West occupied for May 2011.  
New Building 20 completed July 2013.
- Heating and cooling :both
- Specialist facilities and equipment :see website for details
- Student facilities

- Staff facilities  
All teachers have laptops and/or I pads.
- 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 year book at end of year. In addition there is televised bulletin for staff and students  
Website at [www.moc.sa.edu.au](http://www.moc.sa.edu.au)  
The staff information can be accessed via the Staff Portal, or in digital portfolio format. The school is moving towards documenting all programs via electronic platforms.
- Other communication  
: Face book is used to communicate on a daily basis.
- School financial position  
: MOC has a global budget of over \$17,000,000
- 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