

Mark Oliphant College (B-12) and Mark Oliphant College Children's

Ctr

2017 Annual Report to the Community



**Government
of South Australia**

Department for Education
and Child Development

Mark Oliphant College (B-12) Number: 1900

Mark Oliphant College Children's Ctr Number: 1448

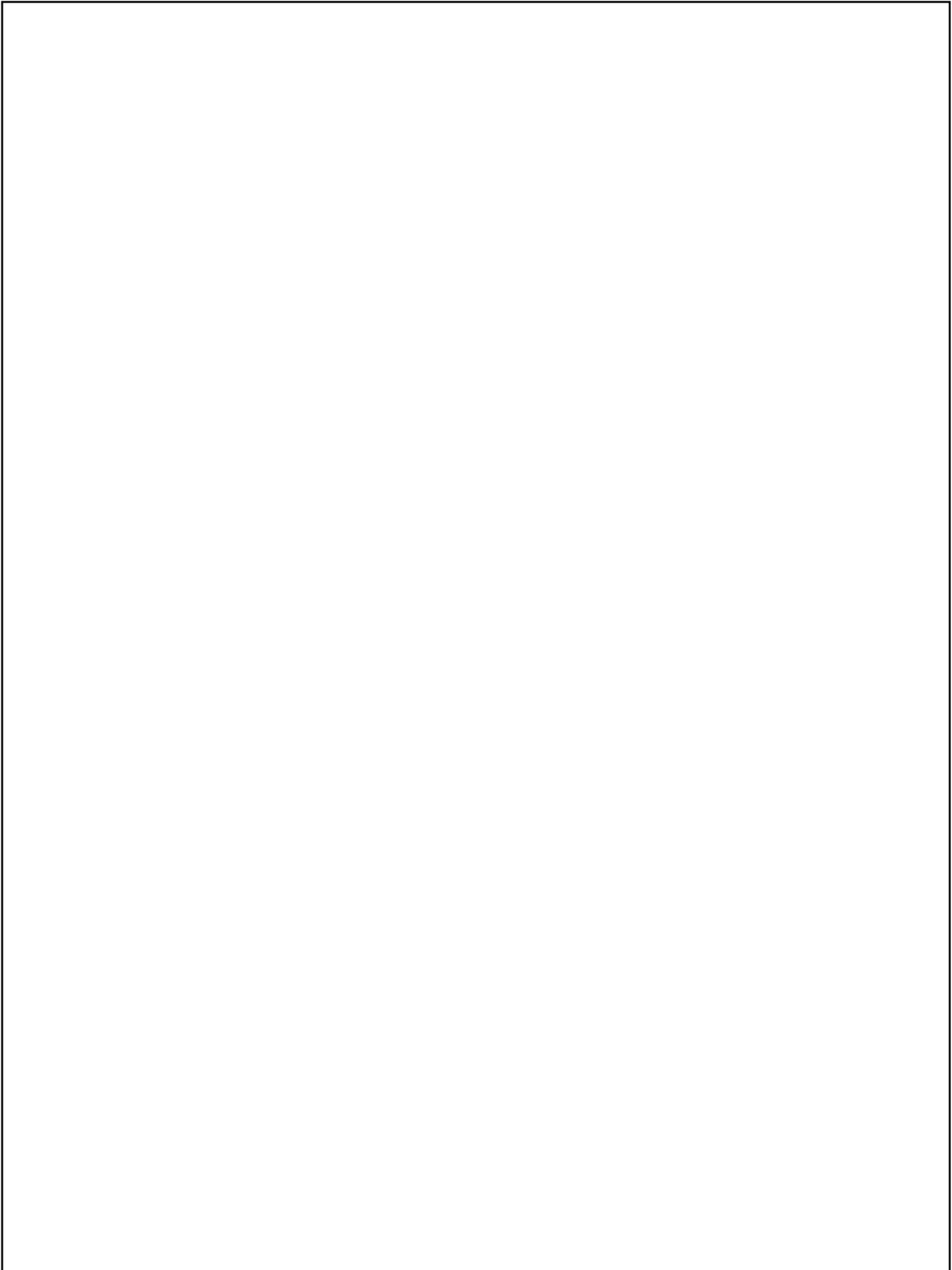
Partnership: Peachey

Name of School Principal:

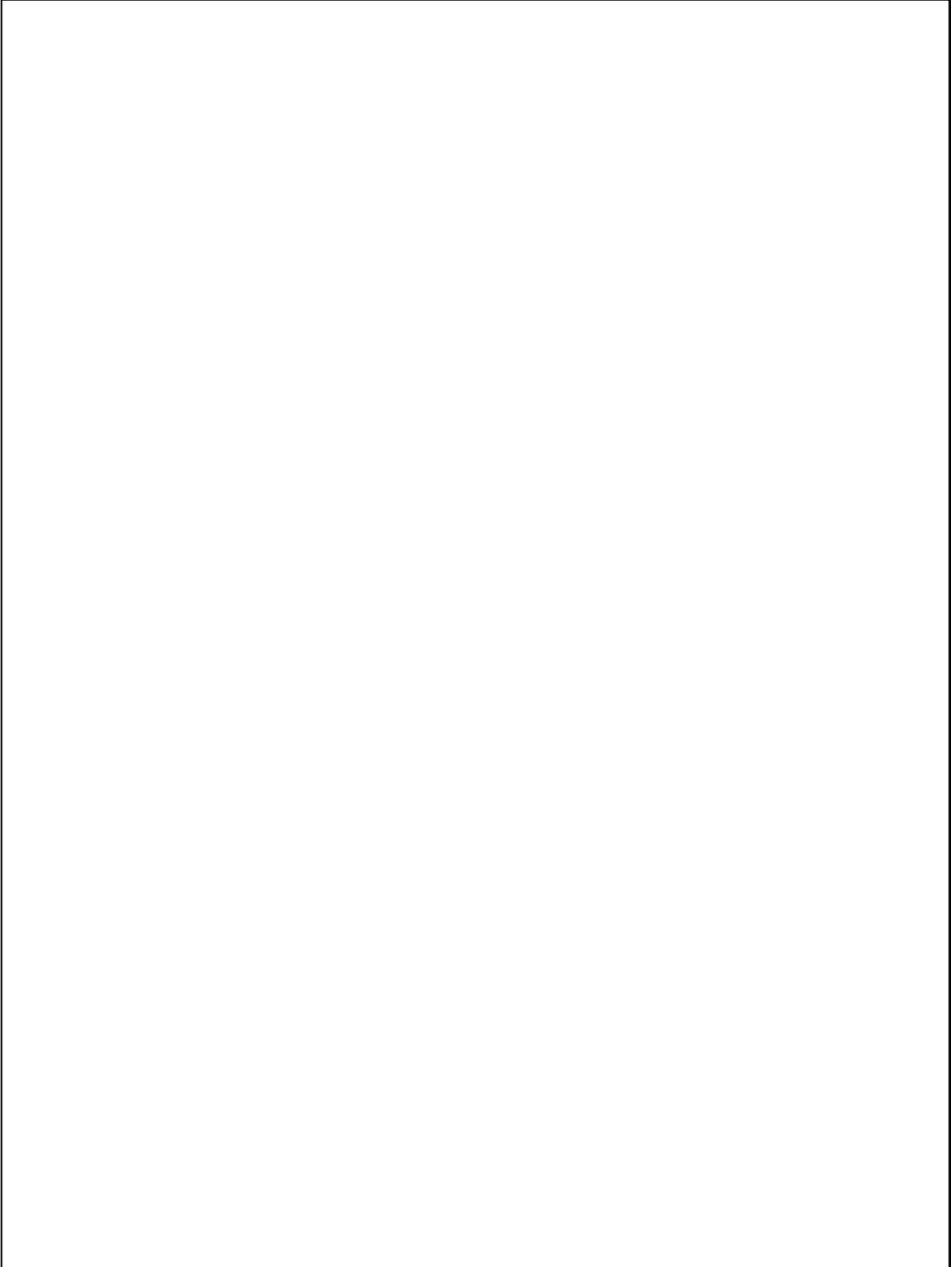
Name of Governing Council Chair:

Date of Endorsement:

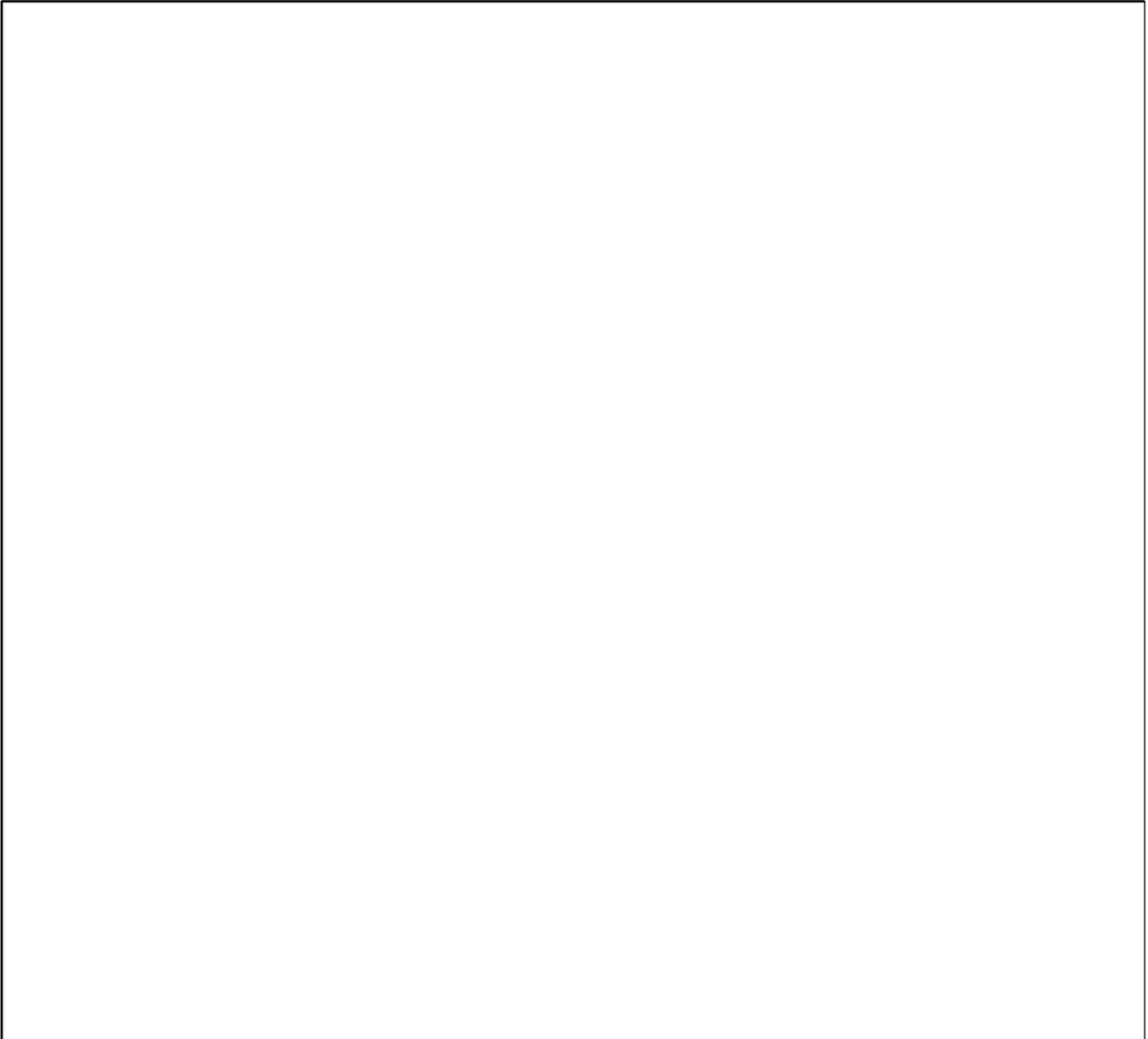
Site Context and Highlights



Governing Council Report



Quality Improvement Planning (Preschool)



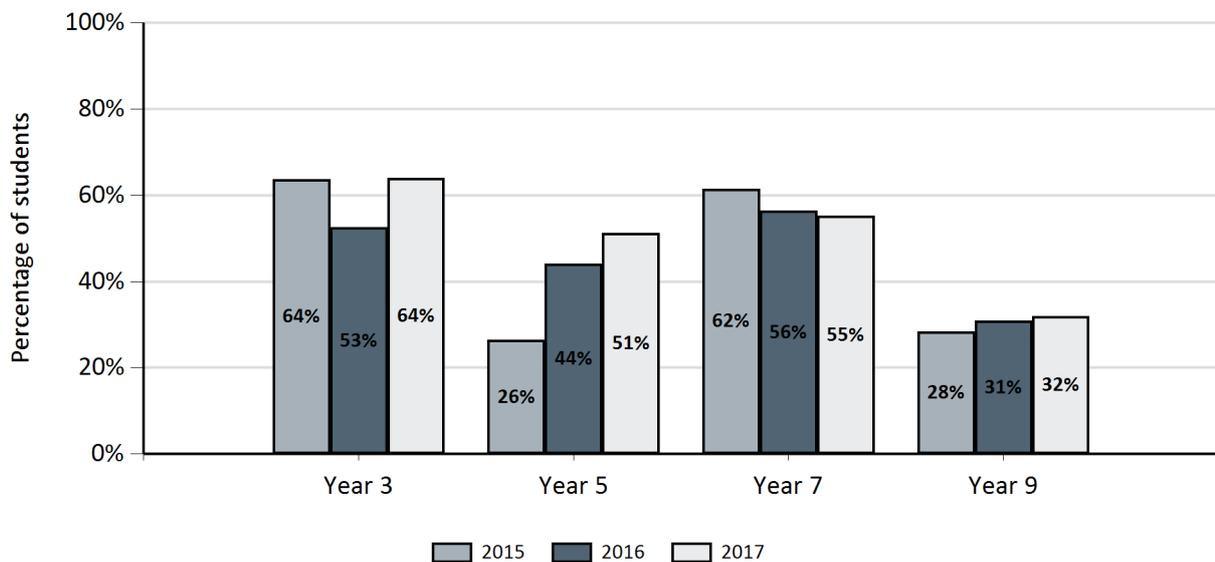
Improvement Planning and Outcomes (School)

Performance Summary

NAPLAN Proficiency

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

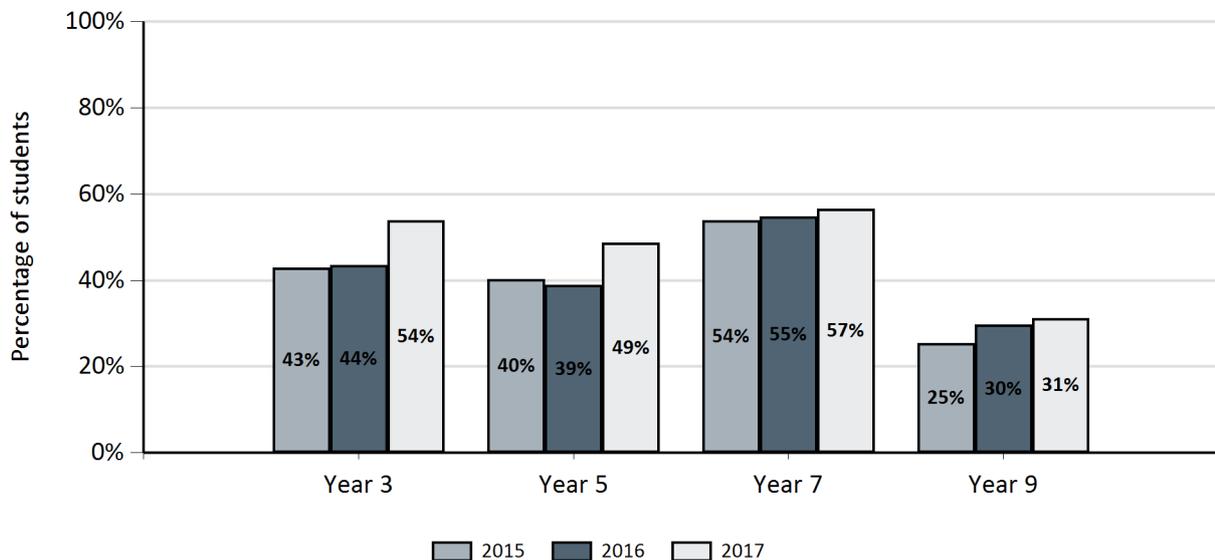
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.

*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, August 2017.

*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 2015 to 2017 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 | 31% | 22% | 34% | 25% |
| Middle progress group | 51% | 50% | 51% | 50% |
| Upper progress group | 18% | 28% | 15% | 25% |

Data Source: DECD special extract from Student Data Warehouse, September 2017.

*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 | 38% | 29% | 24% | 25% |
| Middle progress group | 40% | 52% | 53% | 50% |
| Upper progress group | 22% | 19% | 24% | 25% |

Data Source: DECD special extract from Student Data Warehouse, September 2017.

*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 2017 | 89 | 89 | 18 | 14 | 20% | 16% |
| Year 3 2015-17 Average | 86.0 | 86.0 | 12.7 | 8.0 | 15% | 9% |
| Year 5 2017 | 80 | 80 | 7 | 6 | 9% | 8% |
| Year 5 2015-17 Average | 76.3 | 76.3 | 5.0 | 3.7 | 7% | 5% |
| Year 7 2017 | 76 | 76 | 7 | 3 | 9% | 4% |
| Year 7 2015-17 Average | 72.0 | 72.0 | 4.7 | 2.3 | 6% | 3% |
| Year 9 2017 | 160 | 160 | 1 | 2 | 1% | 1% |
| Year 9 2015-17 Average | 169.3 | 169.3 | 4.3 | 1.3 | 3% | 1% |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

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

**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 | 2017 |
|------|------|------|------|
| 88% | 93% | 94% | |

Data Source: SACE Schools Data reports, extracted May 2017.

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

SACE Stage 2 Grade distribution

| Grade | 2014 | 2015 | 2016 | 2017 |
|-------|------|------|------|------|
| A+ | 0% | 0% | 0% | |
| A | 0% | 1% | 1% | |
| A- | 4% | 7% | 3% | |
| B+ | 7% | 6% | 7% | |
| B | 15% | 11% | 10% | |
| B- | 14% | 11% | 19% | |
| C+ | 14% | 21% | 20% | |
| C | 18% | 22% | 20% | |
| C- | 14% | 14% | 13% | |
| D+ | 4% | 4% | 3% | |
| D | 3% | 1% | 1% | |
| D- | 1% | 1% | 1% | |
| E+ | 0% | 0% | 1% | |
| E | 1% | 0% | 0% | |
| E- | 1% | 0% | 0% | |
| N | 1% | 0% | 0% | |

Data Source: SACE Schools Data reports, extracted May 2017.

*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 | 2017 |
|------|------|------|------|
| 94% | 100% | 100% | |

Data Source: SACE Schools Data reports, extracted May 2017.

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

| | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|
| 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 |
|-------------|--------|--------|--------|--------|
| 2015 Centre | 95.6% | 94.4% | 94.3% | 95.6% |
| 2016 Centre | 96.6% | 97.1% | 92.4% | 94.1% |
| 2017 Centre | 95.9% | 94.7% | 91.8% | |
| 2015 State | 92.4% | 90.2% | 87.8% | 88.5% |
| 2016 State | 91.1% | 89.6% | 87.9% | 87.9% |
| 2017 State | 90.6% | 88.8% | 86.7% | |

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School Attendance

| Year level | 2014 | 2015 | 2016 | 2017 |
|-----------------|-------|-------|-------|-------|
| Reception | 91.8% | 90.5% | 93.1% | 93.2% |
| Year 1 | 93.8% | 93.3% | 90.8% | 92.8% |
| Year 2 | 91.8% | 92.2% | 92.2% | 89.9% |
| Year 3 | 89.9% | 90.9% | 89.9% | 91.8% |
| Year 4 | 90.5% | 91.3% | 91.4% | 91.5% |
| Year 5 | 90.1% | 90.3% | 90.2% | 91.4% |
| Year 6 | 92.0% | 90.3% | 89.8% | 89.8% |
| Year 7 | 87.6% | 91.0% | 86.2% | 88.6% |
| Primary Other | | | 92.7% | 86.9% |
| Year 8 | 85.4% | 84.1% | 83.8% | 84.8% |
| Year 9 | 84.3% | 79.9% | 79.9% | 82.3% |
| Year 10 | 83.2% | 84.0% | 80.6% | 78.7% |
| Year 11 | 81.7% | 81.2% | 79.3% | 76.4% |
| Year 12 | 83.7% | 81.5% | 79.0% | 77.9% |
| Secondary Other | 88.6% | 85.8% | 83.6% | 84.2% |
| Total | 87.3% | 86.4% | 85.0% | 85.3% |

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

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

Attendance Comment

Preschool Enrolment

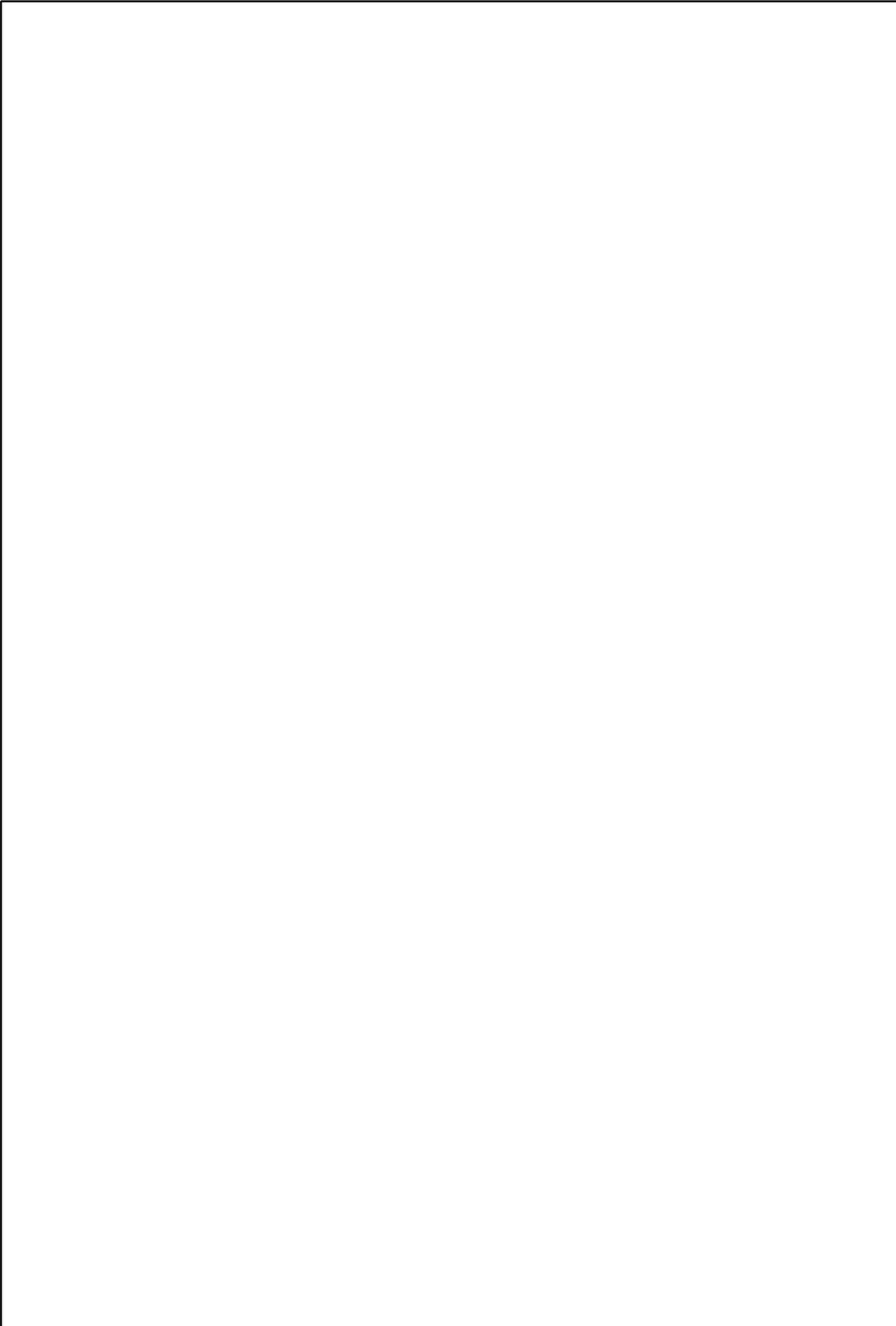
| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2015 | 101 | 100 | 99 | 99 |
| 2016 | 80 | 80 | 76 | 76 |
| 2017 | 80 | 80 | 80 | 80 |

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

School Behaviour Management Comment

Client Opinion Summary



Intended Destination from Preschool

| Feeder Schools (Site number - Name) | 2015 | 2016 | 2017 |
|--|-------|-------|-------|
| 0142 - Evanston Gardens Primary School | 1.1% | 0.0% | 1.3% |
| 0255 - Angle Vale Primary School | 1.1% | 0.0% | 0.0% |
| 1900 - Mark Oliphant College (B-12) | 92.6% | 96.1% | 96.2% |
| 8000 - Catherine McAuley School | 1.1% | 0.0% | 0.0% |
| 8033 - St Columba College | 2.1% | 1.3% | 2.5% |
| 8202 - Trinity College Gawler River School | 0.0% | 1.3% | 0.0% |
| 8243 - Blakes Crossing Christian College | 1.1% | 1.3% | 0.0% |
| 8423 - Hope Christian College | 1.1% | 0.0% | 0.0% |
| Total | 100% | 100% | 100% |

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

Intended Destination from School

| Leave Reason | Number | % |
|-----------------------------|--------|-------|
| Employment | 12 | 3.6% |
| Interstate/Overseas | 18 | 5.4% |
| Other | 4 | 1.2% |
| Seeking Employment | 20 | 6.0% |
| Tertiary/TAFE/Training | 7 | 2.1% |
| Transfer to Non-Govt School | 36 | 10.7% |
| Transfer to SA Govt School | 127 | 37.9% |
| Unknown | 111 | 33.1% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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 | 205 |
| Post Graduate Qualifications | 55 |

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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 | 2.0 | 103.9 | 3.3 | 40.4 |
| Persons | 2 | 111 | 4 | 48 |

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

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

2017 School Annual Report: Tier 2 Funding Report*

| Tier 2 Funding Section | Tier 2 Category (where applicable to the site) | Briefly describe how the 2017 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.

2017 Preschool Annual Report: Improved Outcomes Funding

| Improved Outcomes Category (where applicable to the site) | Briefly describe how the 2017 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.