

Mark Oliphant College (B-12) and Mark Oliphant College Children's Ctr 2018 annual report to the community



Government
of South Australia

Department for Education

Mark Oliphant College (B-12) Number: 1900

Mark Oliphant College Children's Ctr Number: 1448

Partnership: Peachey

Name of school principal:

Kym Grant

Name of governing council chair:

Lee Russell

Date of endorsement:

1/04/2019

Site context and highlights

Mark Oliphant College B-12 is a Birth to Year 12 School. Our 2018 enrolment was 1538 from 55 different cultural backgrounds across the entire site comprising five sub-schools, Children's Centre (Pre-school), Early Years (Foundation to Yr 2), Primary Years (Yr 3-6), Middle Years (Yr 7-9) and Senior Years (Yr 10-12). At Mark Oliphant College, we provide a consistent whole school approach to teaching Literacy with the following priorities as a focus. Effective literacy skills form the foundation upon which all learning is built by developing independent life-long readers and writers who comprehend and communicate effectively. Improved reading outcomes within a culture of high expectations. All students having access to high quality literacy opportunities that support them to become balanced readers. These priorities have been supported through teacher training and development opportunities which have focused on quality data analysis processes, student agency and reading comprehension training across the entire site.

Our College also offers an extensive range of VET options allowing our young people to gain employability skills in their career preferences whilst completing their SACE. MOC also offers VET courses exclusively for our students on campus. These include Certificate II in Kitchen Operations along with Certificate III in Sport & Recreation and Game Design Foundations. 97 of our students participated in a variety of courses made up of full and partial completions, 19 of these students completed a Certificate III qualification in 2018. 10 students who completed their SACE also studied VET and 23 students would not have done so without VET in the SACE. Certificate III in Sport and Recreation is offered through the South Australian Aboriginal Sports Training Academy (SAASTA). The success of our academy has been a significant component in the SACE completion rates for our Aboriginal students which included 5 successful students.

18 students participated in an Australian School-based Apprenticeship or traineeship endorsed by the school in 2018. The introduction of Pedal Prix was a highlight for Middle Years.

Our Children's Centre offers a wide-range of programs in response to our diverse community, with the intention of supporting early childhood development and parenting.

A broad range of playgroups targeted toward parents, babies, toddlers and pre-schoolers have been highly utilised (on average 45 families each week), leading to families engaging in parenting programs, occasional care, preschool and other therapeutic programs and/or supports. Our integrated Preschool (80 children) and Occasional Care (50 children) program has also again been highly utilized, catering for children 0-5 years. Our Occasional Care program has provided a crucial bridge for families into our Centre, particularly for those who are vulnerable. Families are able to build strong and trusting relationships with staff which have proven to be a platform for engagement with other programs such as Circle of Security, Bringing up Great Kids, Connect and Play, Fussy Eating, Toileting and more. Our Occasional Care program has continued to provide an important context for identifying children/families in need of intervention programs. This year 38/80 of our preschool children have been eligible for support through the Preschool Support Program, with a large number of these children identified earlier through Occasional Care and Playgroup, providing smoother transition to preschool and intervention pathways planned sooner.

We were most proud to be recognised for our work in STEM and learning innovation. Greater urbanisation in our local area has meant that there are fewer natural, open spaces for children to play. We began our Bush Kindy program at Para Wirra last year to provide children and families with the opportunity to freely access nature – and as a way of best meeting their social and emotional needs, as well as supporting their speech and language development, relationships, STEM thinking, intellectual learning and development of learning dispositions. Our research in this area was presented at state and national level, including the 'Investigate-Innovate-Create' Nature Play SA Conference and the Early Childhood Australia Conference in Sydney among others. We also established a Bush Playgroup this year, to make this program accessible to children from birth.

Our increase in collaboration between Children's Centre and Foundation year of school has resulted in significant shift in pedagogy and a high level of continuity between the programs. Play has returned to the Centre of the curriculum, with both indoor and outdoor learning opportunities plentiful. Educators have engaged in shared inquiry and professional learning to support greater capacity to program, assess and evaluate children's learning in play contexts, with a focus on wellbeing and literacy.

Governing council report

The 2018 year has seen many positive changes to Mark Oliphant College with the appointment of our new Principal Mr Kym Grant. A newly developed Site Improvement Plan, and the ongoing development of policies and processes to support our College directions has set our improvement agenda for the next three years. The training provided by our Department in relation to governance of our College and the role our Council plays in this will further support our College in attaining its long term goals.

Governing Council assisted through our fundraising to support a variety of requests across sub-schools with one main support being the funding of transport costs for the Year 6 Arbury Park Camp. Fundraising committee led by Allie Shaw organised the Cookie dough fundraiser, Sports Day BBQ and the Children's centre BBQ. Thank you also to the staff of Mark Oliphant for the continued purchasing of Cadbury chocolate sales where all money raised go back into supporting requests from sub schools. The Fundraising committee is looking forward to 2019 and is already in discussions about the best way to support the school by investing in the most positive and productive fundraising events.

As a Council we have a commitment in supporting the school and school community, and will continue working with the school to make a better learning and working environment for all.

Quality improvement planning (preschool)

Four priorities were identified through our 2017 self-review including:

1. Continuity of learning
2. Involvement
3. Learner growth
4. Community partnerships

This lead us to research, 'How can our environment promote high levels of involvement which foster improved learning outcomes for all children?'

Our goal through priority one was for educators and leaders across Children's Centre and Foundation to develop a shared philosophy to foster strong continuity of learning. We were most fortunate to continue participation in the Peachey Partnership Wellbeing, Transition and Continuity of Learning Project. Through this project funding enabled release time for educators and leaders to consider child and family wellbeing, engage in professional learning conversations and inquire into practice in order to change and improve the transition experience for our community. We began the year with Responsive Relationships Professional Development involving SSOs/teachers from occasional care/preschool/school. This was a big step toward a shared pedagogy with a focus on wellbeing. Our 2017 work to develop a B-6 literacy plan lead us to form a PLC focussed on continuity in reading pedagogy. We devised an inquiry question 'How can continuity of literacy learning from preschool to school support a strong sense of wellbeing' to guide our continued research.

The improved collaborative partnership between school and prior to school educators has resulted in year-long planning for transition. Observations during formal transition visits were such that children were very excited and comfortable; the stress which can be experienced was not present. Children were observed introducing their families to their teachers on the first formal orientation visit – it was evident the children already had ownership of their new environment and relationships. A child who has a diagnosis of ASD who has experienced high levels of anxiety pushed his mother out of the classroom and said goodbye.

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Our focus on increasing children's involvement levels saw educators engage in PD to further support their knowledge and practise in responding to children with special rights, in addition to greater trauma informed practice. Educators continued to research their role in the early childhood STEM environment, building upon their skills in nature pedagogy through our bush and beach kindy programs, in addition to incorporating greater digital technology. Our Occasional Care program became a focus. Data collected through the Involvement scale in the Reflect Respect Relate resource showed periods of 'no activity' for some children, while others were highly involved. This provides us with a 'niggle' – how is our environment providing opportunities for our vulnerable babies and toddlers, while also challenging those whose development is 'on track'? We identified a need to further develop children's dispositions for learning, with a focus on curiosity. Our goal was to increase the involvement of our babies and toddlers, promoting powerful learners within our integrated environment. We researched the effect of heuristic play, natural, loose parts and the outdoors. In addition, we reflected on the need for risk in play for babies and toddlers with our families. Observations revealed this pedagogy increases involvement levels and intellectual thinking for our youngest children in the

Improvement planning and outcomes (school)

The College has dedicated much time and energy in developing its Priority Directions for the 2018/19 in collaboration with all in our educational community. Leaders, Teachers and School Services Officers at our site have embarked on a process of pedagogical reform. We have realigned, refocused and re purposed the College's learning and improvement planning culture. We have aligned our SIP and QIP to ensure a seamless transition between all sub schools, where a common pedagogical approach i.e.. Student Agency. We are beginning to see a strong and contemporary approach to teaching and learning to promote critical and creative thinking and pose questions The resultant co-designed document will ensure a focused and sustainable improvement agenda is maintained. Our three key priority areas:

1. Developing Expert Learners

Much time and effort has been dedicated by staff to trialling aspects of student agency in the classroom. It is clearly evident that we are beginning to witness a higher level of student engagement with the work. This coupled with 69% of our student cohort demonstrating progress in 2 or more of their subjects over the 2018 year again highlights a culture of continuous improvement is beginning to pervade our school community.

2. Developing Expert Teaching

The school has implemented a new data management system. The platform allows staff to access a range of achievement data and attendance rates for each student or child in the school. Opportunities for staff to disaggregate cohort data and to compare teachers success rates have been incorporated into the system. The system provides opportunities to determine student achievement rates and to triangulate the varying data sets as well as identify the possible strategies for intentional teaching practices. Whilst some staff are using the data intentionally and designing approaches accordingly the majority of staff have highlighted the need for significant professional development in this area

All staff are engaged in a professional development process that will be informed by quality and readily accessible data promoting a culture of accountability and ongoing improvement in student achievement and professional growth. We have continually reviewed our professional support programs over the 2018 year and we have met our proposed targets i.e.100% of staff effectively utilising the PDP and participating in regular Pro chats for their development. Our processes will be further enhanced with the introduction of the Growth Coaching Model incorporating both staff coaching and mentoring as key features in this process as well as staff being engaged in regular self-reviews of their student achievement data and student surveys, which is documented and informs their professional growth and development.

3. Strengthening Community Connections

Much time and resources have been re directed to ensure the roll out of the parent portal on Daymap will occur early 2019. Parents will appreciate the in-real time access to achievement data pertaining to their students and this will be further developed over the coming two years.

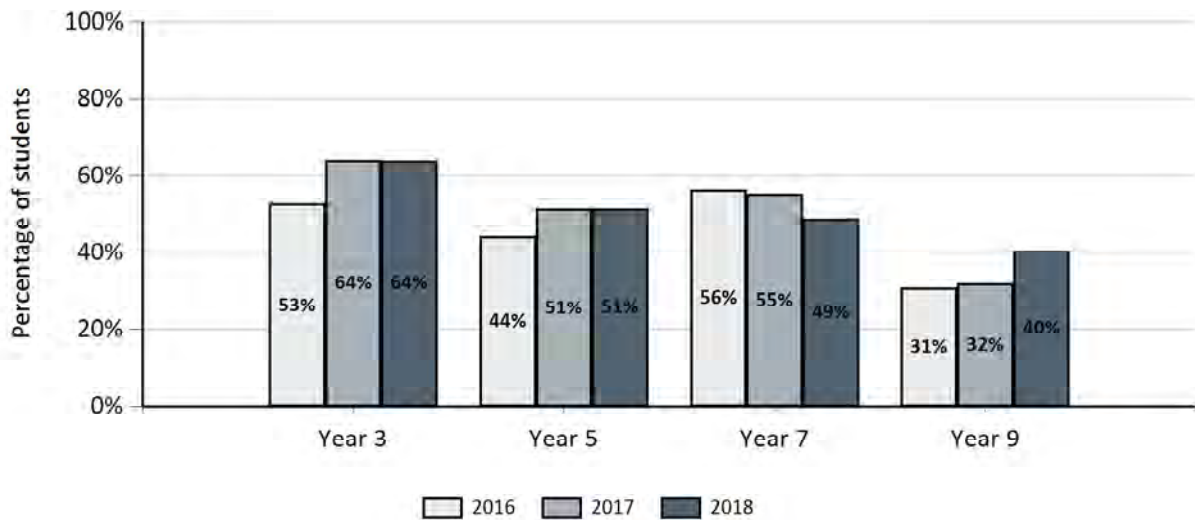
In addition parent engagement is fostered through a range of strategies including: social media platforms, meet and greets, various parent information afternoons and evenings and regular newsletters. The School Governing Council also provides an important mechanism for parent and community input into the strategic direction and performance of the school. Parent and students are provided with written reports four times each year and formal parent teacher interviews are conducted twice a year. Parent-teacher contact is encouraged outside the formal interview times as required or requested.

Performance summary

NAPLAN proficiency

The Department's 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 Department's SEA for Reading and Numeracy.

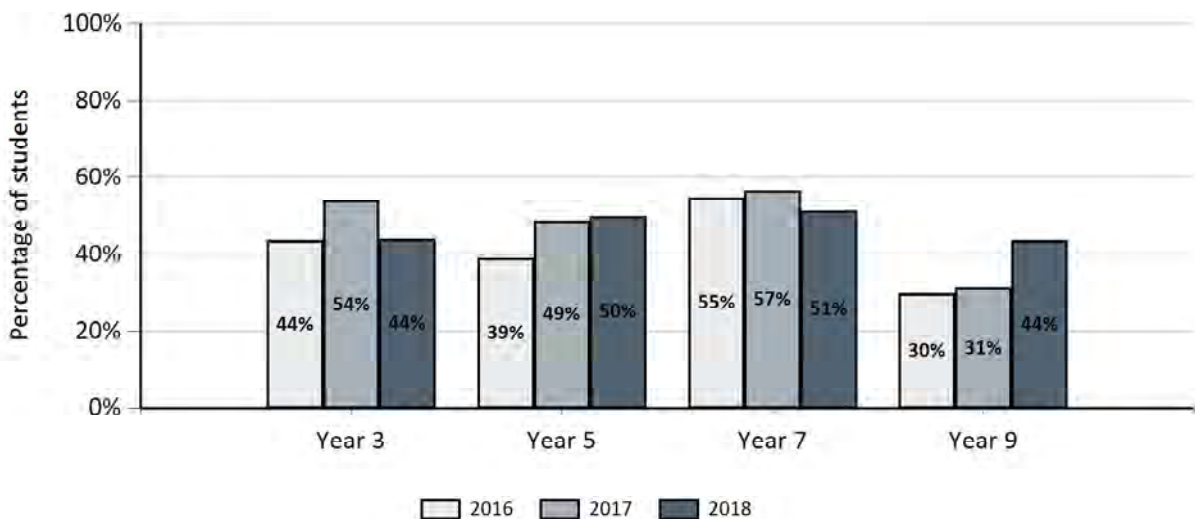
Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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 2016 to 2018 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)
Upper progress group	16%	15%	14%	25%
Middle progress group	48%	64%	54%	50%
Lower progress group	36%	20%	32%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*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)
Upper progress group	12%	14%	17%	25%
Middle progress group	50%	46%	63%	50%
Lower progress group	38%	41%	20%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*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 2018	75	75	8	4	11%	5%
Year 3 2016-18 average	80.7	80.7	12.7	8.3	16%	10%
Year 5 2018	74	74	8	3	11%	4%
Year 5 2016-18 average	77.0	77.0	7.3	4.3	10%	6%
Year 7 2018	78	78	5	2	6%	3%
Year 7 2016-18 average	72.0	72.0	5.0	2.3	7%	3%
Year 9 2018	156	156	7	5	4%	3%
Year 9 2016-18 average	163.7	163.7	4.7	2.7	3%	2%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

[^]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	2018
88%	93%	94%	93%	91%

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 Grade distribution

Grade	2015	2016	2017	2018
A+	0%	0%	0%	0
A	1%	1%	0%	2.1%
A-	7%	3%	4%	2.6%
B+	6%	7%	7%	8.3%
B	11%	10%	10%	9.9%
B-	11%	19%	14%	13.5%
C+	21%	20%	16%	19.4%
C	22%	20%	27%	26.5%
C-	14%	13%	15%	9.4%
D+	4%	3%	4%	2.6%
D	1%	1%	1%	2.1%
D-	1%	1%	1%	1.5%
E+	0%	1%	1%	1.8%
E	0%	0%	1%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

*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	2018
58%	76%	70%	64%	66%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	52%	42%	48%	53%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	62%	55%	33%	32%

School performance comment

Senior School

64% of students enrolled in February and 93% of those enrolled in October, who had the potential to complete their SACE, did go on to successfully complete their SACE.

For SACE Stage 1 and 2 subjects in 2018, 72% of students successfully completed their Stage 1 Personal Learning Plan, 96% of students successfully completed their Stage 1 literacy units, 61% successfully completed their Stage 1 numeracy units, and 98% successfully completed their Stage 2 Research Project.

Ninety-three percent of grades achieved in the 2018 SACE Stage 2 were C- or higher which is a significant improvement on 2017 results. 29% of students completed SACE using VET, and there were 54 students enrolled in the Flexible Learning Options program in 2018.

Literacy

Our Running records data reveals 54% of year 1 and 65% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change against the historic baseline average for years 1 and 2.

The NAPLAN reading results indicate that 64% of year 3 students, 51% of year 5 students, 49% of year 7 students, and 40% of year 9 students demonstrated the expected achievement. This result represents an improvement at years 3 and 9, little change at year 5, and a decline at year 7.

Between 2016 and 2018, the trend for year 9 has been upwards, from 31% in 2016 to 40% in 2018.

For those students who achieved in the top 2 NAPLAN proficiency bands in reading, 36%, or 5 of 14 students from year 3 remain in the upper bands at year 5 in 2018, 50%, or 4 of 8 students from year 3 remain in the upper bands at year 7, 12.5%, or 2 of 16 students from year 3 remain in the upper bands at year 9, and 67%, or 4 of 6 students from year 7 remain in the upper bands at year 9 in 2018.

Numeracy

In 2018, our results in NAPLAN, indicate that 44% of year 3 students, 50% of year 5 students, 51% of year 7 students, and 44% of year 9 students demonstrated the expected achievement against the SEA. This result represents an improvement at years 5 and 9, at year 3, a decline, and at year 7, little or no change, from the historic baseline average.

Between 2016 and 2018, the trend for year 5 and 9 has been upwards, from 39% in 2016 to 50% in 2018, and 30% in 2016 to 44% in 2018, respectively.

In 2018, 5% of year 3, 3% of year 5, 4% of year 7, and 3% of year 9 students achieved in the top 2 NAPLAN numeracy bands.

For year 3, this result represents a decline from the historic baseline average.

For those students who achieved in the top 2 NAPLAN proficiency bands in numeracy, 12.5%, or 1 of 8 students from year 3 remain in the upper bands at year 5 in 2018, 25%, or 2 of 8 students from year 3 remain in the upper bands at year 7, 29%, or 2 of 7 students from year 3 remain in the upper bands at year 9 and 50%, or 3 of 6 students from year 7 remain in the upper bands at year 9 in 2018.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	95.6%	94.4%	94.3%	95.6%
2016 centre	96.8%	97.1%	92.4%	94.2%
2017 centre	96.6%	94.6%	91.8%	100.0%
2018 centre	91.5%	97.0%	98.7%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the Department's 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	2015	2016	2017	2018
Reception	89.9%	92.1%	92.6%	90.9%
Year 1	92.7%	89.7%	92.2%	92.9%
Year 2	92.0%	91.1%	89.3%	92.0%
Year 3	90.9%	89.5%	91.5%	88.5%
Year 4	91.3%	90.8%	90.6%	91.7%
Year 5	89.8%	89.3%	91.8%	91.0%
Year 6	90.4%	89.7%	89.8%	92.2%
Year 7	90.6%	85.4%	88.5%	88.2%
Primary Other		90.8%	86.9%	
Year 8	83.7%	83.2%	84.6%	84.1%
Year 9	79.8%	79.3%	81.8%	80.3%
Year 10	83.0%	79.5%	77.9%	82.3%
Year 11	81.0%	78.0%	75.7%	77.6%
Year 12	80.1%	77.6%	75.9%	73.9%
Secondary Other	84.2%	83.7%	82.3%	87.1%
Total	86.0%	84.2%	84.7%	85.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Mark Oliphant College staff work exceptionally hard to promote a dynamic learning environment that supports attendance, engaging each and every student in their learning. We have a clearly defined process for monitoring individual student attendance. For students demonstrating poor attendance patterns, Home Group teachers work with our administration staff, Student Wellbeing and Engagement Coordinators, parents and outside agencies to address the problem in a strategic manner which may involve home visits, referrals and developing modified programs to support those students who have significant attendance issues. Our whole of College attendance rate for the 2018 year was 87% which is similar to the past two years. We will continue to look towards further improving our processes to ensure our attendance rates are maximised.

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
2018	79	79	79	79

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

Our preschool program experienced a minor level of transiency, resulting in lower enrolment at data collection periods. Families moved from the area and started school early (private school). Domestic violence continues to be a major contributing reason provided for transience. Our preschool program continues to be in high demand, with expressions of interest for enrolment far exceeding actual places available. This year families have been successfully redirected to other local preschools for placement as required.

School behaviour management comment

Behaviour management support strategies continue to be a focus at Mark Oliphant College. The data has indicated for all year levels that there have been progressive reductions of Reflection Room referrals by staff as the year has progressed.

Positive Education is a priority at Mark Oliphant College with a focus on wellbeing across the site. Positive Education strategies are embedded in classroom practice encouraging students to flourish in all sub-schools. There has been 31 instances of bullying and harassment reported, all of which have been resolved to the satisfaction of all parties. Regular bullying and harassment audits will continue in 2019.

Client opinion summary

Our Preschool: 22 responses were collected. Results from our Parent Opinion Summary were again favourable, with results indicating families were overall very happy with our service, responding with strongly agree or agree on majority of questions. Again, an area of perceived weakness fell in the area of family participation in decision making. We continue to build upon our strategies implemented over previous years, where we hold 4 family days per year to gather family opinions and feedback, in addition to invitations to volunteer or join Governing Council. We continually reflect upon what our families tell us through informal conversation. An example of this is as follows. As the year progressed, families expressed to us that they were feeling nervous about the transition to school. We conducted a survey and collated what their concerns were. We then wrote a newsletter providing information to ease these concerns. We also held a family 'School Adventure' morning where we invited families to a tour of the school, and arranged a Q & A session with the Head of Early Years. We also reviewed our Statement of Philosophy, gathering the views and opinions of families through artwork, surveys, conversations and more, which families participated in strongly. Our volunteers helped to display this information and new Statement of Philosophy. We also put out varied forms of surveys and questionnaires for families, with a bold title 'We Need Your Input', 'We Want Your Opinion' etc. We have found that families participate well in these initiatives, but may still not be aware that they are contributing via these methods. Our Facebook page is extremely popular, and has been used to communicate and ask for feedback. We have also offered evening and afternoon sessions to seek feedback and make joint decisions regarding our bush and beach kindy programs, which were poorly attended, showing us that the more formal approaches toward gathering feedback and making joint decisions are not popular. This was reiterated through our Nature Play SA parent sessions which were organised as a result of parent feedback. Communication with families continues to be an area we do struggle with. We utilise social media, text messages, email, surveys, newsletters, meetings, information sessions, exhibitions of learning, displays, playgroups, parenting groups and more, however we continue to receive feedback from a small number of families that they are not included. We continue to survey families on which communication methods suit them best and take action accordingly. We have had strong family involvement in our programs this year. We will continue to encourage family involvement and seek opinions through a variety of forums.

Parent satisfaction with the School has seen ongoing improvement. The overall improvements in the number of agree responses are attributed to a range of initiatives including: regular communication with parents via newsletters, Facebook, class Dojos, an improved grievance procedure, a greater focus on individual student engagement and resiliency, clear and accessible policies, clear and well publicised School directions and ongoing facilitation of our communications strategy.

All other indicators showed an improvement in positive responses from 2% to 10%.

The highest positive responses, a total of 82% of parents said that "I can talk to my child's teachers about my concerns" and the "school looks for ways to improve" (75%).

Some parents did express concerns regarding the behaviour management of students as well as issues pertaining to bullying and harassment.

For our students, one of the highest responses was 78% for "my teachers expect me to do my best". This reaffirms our School's developing culture of having high expectations of both staff and students.

The highest disagree response in 2018 from students was for "student behaviour is well managed at my school" with 37% of students disagreeing or strongly disagreeing. Our Student Leadership group has begun consultative work in reviewing our Code of Conduct for all students, staff and parents to be distributed throughout the School. This coupled with a revised Student Behaviour Management policy with a greater focus on student responsibility has seen the number of suspensions reduce over the 2018 year. Further work on this will be conducted throughout 2019.

Staff have been surveyed in a variety of forums as the school begins to refocus and realign itself to ensure clarity of direction. The Site's Perspectives Survey highlighted a variety of perceived issues as it related to leadership, decision making, communication, and change and will form part of the overall improvement agenda for the College in the 2019 year.

Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0142 - Evanston Gardens Primary School	0.0%	1.0%	0.0%
1900 - Mark Oliphant College (B-12)	96.0%	96.0%	96.0%
8033 - St Columba College	1.0%	2.0%	0.0%
8202 - Trinity College Gawler River School	1.0%	0.0%	0.0%
8243 - Blakes Crossing Christian College	1.0%	0.0%	2.0%
9072 - St Augustine's Parish School	0.0%	0.0%	1.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	5	1.8%
Interstate/Overseas	23	8.2%
Other	4	1.4%
Seeking Employment	30	10.6%
Tertiary/TAFE/Training	2	0.7%
Transfer to Non-Govt School	23	8.2%
Transfer to SA Govt School	92	32.6%
Unknown	103	36.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

As a site we experience a high level of transiency, this being reflected in the significant number of students who transfer interstate/overseas or to another government school throughout the year. As a site however, we recognise the need to review our exit processes to monitor student destinations more closely as we still have a disproportionately high number of unknowns.

Relevant history screening

Mark Oliphant College ensures compliance with the Departmental criminal history screening verification by:

- Sighting and recording clearance information on EDSAS
- Verifying the identity of first time visiting DECD, CAHMS, Families SA and other support agency employees and noting verification next to their name in the site's sign in book
- Establishing shared-use agreements with community groups
- Maintaining the accuracy of screening information on EDSAS

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	209
Post Graduate Qualifications	57

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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	96.3	4.1	40.1
Persons	2	101	6	52

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	\$32800.91
Grants: Commonwealth	\$31500
Parent Contributions	\$431395.50
Fund Raising	\$800
Other	\$18042777.04

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Our Aboriginal and Community Education Officer (ACEO) has co-lead playgroups and cultural programs within the preschool and occasional care setting. She has also participated in supporting vulnerable families to access services within our centre and beyond as required. Through our Bush and Beach Kindy our ACEO has led the way in teaching the community about Aboriginal culture, and extending children's inquiries, in turn promoting STEM thinking and oral language including but not limited to vocabulary expansion, questioning, oral narrative and sequencing skills. Our ACEO has also introduced our children and families to the Kaurna language.	Improved oral language, inquiry, learning dispositions and intellectual thinking. Numeracy learning processes evident including noticing, generalising, wondering, comparing, sorting and reasoning.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Identified at risk children received preschool support during 2018 for speech, language, vision impairment, social development. Individual programs for these children were developed and implemented. Staff supported families with referral processes as required (e.g. CDU, allied health etc.). Occasional Care sessions were provided for children identified as at risk developmentally. The Occupational Therapist focused on the needs of children 0-3, and played a significant role in supporting occasio	Children who did not have the core strength to sit are now able to pull themselves into trees, and on to platforms. Targeted programs for toileting, feeding and regulation
Improved outcomes for non-English speaking children who received bilingual support	Bilingual funding though limited (1term only per child/per language) supported children's wellbeing, understanding of learning/routines within the kindergarten, communication between educators, child & family.	Children developed understanding of English while home languages were valued and shared with peers and educators. Links between home and CC were strengthened.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2018 school annual report: Tier 2 funding report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Continued use of the Reflection Room including managing data associated with frequency of use during lesson time and in breaks. Leadership support students whilst in the Reflection Room focusing on improved behaviours.	Suspension rates minimised. Less use of Reflection Rm. as year progressed.
	Improved outcomes for students with an additional language or dialect	Literacy focus within the site's Site Improvement Plan. Training and development around levelling for all staff. Expert staff supporting the levelling process.	Improved Literacy levels across the site.
	Improved outcomes for students with disabilities	Support across the entire college for students verified and identified with varying levels of disabilities. Coordinator position established to begin 2018 to support students with disabilities throughout 2018.	All modified SACE students achieved their SACE.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	62 students were enrolled as Flexible Learning Options students. They were supported by 6 external providers. 12 FLO students were supported by our Youth Worker on site as well. ATSI students were supported through the SAASTA program in the Senior Years as well as targeted support across the entire site. APAS funding provided the opportunity for a number of students to be supported around literacy improvement. In class and small group support provided students with learning difficulties the opportunity to improve literacy and numeracy skills.	Individual monitoring of all students and direct communication with parents/careproviders in relation to progress.
	Program funding for all students	Australian Curriculum	
Other discretionary funding	Aboriginal languages programs initiatives	Kaurna language opportunity in the Children's Centre and Early Years.	Increased cultural awareness
	Better schools funding	Funds were used to support staff in relation to improvement in literacy skills as well as curriculum documentation with a focus on transforming tasks. Workforce capacity building was a focus to improve outcomes.	SACE and VET data demonstrate improvement
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	School counsellors are appointed in the Early and Primary years.	Successful well being programs developed to increase self-esteem