



SITE CONTEXT STATEMENT

2026





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 with a category 3 level of disadvantage. It has an enrolment of 1791 students in the Northern suburbs and is currently under the direction of a capacity management plan. It is a diverse and multicultural student community including 187 Aboriginal and Torres Strait Islander students, accessing support from the Aboriginal Education team, including specialised programs such as Kurna Language classes and South Australian Aboriginal Secondary Training Sports Program.

The school is organised as four sub-schools: Children's Centre Birth to Foundation entry, Foundation to Year 6 (F-6), Middle Years (Yr 7-9), and Senior Years (Yr 10-12). The goal is a seamless transition and provision of outstanding services to the children, young people and families that attend Mark Oliphant College.

The school values are: Be safe Be responsible Be Respectful. Our motto is "*The Future is Now*" which encapsulates our intent as a College, that is, an unrelenting commitment to continuous improvement, growing our practice and programs to meet the current and future needs of our young people. We are currently in the process of review the school values in consultation with staff, students, parents and the wider community.

Literacy improvement through a focus on reading across all year levels is our ongoing improvement priority along with Student Agency as a pedagogical practice in engaging students in their learning. Student wellbeing is a focus through positive education programs such as Trauma Informed Practice and Positive Behaviour for Learning.

There is an absolute commitment to the effective integration of school operations and to the cohesion and continuity of curriculum across the college.

Mark Oliphant College has two Secondary Special Options Classes to support students with disabilities- one in Middle Years and one in Senior Years.

Mark Oliphant College offers onsite Tailored Learning Provisions (formally Flexible Learning Options) and the INSPIRE Personalised Learning Pathway program as an option for young people seeking to reengage with education in order to complete their SACE. The pathway



aims to improve their social and emotional wellbeing with the added option of having a case manager and access to the school site and subjects offered. It enables students to manage work and study to achieve academic success in a pathway that caters to individual needs. The aim of the INSPIRE personalised learning pathway is to re-engage the vulnerable students by holistically facilitating growth and development within themselves and with the wider community.

Mark Oliphant College offers Flexible Industry Pathways that includes SACE compulsory subjects and any SACE subjects relevant to the industry sector to ensure that students can complete Vocational Education and Training (VET) qualifications and the SACE. VET provides young people access to quality industry specific programs that can lead to further education and employment. Nationally recognised competency-based training is delivered and successful students can have this learning recognised as part of their SACE.

School based apprenticeships and traineeships give young people the chance to learn real skills in the workplace, earn a nationally recognised qualification and be paid a wage which increases as they progress through training. They enter into a training contract with an employer and a registered training provider that allows them to combine hands-on training in the workplace with formal school study.

Mark Oliphant College B-12 has a focus in Learning Technologies. All students have access to a device and high-speed internet which can be accessed wirelessly across the entire campus. The use of Technology is incorporated into the majority of learning programs where appropriate.

The College has been acknowledged as an continues to further improve its IT infrastructure and services to cater for the ever-changing needs of both our community and students.

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 pregnant mothers, babies, toddlers and preschoolers are offered, allowing families to engage in parenting programs, occasional care, preschool and other therapeutic programs and/or supports.

Our integrated Preschool (60 children) and Occasional Care (35 children) program is also 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 Relational Pedagogy.



Our Allied Health Team includes a Community Development Coordinator (CDC), Family Practitioner (FP), Occupational Therapist (OT) and Speech Pathologist (SP). We have continued and developed partnerships with HopeStreet, Smith Family and Anglicare.

The College was built as a Private Public Partnership built in 2010, opening in 2011. Downer (formally Spotless) are the caretaker of the site and manage the maintenance and cleaning of the facilities.

Please see other sections of website for more detailed information

www.moc.sa.edu.au

1. General information

- School Principal: Kerry Williams
- Deputy Principal: Michael Mattei
- Year of opening: 2010
- Postal Address: 99 DOUGLAS DRIVE, MUNNO PARA, 5115
- Location Address: 99 DOUGLAS DRIVE, MUNNO PARA 5115
- DfE Partnership: Peachey Partnership, Para Hill 2 Portfolio
- Geographical location – ie road distance from GPO (km): 33Km
- Telephone number: 08 8209 1600
- Fax Number: 08 8209 1650
- School website address: www.moc.sa.edu.au
- School e-mail address: info@moc.sa.edu.au
- Child Parent Centre (CPC) attached: School Based Preschool
- Out of School Hours Care (OSHC) service: Yes (outsourced to YMCA)

February FTE student enrolment:

Year	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Pre	110	100	100	80	80	86	80	60	70	67
Rec	84	75	85	90	94	86	81	71	67	67
1	93	80	84	92	86	88	73	80	77	71
2	81	86	87	90	94	84	86	72	77	87
3	93	75	89	86	91	87	73	86	72	74
4	78	91	90	90	91	86	88	74	93	74
5	81	76	91	90	92	97	86	84	71	96
6	78	77	85	95	92	85	93	87	93	74
7	74	75	84	91	105	208	182	210	197	214

8	151	159	198	190	222	185	191	188	210	201
9	150	149	157	189	195	203	176	195	179	206
10	145	157	160	147	182	189	194	159	154	151
11	128	134	146	130	145	236	213	143	157	141
12	122	115	112	122	115	131	130	141	97	119
13	0	0	0	0	0	0	0	0	3	1
TL	57	62	56	85	84	84	100	127	123	125
Special Class	24	24	24	24	24	24	24	24	24	23
TOTAL	1549	1535	1648	1691	1792	1873	1870	1801	1764	1791

Student enrolment trends:

Mark Oliphant College has continued to grow steadily in the past 5 years. 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. The College is under the administration of a Capacity Management Plan.

Staffing numbers:

150 FTE teaching staff.

Over the last 12 months the leadership structure has evolved to meet the needs of the college. There is a Deputy Principal, Three Assistant Principals, Head of Early Years (Children's Centre), Head of Primary Years (F-6), Assistant Head of Primary Years (F-6), Head of Middle Years (7-9), Head of Senior Years (10-12). In addition to these roles the F-6 is supported by two Wellbeing & Engagement Coordinators and the Secondary School is supported by three Wellbeing & Engagement Coordinators. Other leadership roles Whole College Curriculum & Pedagogy Improvement and Whole College Literacy Improvement. Our Middle and Senior Years are supported by 7 Learning Area leaders in The Arts, Technology, Health/PE, English, Maths, Science & HASS.

Middle and Secondary school also have 6 Positive Behaviour for Learning Coordinators Year 7, Year 8, Year 9, Year 10, Year 11 & Cross Disciplinary and Year 12 / SACE/ VET Pathways.

Other specialised leadership roles include F-6 Conditions for Learning, 7-12 Conditions for Learning, Aboriginal Education Coordinator, Flexible Learning Coordinator, Yr 7-12 Inclusive Education Coordinator. In total there are 36 leadership positions reflecting our commitment in the development of our current and aspiring leaders.

There is the equivalent of 2.4.AET time.

In 2026 there are 90 Ancillary staff members comprising of School Support Officers' and Youth workers, classroom/preschool support, ICT, Library/Resources, Lab Assistant, Attendance Officer, ACEO's, Admin, and Grounds/Facilities.

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 and Smithfield Interchange Station is within walking distance from the school.

Special site arrangements:

The college is managed under the Private Public Partnership arrangements

The college is a member of the Northern Adelaide State Secondary Schools Alliance (NASSSA)

2. Students (and their welfare)

The issues associated with high levels of disadvantage, generational and youth unemployment continue to impact families within the school's community.

Approximately 512 students are on One Plans; this includes the students in the special options classes. The number of Aboriginal students is currently 196.

The school has adopted a range of strategies to support students who speak English as an additional language or dialect.

In the Primary Years, all students are streamed into literacy groups with other learners at similar ability levels, to ensure they receive targeted support. Additionally, Student Support Officers are employed to collaborate with classroom teachers and provide literacy intervention and curriculum support for our younger EALD learners.

In the Middle Years, EALD learners who still require targeted language support receive literacy intervention, facilitated by a specialised EALD teacher, between three and four times per week. These groups are kept to no more than 5 students, to ensure those participating receive the attention and support they require. In the Senior Years, they learn the English curriculum in dedicated EALD classes, facilitated by an EALD teacher, where they continue to receive additional language support. Structures are in place to keep the class sizes predominantly under 28 and none are above 30.



There is a Christian Pastoral Support Worker on site. All students have access to Breakfast Clubs in both F-6 and 7-12 areas of the College.

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. Student support depends on the age and individual needs of the students.

The College implements Positive Behaviour for Learning (PBL), an evidence-based, whole-school approach that supports students' academic, social and behavioural development by creating safe, positive and inclusive learning environments. PBL explicitly teaches and reinforces expected behaviours, recognising that students may need support to understand what is expected in different situations. While consequences remain in place when appropriate, PBL focuses on educating students about their behaviour, encouraging positive choices and building a respectful school culture that supports successful learning.

Student Participation/Student Voice is a major focus across B-12. We have Student Representative Council (SRC) in the Primary and High School which students can engage in.

At Mark Oliphant College we have a highly effective Student Representative Council (SRC). These incorporate regular meetings, student participation in a range of school committees, Open Night and Transition programs, as well as student run assemblies.

Student Participation has been recognised by the school community as a focus in promoting and developing in our students a wide range of skills which will enable them to become active participants in their school and in the wider Community. Childrens University, Festival of Music, Ice Factor, Duke of Edinburgh and Operation Flinders are some of the programs offered.

We believe that the contribution of student input into social and learning issues which are important to them, provides us with a valuable opportunity to shape a curriculum that will better suit the needs of our students.

3. Key School Policies

All key policies can be found on our new website

Recent key outcomes: Listed on website



In F-6 Mark Oliphant College provide a learning environment where every student is known, supported and challenged to develop the knowledge, skills and dispositions needed for success now and in the future.

We achieve this by:

- **Provide a strong core curriculum:** Classroom teachers deliver the core curriculum, supported by specialist teachers who provide expertise across specific curriculum areas.
- **Prioritise literacy:** Reading and writing are given a strong emphasis, with explicit teaching, regular practice and targeted support to build students' literacy skills.
- **Build strong relationships:** Students develop positive relationships with their classroom teachers and peers, creating a safe and supportive environment for learning.
- **Provide targeted support:** Students requiring additional assistance are supported within the classroom and, where appropriate, through small-group intervention programs.
- **Maintain continuity through Home Groups:** Students remain with their Home Group for all core subjects, with classes organised into straight year levels to support consistency and connection.
- **Challenge and extend learners:** Learning experiences are designed to meet students' developmental needs while providing appropriate challenge and opportunities for growth.
- **Connect learning to the real world:** Students participate in experiential learning that helps them understand how their knowledge and skills apply beyond the classroom.
- **Develop collaborative learning skills:** Students work in groups to construct knowledge together while developing problem-solving, communication, collaboration and creativity.
- **Provide access to technology:** Every Primary Years student is provided with a personal digital device to support learning, communication, research and the development of digital capabilities.
- **Work collaboratively with specialists:** Classroom teachers and specialist staff work together to provide a broad and balanced curriculum that responds to students' individual learning needs.

Middle School (Yr 7-9) at Mark Oliphant College provides a safe, inclusive and supportive learning environment that fosters strong relationships, self-regulation and student wellbeing.

It reduces transitions, promotes consistency and builds a strong sense of belonging, preparing students for future success.

We achieve this by:

- **Strong relationships:** The Pair Subject Teaching Model reduces the number of teachers Year 7 students work with, supporting stronger connections and consistent expectations.
- **Cohesive learning:** English and HASS, and Mathematics and Science, are integrated where possible to create connected and engaging learning experiences.
- **Positive Behaviour for Learning:** PBL explicitly teaches and reinforces respect, kindness, responsibility and positive behaviours.
- **Self-regulation:** Structured classroom practices and the Regulation Room provide students with strategies to manage emotions, behaviour and learning.
- **Data-informed practice:** Student behaviour, engagement and wellbeing data are used to identify needs and inform ongoing improvement.
- **Belonging and inclusion:** Students are supported to develop positive relationships, celebrate diversity and feel a strong sense of belonging.

Senior School (Years 10-12) Mark Oliphant College provide a supportive, challenging and personalised learning environment that prepares students for successful pathways beyond school. Students are encouraged to develop confidence, resilience and independence while building positive relationships and connecting their learning to future goals.

We achieve this by:

- **Personalised pathways:** Students access a broad range of SACE, VET, apprenticeship and subject options aligned to their interests and aspirations.
- **Future-focused learning:** Years 10–12 programs support students to explore careers, develop essential skills and plan for life beyond school.
- **Strong wellbeing focus:** Students are supported to develop resilience, positive relationships and a sense of belonging.
- **Authentic learning:** Learning experiences provide real-world connections and opportunities to apply knowledge and skills.
- **Consistent guidance:** Students receive guidance and support to make informed decisions about pathways, subject choices and future opportunities.
- **Core values:** Respect, belonging, kindness and responsibility underpin the Senior Years experience.

- **Exam preparation:** Students develop study and assessment skills through examination-style assessments where required.

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

Language offered is Indonesian Years F-9

Specialist Physical Education lessons including outdoor education and soccer

Specialist science is Years F-6

The Middle years offer 2 SLP (Supported Learning Classes)

Mark Oliphant College provides a coherent Birth to Year 12 curriculum aligned with Department for Education directions and the Public Education Strategy. The curriculum develops the whole learner by building academic, social, emotional, cultural and personal capabilities through inclusive, evidence-informed and developmentally appropriate teaching practices.

Across all year levels, learning is guided by high expectations, explicit teaching, purposeful practice, collaboration and increasing learner agency. Early Years learning is grounded in intentional and play-based approaches, while Primary and Middle Years programs focus on essential knowledge, skills and capabilities. Senior Years learning provides personalised pathways through SACE, VET and future-focused opportunities. Inclusive practices, differentiated learning and targeted support ensure all students can participate, experience success and develop the curiosity, persistence, self-regulation and confidence needed to thrive.

Senior School Curriculum: 10-12

An extensive range of compulsory and elective subjects are offered in Year 10, 11 and 12.

The Senior Years curriculum is underpinned by two key frameworks: the Australian Curriculum, which concludes at the end of Year 10, and the South Australian Certificate of Education (SACE), which provides introductory courses in Year 10 and a comprehensive range of offerings in Years 11 and 12.

The school is committed to excellence in teaching and learning through the explicit teaching of subject-specific knowledge and skills, alongside the development of student agency across all curriculum areas. Flexible curriculum design and delivery foster creative and collaborative

practice, supported by Professional Learning Teams that work collectively to enable young people to achieve their highest potential.

A range of flexible learning pathways is provided through SACE subjects, Vocational Education and Training (VET), and Tailored Learning programs. Career-focused learning is embedded throughout the Senior Years, with staff working collaboratively with students to identify and support individual pathway aspirations and tailor SACE completion to their preferred future pathways.

High-quality differentiated teaching is prioritised, with teachers implementing appropriate modifications, adjustments, special provisions and targeted intervention strategies to meet diverse student needs. Targeted support is also provided through a range of short- and long-term intervention programs and activities, ensuring students are supported to engage meaningfully in their learning and progress towards their individual goals.

Special curriculum features: There is a broad curriculum offering to cater for all students. There are strong links with local industry and extensive offering of VET programs.

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.

Parent Teacher Interviews in F-12 occur in term 1 and term 3.

5. Sporting Activities

College sport runs across the college with students competing in a wide range of local, zone and state competitions.

Sports Day is an annual event for both F-6 and Secondary students.

6. Other Co-Curricular Activities

- African Youth Soccer Program
- ARA Youth Ambassadors Program
- Arts Showcase

- Children's University
- Choir
- Duke of Edinburgh
- Eastside Rams Basketball Program
- Hope Street Program
- Ice Factor
- Junior Rise
- Operation Flinders
- Power Multicultural Program
- RISE Groups
- The Village Program

Lunch-time activities are offered in subschools

7. Staff (and their welfare)

Staff profile

Currently there is 36 Leadership, 150 FTE teaching and 90 Ancillary staff.

Leadership structure

Principal, Deputy Principal, three Assistant Principals, Head of Early Years (Children's Centre), Head of Primary Years (F-6), Assistant Head of Primary Years (F-6), Head of Middle Years (7-9), Head of Senior Years (10-12). In addition to these roles the F-6 is supported by two Wellbeing & Engagement Coordinators and the Secondary School is supported by three Wellbeing & Engagement Coordinators. Other leadership roles include, Whole College Curriculum & Pedagogy Improvement and Whole College Literacy Improvement

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Staff Support Systems

Professional Development is a major focus and is offered in a range of ways throughout the year in alignment with the SIP and through Professional Learning Teams as a means to improve student learning outcomes.

There is a well documented and ongoing induction process.

Learning teams support teachers new to the school and share and develop practice. Wellbeing Leaders and support staff work with teachers and students.

The College has a large number of Early Career Teachers and therefore provides mentors and a high level of professional support staff to move ECTs from provisional to full registration.

SSOs work closely alongside classroom teachers supporting students with disabilities in classrooms. The College ensures that SSO staff have opportunity to develop skills, knowledge and understanding to support students most at risk.

Performance Management

Teachers and leaders at Mark Oliphant College work together on the establishment of an individual Performance and Development Plan at the start of each performance development cycle (annually) to make expectations clear and to focus effort on what needs to be achieved.

Staff work with line managers to establish and maintain clear objectives and build a shared understanding and agreement about improvement priorities through individualised planning.

Conversations and feedback with leaders and staff occurs regularly throughout the year. It connects planning and review by providing guidance, direction and support to identify and resolve challenges, improve performance and maintain focus on shared purpose, achievement of goals and improvement priorities.

Comprehensive individual learning and development plans will support high impact practices and continuous improvement of DfE staff.

Reviews are documented every 6 and 12 months to evaluate progress, recognise achievements against established outcomes and make sure plans stay current.

8. School Facilities

Buildings and grounds

- New purpose built facilities at Munno Para West occupied for May 2011.
- Building 20 completed July 2013, New Building 23 completed January 2022
- Heating and cooling: both
- Specialist facilities and equipment: see website for details
- Student facilities
- Staff facilities



- All teachers have laptops and/or Ipads
- Access for students and staff with disabilities Whole site has disabled access.
- Access to bus transport: Available for School Excursions

9. School Operations

Decision making structures

Mark Oliphant College has a Decision-Making policy and all the mandated committees including Personnel Advisory Committee, WHS committee and Governing Council.

Regular publications

The staff handbook information can be accessed via the Staff Portal.

Other communication

Facebook and Instagram are used to communicate on a daily basis as well as Daymap and EdSmart (email).

School financial position

Mark Oliphant College has a global budget of over \$27,000,000

Special funding

School receives numerous specialised funding including Disadvantaged Schools Program, Literacy, Commonwealth Better Schools funding etc.

10. 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 and affiliated sub-committees including the OSHC Advisory Committee, Fundraising Committee





Feeder or destination schools

As a B-12 school the majority of our children and young people remain at the College for the entirety of their schooling. Major feeder primary schools for Year 7 entrance are John Hartley, Elizabeth North, Swallowcliffe and Munno Para.

Other local care and educational facilities

Stepping Stone Long day care – opposite the college on Newton Boulevard

Adelaide North Special School – Next to school on Douglas Drive

Commercial/industrial and shopping facilities

Playford Marketplace (1.5 kms), Munno Para Shopping Centre (2 kms) and Elizabeth City Centre (5 kms)

Other local facilities

- Playford GP – Peachey Road next to the Playford Marketplace
- Unihealth Playford – Curtis Road close to OTR Munno Para West petrol station
- Playford Library & Stretton Centre – corner of Peachey Road near the Playford Marketplace

