



SCHOOL CONTEXT STATEMENT

Updated: 2021

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 2 level of disadvantage. It has a very high multicultural enrolment of 1792 students in the Northern suburbs. It has over 170 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 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). The goal is a seamless transition and provision of outstanding services to the children, young people and families that attend MOC.

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.

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 Berry Street.

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.

Mark Oliphant College offers onsite 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 VET qualifications and the SACE. Vocational Education and Training (VET) provides young people access to quality industry specific VET 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 rises 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 Apple Distinguished school in previous years and 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 (82 children) and Occasional Care (52 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 Circle of Security, Fussy Eating, Toileting and more.

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 Autism SA, Save the Children, Smith Family and Anglicare.

The College was built as a Private Public Partnership built in 2010, opening in 2011. 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 : Kym Grant
- Deputy Principal : Irene Lynch
- 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): 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 Happy Haven)

- February FTE student enrolment:

	2017	2018	2019	2020	2021
Preschool	110	100	100	80	80
Reception	84	75	85	90	94
1	93	80	84	92	86
2	81	86	87	90	94
3	93	75	89	86	91
4	78	91	90	90	91
5	81	76	91	90	92
6	78	77	85	95	92
7	74	75	84	91	105
8	151	159	198	190	222
9	150	149	157	189	195
10	145	157	160	147	182
11	128	134	146	130	145
12	122	115	112	122	115
FLO	57	62	56	85	84
Special Class	24	24	24	24	24
TOTAL	1549	1535	1648	1691	1792

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.

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), two Assistant Principals (Band B4) and in each of the five sub-schools there is a Head of School (Band B3). Supporting each subschool we have four Wellbeing leaders (Band B1).

The Primary years are supported with a Curriculum and Pedagogy leader (Band B2). Our Middle and Senior years are supported with four Area of study Leaders (Band B1) in Arts/Technology, English/HASS/LOTE, PE/Health.

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.

We have an F-12 Intervention Co ordinator (Band 2) that supports and coordinates One Plans and collaborates with families and Support Services.

In 2021 we introduced a Secondary Literacy Co ordinator (Band 1) and a Co ordinator Learner Engagement Year 10 Cross Disciplinary Learning role (Band 1).

In total there are 26 leadership positions both tenured and teacher release reflecting our commitment in the development of our current and aspiring leaders.

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

In 2021 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

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 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 One Plans; this includes the students in the area special classes.

The number of Aboriginal students is currently over 172

The school has implemented literacy support for EALD students employing 2.3 full time EALD teachers. Over 250 students identified as EALD.

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 Secondary 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 has behaviour education processes which are documented for each sub-school as Codes of Conduct. 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 and Daymap.

Student Participation/Student Voice is a major focus R-12. It takes different forms at different levels of schooling.

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. Children's University and Pedal Prix, Duke of Edinburgh, Operation Flinders are some of the programs offered.

At MOC we have a highly effective F-6 SRC and Secondary School SRC. These incorporate regular meetings, student participation in a range of school committees, Open Night and Transition programs, as well as student run assemblies.

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 website
- Recent key outcomes: Listed on website

In F-6 our main focus is reading improvement, and a high level of student engagement through high impact pedagogical practices.

We achieve this by:

- Explicitly teaching a sequenced synthetics phonics program
- Explicitly teaching reading skills through guided and modelled reading practices
- Implementing the Australian Curriculum and tracking and monitoring the achievement of all students through consistent data informed practices
- A focus on attendance and wellbeing
- Clear Learning Intentions and Success Criteria
- Assessment practices that allow for differentiated learning experiences

Middle School (Yrs 7-9) will have a strong focus on reading improvement, engagement, attendance and achievement. (Year 7 students are in the Secondary School).

We achieve this by:

- Linking explicit reading instruction and comprehension to subject specific text types
- Ensuring that all assessment tasks are of an accessibility readability level

- Teaching Tier 1, 2, 3 words
- Implement the Close Reading Strategy
- Clear Learning Intentions and Success Criteria
- Implementing a 7-9 curriculum underpinned by explicit Middle School teaching and learning pedagogical practices
- Developing a middle school culture and ethos underpinned by student participation
- Deeper understanding of individual student's position in the Australian Curriculum through triangulated data informed practices
- Building continuity of learning through curriculum partnerships and successful transition programs with our primary schools

Senior School (Years 10-12) will focus on academic achievement and successful transition from school to further education, training, and employment. We are committed to providing our students with the knowledge and dispositions through a 21st century, student centred learning model which prepares our students for a global world.

We achieve this by:

- Developing an explicit 10-12 Senior School curriculum aligned with successful 21st century teaching and learning pedagogical practices
- Implementing the Australian Curriculum and the SACE curriculum from Year 10 that is differentiated and flexible to ensure it is accessible to all students
- Implementation of student agency and the Close Reading strategy in all learning areas.
- Implementation of professional learning teams (PLT) to promote learning growth of teachers and students.
- Consolidation of the Learning by Design, Assessment and Moderation strategy
- Consistently (5-weekly) tracking and monitoring academic achievement, wellbeing, and attendance of all students through consistent data informed practices incorporating intervention as required
- Continual partnership with the Northern Adelaide State Secondary School Alliance (NASSSA) to maximise the learning opportunities, career pathways, retention, and educational outcomes for all students.
- Successful transition into Year 10 Australian Curriculum (AC) and the South Australian Certificate of Education (SACE) curriculum (Personal Learning Plan and Research Practices). Year 10 to 12 students' study towards the SACE

- Students can choose to incorporate SACE studies with a school-based apprenticeship or traineeship, an Industry Pathway Program, and a flexible learning option (FLO).
- Successful SACE completion through career education and counselling providing students with an articulated educational and career pathway plan

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

The College staff ensure that Teaching and Learning is informed by The Australian Curriculum, SACE and pedagogical practices that enable Student Agency. Staff design learning that engages and intellectually challenge every learner and collaborate to build consistency of professional judgement about the evidence and quality of student learning.

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)

The Senior Years offers a Supported Learning Program (SLP) and a Learning Hub program for students with a disability. Year 10 English Boost class and an EALD academic support program for EALD students. A SAASTA program and a mentoring program for Aboriginal students. School-based apprenticeships and traineeships, an Industry Pathway Program, and a flexible learning option program (FLO and INSPIRE).

Senior School Curriculum: 10-12

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

In Year 10, students consider their subject choices for the next three years. There are 10 compulsory and 8 elective subjects to choose from. The Personal Learning Plan SACE subject encourages students to consider different career pathway options while developing their personal capabilities and academic achievements. Year 10 students are also given the opportunity to recognise the way they learn best, and benefit using research-based study skills. Students participate in Research Practices (SACE), work exposure, work experience and career interviews. Year 10 students are also given the opportunity to enrol in alternative learning and encouraged to participate extra-curricular programs, contributing to

their SACE completion. Examinations are held at the end of each semester in preparation for year 12.

In Year 11, students must complete the SACE compulsory subjects (two semesters of English, and one semester of Mathematics and Research Project). They top up their study load by choosing from 11 elective subjects offered considering their pathway options. Students can complete Vocational Educational Training (VET), community learning and other alternative learning as part of their SACE studies. Formal examinations are held at the end of each semester in preparation for year 12.

In Year 12, students are encouraged to pursue subjects that build on their strengths and lead into their desired career pathway. They choose from 20 elective subjects and could complete Vocational Educational Training (VET), community learning and other alternative learning as part of their SACE studies. Career counselling activities ensure students are effectively transitioned from school and into further education and employment. Students take ownership of their learning with a scheduled study period and the option for home study if they are achieving expected academic results. Student learning is monitored extensively and practice examinations are held in preparation for the end-of-year examinations. Our purpose is to make sure all our students leave with the enterprise skills needed for the future of work and become outstanding and active global citizens

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.

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

Lunch-time/afterschool Activity Programs

Major events

- Children's University
- Music Night
- Pedal Prix
- Choir
- Operation Flinders
- Ice Factor
- Duke of Edinburgh
- Dungeon and Dragons
- Career Expo
- Camps
- VEX IQ Robotics

7. Staff (and their welfare)

Staff profile

Currently 118 FTE teaching staff and 50 SSOs.

Leadership structure

Principal (A9), Deputy Principal (B6), Assistant Principals (B4)x2

Each subschool has a Head of School 5 x (B3), 4x Learning and Wellbeing Leaders for each subschool, 4 (B1) Area of Study Leaders Arts, PE/Health, English/HASS/LOTE, Maths /Science, Literacy Leader (B1), an Intervention Co ordinator (B2) and 3x Learner Engagement Coordinators.

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 MOC 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.

Staff utilisation policies

Tier 2 funding is over \$1.7 million Dollars

Access to special staff

Wide ranging access to specialist staff. At various times during 2020 /21 the College has employed a speech pathologist and psychologist.

8. Incentives, support and award conditions for Staff

- Complexity placement points
2.5x
- 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 Ipads
- 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

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 as well as Class Dojo. Parents will soon be able to access the Parent Portal on DayMap which will be a valuable tool for facilitating parent engagement.

School financial position

MOC has a global budget of over \$22,000,000

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