

Ocean View P-12 College 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Ocean View P-12 College Number: 908

Partnership: Le Fevre Peninsula

Name of School Principal:

Chris Brandwood

Name of Governing Council Chair:

Julie Height

Date of Endorsement:

16 March 2018

School Context and Highlights

Ocean View College B-12 is a coeducational, comprehensive state government site comprised of a Children's Centre, Junior School, Middle School, Senior School and our "off-site" further education facility, Harbor View Campus, located in the heart of Port Adelaide. The College is situated on the sea-front, has extensive grounds and a variety of teaching facilities. Frontage to Lady Gowrie Drive provides enviable views to the gulf and ready access to the marine environment for our sailing program, environmental Science activities and beach/water sports.

Ocean View B-12 College (School) is classified as Category 2 on the DECD Index of Educational Disadvantage. The school population includes [18% (140) GET 2017 numbers] Aboriginal students, [13%] students with disabilities, [26%] students with English as an Additional Language or Dialect (EALD), [1%] young people in care, and [40%] of families eligible for School Card assistance. The College is divided into an Early Years (Children's Centre), 3 sub schools; Junior School from Reception to Year 5, Middle School from Year 6 to Year 9 and Senior School from Year 10 to Year 12 and Harbor View campus from years 10 to 12+.

Ocean View B-12 College Children's Centre is designed as fully integrated programming for Preschool, Early Entry, Occasional Care, Longer Day Care and Parenting Support. The Children's Centre has a student enrollment of [150?], including [50?] preschool students [21] Aboriginal students, and [41] students who receive additional support. Forty percent of families receive Child Care Rebates. The Preschool is classified as Category 1.

The Harbor View off-site campus at Port Adelaide offers alternative and flexible learning initiatives for young people wishing to complete their SACE.

Our commitment is to provide parents, children and young people with a college community where every child and young person can have a valued role and achieve success, through engaging in creative and supportive learning experiences. Our students are actively supported by quality teaching that provides a positive and encouraging learning environment.

- The provision of a seamless curriculum aligning Australian Curriculum and SACE (B-12).
- A continual data driven improvement focus (NAPLAN, PAT R/ M, Running Records (R-10).)
- High success rate of SACE completion and entry into chosen tertiary courses, traineeships and/or employment.

Governing Council Report

2017 was another productive year for the OVC Governing Council. With the welcome introduction of new Principal Mr Chris Brandwood, 2017 was a year of exciting change and things anew.

In the past OVC Governing Council has been made up of parents/carers, teachers, staff and community members. This year, we were pleased to welcome student representation to the Governing Council with the introduction of Student Voice. GC allows parents/carers, students and community alike to contribute to school based decision making at a range of levels.

Examples of some of these decisions throughout 2017, include:

- Procurement of and building a relationship with the new uniform suppliers;
- Procurement of a new Out of Hours School Care and Vacation Care provider;
- GC training and panel training
- Procurement of new School Photographers 'Advance Life'

One of our many aims is to enhance the perception of the College in the broader community and we believe that the provision of a dependable uniform supplier helps the school and families deliver on correct uniform showing pride and respect in our College.

2017 also saw OVC represented at the Semaphore Street Fair where the College was proudly displayed. Thank you to those that made this happen and contributed their time to this event. A job well done!

Looking into the new school year in 2018, Governing Council will continue to actively pursue issues on behalf of parents/carers regarding improvements to the College whether that be by way of introduction of policies, facilities or programs.

Governing Council welcome and encourage your involvement at any time in the future. Finally, a big thank you and congratulations to fellow Governing Council members and the leadership team for another successful year.

Julie Height - Chair

Improvement Planning and Outcomes

The 2017 SIP priorities were developed in response to the 2016 External Site Review while also encompassing some ongoing school actions:

1. Develop Future Focused Learning B-12, with regard to Australian Curriculum, specifically the General capabilities (AC Fluencies, TfEL)
2. Restorative Practices are used B-12 as part of a consistent approach to building positive relationships (with staff, families, students) (TfEL - Create Safe Conditions for Rigorous Learning)
3. Staff utilize data to strategically differentiate for student learning and growth (TfEL, Transitions)

Key Progress and outcomes

- Australian Curriculum (AC) aligned learning task development - Significant professional development as whole school, sub-school, learning areas & learning teams has been undertaken. Through site and partnership forums, OVC staff engaged with training re task design, formative assessment, assigning A-E grades, Transforming Tasks and moderation with the support of the Learning Improvement AC Project Officers. As a result, teaching staff feel more supported and confident in aligning programs to the AC having transitioned from IB. New Reporting and Assessment processes and documentation have been developed in consultation with whole staff. New Deputy Principal role has been configured to be Curriculum Innovation and Culture, as the site explores further student achievement improvement and the development of STEM and Project Based curriculum across learning areas. Further AC accountability will occur in 2018 with extensive and consistent use of Daymap for all curriculum plans and documentation.

Student Voice/Student decision making - significant research was conducted on various models, resulting in the implementation of a new Student Voice (SV) program. Representatives from R - 12 were elected and participated in a two day leadership conference. SV meets regularly in sub schools and once per term as a whole group, with representatives attending Governing Council.

Data driven identification of areas for improvement in teaching & learning. - Professional Development with consultants Sandy Deam (Literacy data) and Kelvin Sparks (Numeracy pedagogy) has been undertaken in the Junior School, resulting in both improved data driven focused teaching and learning and Numeracy integration in teaching (TfEL, transitions). Processes and procedures have been developed so that teachers conduct the same testing at the same points in the school year, engage in forums to analyse data, plan and enact strategies for each child based on the information collected. The implementation of a new data platform (Markit) has required staff to input their own data and provided an extensive 'one stop shop' that guides individualised student improvement. In 2018 the expansion of Markit into the Middle School will be explored.

Positive Behaviour Practices - a whole school behaviour management model was developed that fostered consistent responses to behaviour (across sectors) while providing clear processes and restorative practices. Whole school professional development was conducted at student free days with Bill Hansbury relating to Restorative Practices.

New Middle School (MS) model - A 'think-tank' with middle school leadership and teaching staff developed a contemporary and highly supportive new timetable model. The aim is to better meet the needs of our MS students both educationally, socially and emotionally. Implementation of this model will begin in 2018 with lesson times aligning with Senior School.

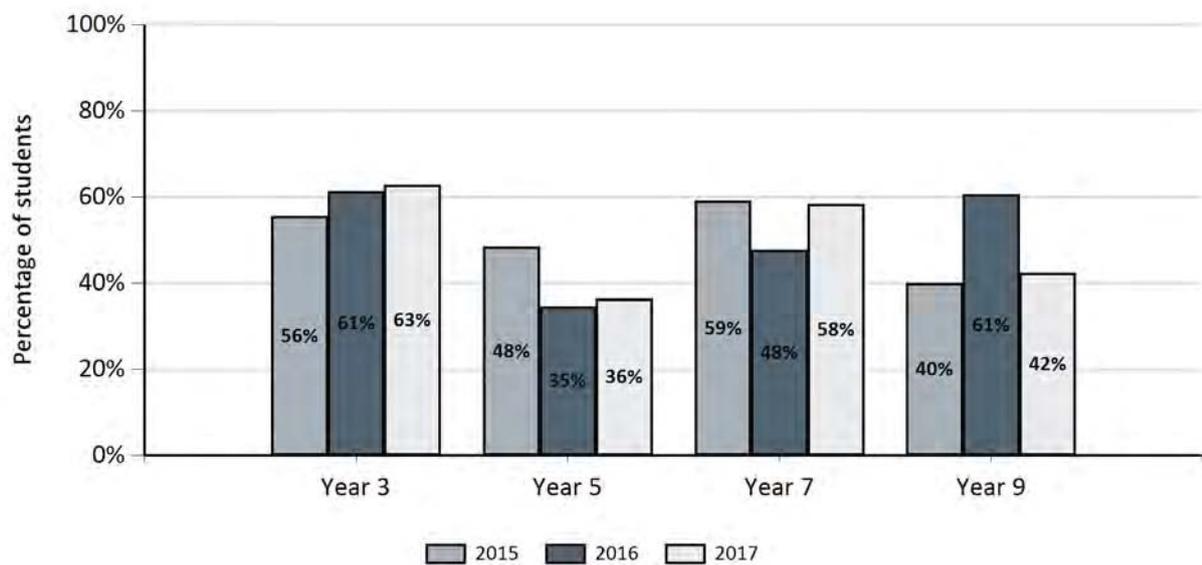
Performance Development Plans (PDP) - The PDP model was revised to better align staff accountability with the Site Improvement Priorities. Two individual meetings occurred for all teaching, leadership and support staff.

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.

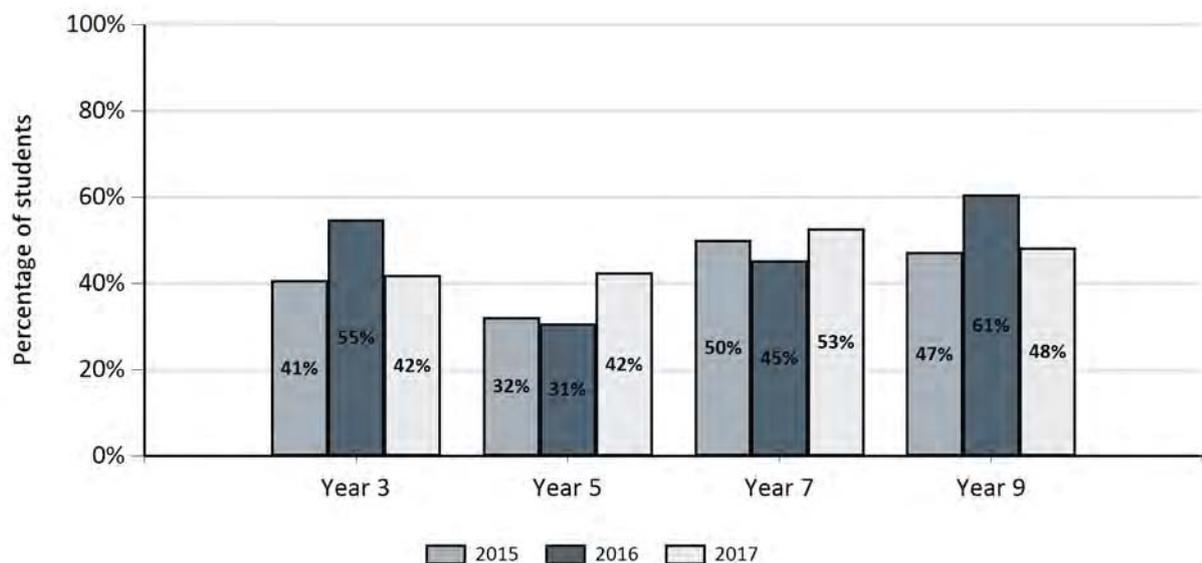
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 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, July 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)
Upper progress group	29%	17%	11%	25%
Middle progress group	52%	48%	50%	50%
Lower progress group	19%	35%	39%	25%

Data Source: DECD special extract from Student DataWarehouse, July 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)
Upper progress group	23%	27%	17%	25%
Middle progress group	55%	59%	50%	50%
Lower progress group	23%	14%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, July 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	43	43	12	4	28%	9%
Year 3 2015-17 Average	33.7	33.7	8.3	3.0	25%	9%
Year 5 2017	33	33	6	1	18%	3%
Year 5 2015-17 Average	30.0	30.0	4.7	1.0	16%	3%
Year 7 2017	36	36	4	4	11%	11%
Year 7 2015-17 Average	40.7	40.7	6.7	2.3	16%	6%
Year 9 2017	85	85	8	2	9%	2%
Year 9 2015-17 Average	72.0	72.0	5.3	1.7	7%	2%

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
96%	97%	97%	96

Data Source: SACE Schools Data reports, extracted February 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%	1%	1%
A	4%	3%	1%	3%
A-	8%	9%	8%	9 %
B+	10%	8%	8%	7%
B	14%	17%	18%	17%
B-	18%	20%	20%	17%
C+	20%	23%	15%	25%
C	17%	10%	20%	15%
C-	6%	8%	5%	3%
D+	2%	1%	1%	3%
D	1%	0%	0%	1%
D-	0%	0%	1%	0%
E+	0%	1%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 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
100%	98%	100%	94%

Data Source: SACE Schools Data reports, extracted February 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	22	29	24	34 students
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	22	29	24	14 Cert 3s

School Performance Comment

NAPLAN SUMMARY

Middle School NAPLAN data indicates that students performance improves from years 5 to 7. With a significant increase in the 2017 performance in Year 7, showing a rise of 22% in Reading and 11% in Numeracy. 2016 testing showed a similar trend of improvement from year 7 to 9, though this pattern ceased in 2017, with year 9 performance dropping by 16% in Reading and 5% in Numeracy. A trial at the school was initiated in 2017, changing the pedagogical approaches in the area of Science and Mathematics, to investigative project based learning. It has been decided that this model be abandoned and that in middle school, explicit teaching of literacy and numeracy be adopted by all teachers. The trend in decrease in performance in the upper bands is also significant, dropping by 6% in Reading and 10% in Numeracy from years 5-7 to 7-9 in 2017. Strategy to address this, includes identifying the top band performers and ensuring that their teachers are differentiating to ensure curriculum is challenging for these students. A whole school approach is also being adopted in the area of literacy, such strategies includes explicit teaching of learning area specific terminology and identifying genre writing to ensure skills are developed from year to year.

SACE SUMMARY

We were pleased with our ATAR scores with our top three students achieving 93.9,92.6 and 90.2 (from a possible 95.95) which translated into university selection scores as high as 98. Our year 12 university application rate improved with 42 students applying, and 34 receiving offers (25 students received their first or second preferences.)

While our SACE completion rate is usually at 100% (it was impacted by 2 students and dropped to 94%), our growth in the A band was up slightly. 21 A- or above grades improved to 34 A- or above grades. One student achieved a merit (A+) in Integrated Learning (Sport).

As a focus area this year we are looking at increasing growth in each subject area, looking at achievement in individual subject areas as much as completion of subjects. We will also be focusing on Destination Data, tracking our students in their career pathways, once they leave Ocean View College.

RUNNING RECORDS

Literacy levels are assessed each year. This data is then compared and analysed to guide curriculum delivery and targeted intervention programs.

This year the percentage of year 1 students reading at or above the benchmark fell 3% from previous years data, with year 2 students showing an increase of 2%.

Work is continuing in 2018 with a Literacy Coach to ensure consistent curriculum delivery and seamless transitions for early years reading & literacy growth.

Attendance

Year level	2014	2015	2016	2017
Reception	91.2%	91.7%	90.8%	91.2%
Year 1	89.8%	90.8%	90.9%	90.2%
Year 2	87.0%	89.2%	89.7%	87.6%
Year 3	86.4%	91.2%	90.5%	85.7%
Year 4	91.2%	89.0%	87.2%	86.1%
Year 5	91.8%	90.7%	87.4%	83.2%
Year 6	87.5%	89.6%	89.8%	82.7%
Year 7	87.2%	86.4%	88.3%	88.3%
Primary Other	90.7%	86.9%	91.0%	82.4%
Year 8	85.2%	89.7%	87.5%	86.1%
Year 9	84.4%	86.1%	87.7%	84.6%
Year 10	87.5%	86.1%	84.3%	88.1%
Year 11	86.1%	84.9%	83.3%	84.5%
Year 12	84.6%	86.4%	83.2%	84.6%
Secondary Other	87.3%	79.3%	91.6%	86.6%
Total	86.9%	87.7%	86.6%	85.9%

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

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

Attendance Comment

Student attendance is a site priority with clear follow up responsibilities of teachers and line managers regarding non-attendance. Text messages are sent each morning notifying parents of unexplained absences. Sub schools use proactive measures such as awards assemblies and regular positive feedback. The college has invested in Daymap to better track attendance data and identify trends early. The new parent portal recently operational supports the communication process of notifying absences between home and school.

Behaviour Management Comment

In 2017 a whole school new behaviour management process was implemented complementing our focus toward the consistent use of Restorative Practices, with Behaviour Pillars and our School Values of Integrity, Respect, Compassion, Leadership and Resilience. Behaviour Pillars [I am safe, I am a learner and I am respectful], on display in every learning space provide students with clear behaviour expectations and consistent consequences for behaviour choices [Your behaviour, Your choice, Your responsibility, Your actions]. The Restorative Practices expansion saw the removal of the LSC and after school detentions in favour of exit class, lunch time study and restorative meetings. All staff undertook Restorative Practices professional learning.

Client Opinion Summary

STUDENTS: Our Primary students are happier and more optimistic than their counterparts in other DECD schools. They report high levels of satisfaction with their lives, less worries and greater levels of perseverance than other Primary students. They are Engaged and they exhibit higher than average Academic Self –concepts. They are very connected with their teachers. At the Secondary level our students are less happy and less optimistic than their counterparts elsewhere. The levels of Engagement, connectedness, life satisfaction etc. fall below S.A. averages. The Report confirms that levels of victimization (social, verbal, physical and cyber) are low for most students but we are mindful of the fact that some students report medium levels of victimization and a smaller group report high levels. The differences between our Primary and Secondary student perceptions are a concern. We need to look closely at this issue as a staff and our 2018 SIP needs to address Wellbeing & Engagement in our Secondary area.

PARENTS: Parents were asked to respond to 14 statements and to rank them as 5 for strongly agree down to 1 for strongly disagree. 2017 saw a vast increase in the number of parents responding, 73 compared with 17 responses from the 2016 data. Responses to “teachers at this school expect my child to do their best” showed the highest improvement at 91% agreed/strongly agreed. With similar improvements in responses to “I can talk to my teachers about my concerns” (86% positive) and “the school is well maintained” (84%) Behaviour management, although showing improvements on the 2016 data, received the lowest rating with a 60% positive response. Notably responses to “This school takes parents opinions seriously.” had declined to 62% positive from the improvements gained in the 2016 data and provides an avenue for investigation/remedy in 2018.

STAFF: The staff opinion survey this year saw an improvement in positive responses to all questions. An area for improvement is staffs opinion toward behaviour management which is to be expected during the current behaviour management improvement process. Staff also complete Psychological health survey is each year as part of WH&S with trends and concerns followed up by WH&S Committee.

Intended Destination

Leave Reason	School	
	Number	%
Employment	17	9.8%
Interstate/Overseas	6	3.4%
Other	1	0.6%
Seeking Employment	15	8.6%
Tertiary/TAFE/Training	2	1.1%
Transfer to Non-Govt School	4	2.3%
Transfer to SA Govt School	53	30.5%
Unknown	76	43.7%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

The College continues to fulfil DECD Relevant History Screening requirements for staff, on-going volunteers and third-party providers. Our Relevant History Screening Processes are constantly reviewed and updated as situations change ensuring appropriate clearances/documentation is obtained, and an electronic sign in/out system is in operation. Information for volunteers, third party providers was provided to ensure all understood confidentiality/ information sharing, supervision /line of sight, and reporting responsibilities.

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	113
Post Graduate Qualifications	34

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.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.8	60.6	3.0	23.7
Persons	1	67	3	33

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

Financial Statement

Funding Source	Amount
Grants: State	\$10,324,096.65
Grants: Commonwealth	\$68,300.00
Parent Contributions	\$381,233.03
Fund Raising	\$17,432.91
Other	\$463,554.63

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 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 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	FLO - \$462,087.25. Case management, Youth Worker employed at Harbor View offsite campus. Behaviour Support Funding \$5,780 (hours to support student with individual needs)	SACE completion, Increased site management of FLO students & Student ind needs
	Improved Outcomes for Students with an Additional Language or Dialect	.738 EALD Teacher - \$81,016.90 (Employ staff to support EALD Students)	improved student support via staff EALD levelling
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Mainstream A,D,I: Challenging Behaviours: Disability funding review rollover: 1.0 FTE teacher 1:1 and 12 SSO1 hours pw 1:1- special education - students with learning difficulties, special class teacher & SSO funding	improved intervention, access to off-site programs and increased 1:1 support
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	AET, ACEO wages Improved outcomes for Literacy & Numeracy - Early years R-2, Year 3 Scheme, School Card, Disadvantaged Schools Program, Early Assist Grant, Early Years Component, Literacy Learning Strategy, Numeracy & Literacy Results Plus	improved ATSI SACE completion, student engagement in curriculum and extra - curricular programs Improved AC delivery
Program Funding for all Students	Australian Curriculum	\$13,413 Primary learning Improvement for Aust Curriculum	Maths Coach/Lit consultant
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Kaurna Language \$3000	community initiative for reconciliation involving all students from R-10
	Better Schools Funding	\$251,595.31	Lit/Num AC PD, tutoring & intervention programs, continued Harbor View campus
Improved Outcomes for Gifted Students	Specialist School Reporting (as required)		
	Primary School Counsellor (if applicable)	Primary School Counsellor - funding for PS Counsellor	support for all student and families R-7 with full-time counselor & services