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**Our Commitment**

At Ocean View College B-12 we have a commitment to each and every child:

- **Supporting** their health and well being.
- **Developing** a positive, supportive relationship with those children, their parents and the wider community.
- **Enhancing** their success, academically, socially, emotionally and physically as they develop into young adults.
- **Acknowledging** their needs, strengths and aspirations through flexible and individualised programming.
Principal’s Comment

“I welcome everyone to Ocean View College’s 2013 Annual Report......a document clearly articulating outcomes successfully achieved throughout the 2013 working year. Over the last year our college has confidently forged new directions in the way our leadership team believed the college needed to be steered. Directed by intense review processes carried out in the previous year our leadership teams have instigated clear long term action plans and strategies to successfully achieve goals and recommendations needed for this year.

Ocean View College has a significant focus on presentation and performance in everything it does.

Its unique quality of being a Birth to Year 12 learning environment allows:
• teachers to broaden their prospective on what’s required in a successful learning continuum,
• students to interact in learning that allows individuals to scan the horizon and see what opportunities exist,
• parents/guardians to have the opportunity to see their child/children develop significant graduate qualities systemic throughout one site.

Ultimately, successful student learning in whatever we participate in is paramount.

Ocean View College students participate in a significant variety of extra-curricula activities including sailing, aerobics, rowing and knockout sports. The achievement at local, state and national levels further highlight the college’s determination to succeed in whatever it does.

One of the greatest challenges of 2013 has been related to fiscal planning for the near future. Our projections indicate that enrolments at Year 8 could decline in the next few years before returning to current levels in 2016 and beyond. This trend is a result of demographic shifts in our immediate area.

The challenge for me has been to position the college in such a way as to minimise the effect of the associated drop in income, by preparing for it. My main criteria throughout this process has been to maintain the full range of learning programs for our students, to keep class sizes at optimum levels and to continue to support the many valuable initiatives underway at the college. To that end I have worked extensively with our Business Manager and senior staff to identify areas where spending can be reduced. At this stage I believe we have made responsible cuts to spending without impacting on services to students. I would like to take this opportunity to thank the staff for their support in this difficult process.

Our college has been an educational leader in curriculum design in 2013 mapping The Early Years Framework,Australian National Curriculum, International Baccalaureate Middle Years Program and SACE to further support successful delivery and improved student outcomes. Enhancing curriculum delivery we have successfully achieved a fine balance of further curricula and extra-curricula activities including: Advanced Technology Project, Doorways to Construction, Career Strategies, Sailing, Rowing, Aerobics, Art Exhibitions, Drama Performances, Music Nights, Choir, International Exchange to Japan and its connected Homestay, Teddy Bear’s Picnic, Play Dates, Reconciliation, Harmony Day, Sports Days, Knockout Sports, Beach Carnival, Camps and Excursions.

I am extremely proud of our staff’s professionalism, dedication and determination to continually raise benchmarks and expectations at Ocean View College. Strategic planning this year further developed staffing to produce a well-balanced blend of youth and experience. Significantly, each staff member has committed to developing an individual Professional Development Plan reviewing themselves and their performance in line with our strategic directions set out by our Site Improvement Plan.

This Annual Report reflects clear indicators of successful outcomes and significant improvements still to come. I look forward to the challenges we face as a college community and the successful acknowledgements we will accept in the future.”
Introduction

School Context

Ocean View College is a Birth to Year 12, Category 2, state government site comprising a Children’s Centre, Junior (R-5), Middle (6-9) and Senior (10-12) schools, and the Bridges Annex (an off-site campus for flexible delivery of the South Australian Certificate of Education completion). The college clientele is characterised by 44% School Card, 13% Aboriginal and Torres Strait Island students, 11% EALD (English as an Additional Language) and 12% Students with Disability. We have a commitment to every child and student, supporting their health and wellbeing, developing positive and supportive relationships and enhancing their success - academically, socially, emotionally and physically - as they develop into young adults.

Our school values of Respect, Honesty, Trust, Responsibility and Friendship are incorporated across the college. Our students learn from a range of subjects - English, Mathematics, Science, Humanities, Japanese, Music, Art, Drama, Physical Education and Outdoor Education - with options including Sailing, a Clown troupe, Rowing and Aerobics.

We are authorised to deliver the International Middle Years Baccalaureate Program. In our senior years we offer a range of subjects catering for university pathways, vocational education and training options, and school based apprenticeships and traineeships. We are a partner of the Western Adelaide Trade Schools of the Future and a Trade Training Centre for Civil Construction.
Resources

In 2013 significant developments in existing and new resources occurred including:

• The re-location of our existing Senior Centre to its new, more spacious environment, providing greater possibilities of development of “A Senior School Model”
• The re-location of our existing Resource Centre to an improved, more streamlined Library structure located more centrally in the college
• The re-location of existing Language B: Japanese classrooms closer to our Japanese courtyard
• The conversion of an existing Textiles room to another Visual Arts classroom supporting the growth in this curriculum area
• The development of office space for our alliance with The Smith Family
• Upgrade of existing Nunga Room to Aboriginal Education Centre
• New Windows 8, touch–screen tablets were purchased for teaching staff use in 2014 and beyond
• Continued development of grounds and facilities throughout the college
• Improved signage throughout the college
• Continued replacement of aging ICT/IT systems infrastructure including the development of an additional computer suite “The Discovery Room” and further introduction of Apple hardware used on the system.

Children’s Centre Significant Facility Upgrades

In 2013 the following upgrades occurred:

• The replacement of our boat in the Kindergarten room with another slightly larger boat donated by a family in the community.
• The amphitheater was paved in the Jellyfish yard to enhance dramatic play and literacy in the outdoors.
• Paving extended and replaced in the Seahorse room which has allowed for a more stable surface for toddlers who are practicing walking and more interesting bike play.
Curriculum
Children have a portfolio that will grow with them while they are in the centre. This will ensure that individual children’s records will be collected and consistent throughout the centre, and be an informative assessment tool for transition times as well as a delightful keepsake for parents. Throughout 2013, all staff contributed to the collection of this data by documenting learning stories and observations, work samples and photographs. The data provided information on children’s abilities, learning journeys and dispositions. Children who are identified as at risk are supported and extended using Individual Learning Plans, additional programs from support professionals, whole staff team planning and Preschool support staff.

We support Early Literacy and Numeracy development:
• We co-construct the informal learning with the children. We continue to acknowledge and value children’s interests and home discourse. We support and develop these ensuring they become meaningful and enjoyable ways for us to help children cement and extend their learning
• Explicit teaching in one on one, small and large groups of children, with allied health services (Occupational Therapist and Speech Therapist) for assessment and evaluation of children’s development
• By engaging families in children’s learning – participating in Let’s Read and Let’s Count
• Using inventive tools such as ‘apps’ on the tablets
• Working with the Junior School in the Phonological Awareness Development program
• Staff training and development.

Single Intake
By 2014 we will have children aged 3.8 to 5.8 in Preschool and to ensure that we have a curriculum that is relevant to all children we are purchasing new equipment to be able to extend older children as well as support younger children. We are also working with the Junior School to trial different ways of making sure all children are catered for when single intake is operational.

Transition
The teaching Staff at the Children’s Centre worked with Leah McGlinchey to engage new parents transitioning to the college to feel more supported. In 2013 the Children’s Centre and Junior School teachers established a consistent extended transition program where school children came back to visit the kindy and kindy children visited school regularly and successfully.

Aboriginal Children
Our overall enrolment has declined for Aboriginal children. Attendances have improved for children who access care as well. Caregivers articulate that flexibility in arrival and departure times due to care arrangement means that it is easier to access Preschool as well. Children in full-time care can access up to 10 sessions of Preschool. Carers attribute less sickness to the food and ability to access sleep routines for the 3 year olds at the Centre. The Speech Therapist has noted that the children who attend care as well as kindergarten have progressed significantly over the year due to more contact time for the children and staff which has had a positive effect on literacy and numeracy. All staff have been trained in an ear health program to support children’s literacy development. We now offer an ear health clinic twice a year for Aboriginal children under 8 years of age. This helps with the identification and supports the treatment of conductive hearing loss.
Site Improvement Plan 2013

PRIORITY - R-5 Literacy
Targets: In 2013 the College aimed to achieve the following targets:

1. A 10% improvement in the number of students achieving above the National Minimum Standard in NAPLAN Spelling.
2. A 10% improvement in the number of students achieving above National Minimum Standard in NAPLAN Writing.
3. A 10% improvement in the number of students achieving above National Minimum Standard in NAPLAN Reading.

RESULTS - Year 3

Year 3:

- Spelling: 89% of our students achieved above the National Minimum Standard. This was a 13% improvement on the previous year.
- Writing: 95% of our students achieved above the National Minimum Standard. This was an 11% improvement on the previous year.
- Reading: 84% of our students achieved above the National Minimum Standard. This was a 12% decrease on the previous year.

Year 3 targets were met in the areas of Spelling and Writing but not in Reading. This has been a pattern at OVC for a number of years and while our Year 3 students outperformed students in similar schools in 2013 we are mindful of the need to make Reading in the early years a priority in our 2014 Site Improvement Plan.

Note: In the other NAPLAN areas of Grammar and Numeracy, 100% of our Year 3 students performed above the National Minimum Standard.
Site Improvement Plan 2013

RESULTS - Year 5

**Percentage of students above the National Minimum Standard**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5 Spelling</td>
<td>81</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>Year 5 Writing</td>
<td>73</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>Year 5 Reading</td>
<td>73</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

**Year 5:**

- Spelling: 85% of our students achieved above the National Minimum Standard. This was a 5% decrease on the previous year.
- Writing: 93% of our students achieved above the National Minimum Standard. This was a 1% improvement on the previous year.
- Reading: 100% of our students achieved above the National Minimum Standard. This was a 13% improvement on the previous year.

The Year 5 target was met in the area of Reading. To have 100% of students above the National Minimum Standard is an outstanding achievement. In Writing we achieved a creditable result. Year 5 Spelling dropped slightly but was still well above the results for similar schools.

**Note:** In the other NAPLAN areas of Grammar and Numeracy, results of 93% and 97% above the National Minimum Standard respectively were achieved.
Site Improvement Plan 2013

PRIORITy - Explicit teaching of Writing (Genre)

Targets: In 2013 the college aimed to achieve the following target:

All students will demonstrate a 5% improvement in their ability to recognise, understand and create identified genres appropriate for each year level.

R-5 Genre

R-5 staff did significant work in the area of genre in 2013. With expert leadership from the Reading Coach, Fiona Feetham, the R-5 staff conducted a thorough audit of existing practice and looked at the language and structures specific to each genre and how to explicitly introduce and teach each of the strategies.

Using DECD and district genre maps they developed a comprehensive plan for addressing the teaching of Writing in the R-5 sector at the college. This was being implemented in the latter part of 2013. Staff also accessed Professional Development outside the college including the Sheena Cameron literacy strategies. While much of the flow-on from this work would not have influenced the 2013 NAPLAN results, (conducted in early Term 2) those results did indicate a sound foundation upon which to build.

In 2103:
- 95% of Year 3 students achieved above the National Minimum Standard in NAPLAN writing.
- 93% of Year 5 students achieved above the National Minimum Standard in NAPLAN writing.
- R-12 EALD (ESL) all students increased by at least 1 level with 10 EALD students increasing by more than 1 level.

Year 6-10 Genre

The stated target was not achieved in the Year 6-10 sector of the college. As the year unfolded and other work requiring significant time emerged, it became apparent that addressing this target adequately would require more time than was available. A decision was made in Term 2 by Administration to suspend work on this initiative and to consider it again for 2014. A commitment was also made to keep our Site Improvement Plan priorities to a manageable number in future.
Site Improvement Plan 2013

PRIORITy - Numeracy

Targets: In 2013 the college aimed to achieve the following target:
Reduce the number of students in Years 7 and 9 falling below the National Minimum Standard by 10%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>33.3%</td>
<td>0%</td>
<td>Target achieved – no student below NMS</td>
</tr>
<tr>
<td>5</td>
<td>10%</td>
<td>3.4%</td>
<td>Target not achieved but significant progress</td>
</tr>
<tr>
<td>7</td>
<td>4.7%</td>
<td>0%</td>
<td>Target achieved – no student below NMS</td>
</tr>
<tr>
<td>9</td>
<td>3.6%</td>
<td>12.2%</td>
<td>Target not achieved</td>
</tr>
</tbody>
</table>

Targets: In 2013 the college aimed to achieve the following target:
Increase the number of students in Years 7 and 9 achieving the top two NAPLAN proficiency bands by 10%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>45.9%</td>
<td>61.1%</td>
<td>Target achieved</td>
</tr>
<tr>
<td>5</td>
<td>60%</td>
<td>72.5%</td>
<td>Target achieved</td>
</tr>
<tr>
<td>7</td>
<td>65.1%</td>
<td>50%</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>9</td>
<td>76.7%</td>
<td>59.2%</td>
<td>Target not achieved</td>
</tr>
</tbody>
</table>

What the data is telling us:
Our Year 3 and 5 cohorts achieved exceptional results in NAPLAN Numeracy.
- Very low numbers of students were identified as being below National Minimum Standard in those year levels.
- There was a significant growth in the numbers of students achieving in the top bands. This is the first time in many years that we have seen this result. Typically we are under-represented in the high bands.

Our Year 7 and 9 data is concerning.
- The fact that no Year 7 was below the National Minimum Standard in Numeracy is noteworthy.
- The increase in the number of Year 9 students falling below the National Minimum Standard is concerning.
- The decrease in the number of Year 7 and 9 students represented in the top bands is a concern.
- Clearly our curriculum leaders and Numeracy team will need to unpack NAPLAN and PAT-R Mathematics data to identify specific areas requiring remediation.
- A Curriculum leadership position has been added at Year 6/7 for 2014 to support curriculum development in those year levels with a Literacy and Numeracy focus.
- The Numeracy Coach position targeting Year 8/9 Numeracy will hopefully be filled more expeditiously in 2014. The leadership expected in 2013 was not in place until mid year due to difficulties filling this position at a systems level.

Targets: In 2013 the college aimed to achieve the following target:
100% of students complete the Numeracy component of SACE in Year 11.
Target achieved: 100% of students completed the Numeracy component of SACE in 2013.
PRIORITY - R-5 Australian Curriculum

Targets: In 2013 the college aimed to achieve the following target:

• All R-5 students continue to engage in learning programs consistent with Australian Curriculum in Science and Mathematics.
• All R-5 students continue to engage in learning programs consistent with Australian Curriculum in History and English.
• All R-5 students are assessed against Australian Curriculum standards in the four core subjects in 2013.
• All parents receive reports consistent with Australian Curriculum expectations in 2013.

All 2013 SIP targets were achieved.
• All students continued to be engaged in Australian Curriculum in Science and Mathematics.
• All students were engaged in Australian Curriculum in History and English.
• All R-5 students were assessed against Australian Curriculum standards in the four core curriculum areas in 2013.
• All parents/caregivers received reports consistent with Australian Curriculum expectations.

PRIORITY - IBMYP and Year 6-10 Australian Curriculum

Targets: In 2013 the college aimed to achieve the following target:

All Year 6-10 students will engage with the Australian Curriculum content within the IBMYP framework.

Target achieved
• All Year 6-10 students will complete one interdisciplinary unit each semester.
• All Year 10 students successfully complete the IBMYP Personal Project.
• All students participate in Community and Service activities meeting the Australian Curriculum capabilities and IBMYP requirements.

Other Achievements:
• Term 2 Clarifying Forums (Tasks) took place as a cluster.
• Term 3 Confirming sessions (Student Work Samples) took place.
• Reports reflect student achievement against specific subject criteria as well as overall achievement 7-1 grade and reflection on Approaches to Learning.
Site Improvement Plan 2013

PRIORITI – Senior School

Targets: In 2013 the college aimed to achieve the following target:
Increase the number of alternative subjects (academic and VET) Senior School students can access, ready for 2014.

Our Industry Skills Manager provided funding for 3 of our PE teachers to train to deliver VET competencies. Having completed their Cert IV TAE, they are looking at delivering a Cert II in Sport and Recreation to Year 11 PE students in Semester 2. A number of new and updated online Stage 1 units in Maths Pathways, English Pathways and Literacy for Work and the Community will be available for Bridges students and as a safety net for students at the Ocean View College who may still need to fulfil their literacy or numeracy requirement for the SACE.

Develop a new Senior School model that provides improved support and guidance.

- Many levels of discussion have occurred around the ongoing development of the Senior Centre. The three Senior School Study Managers have further developed routines and protocols for the Senior School student cohort. Study Managers liaise with teachers about students, their wellbeing and their work commitments. Weekly emails are sent to Senior School teaching staff requesting subject due dates which are then added to the data display each morning along with relevant student notices. Weekly meetings with Year 12 to discuss relevant issues and work habits, and to listen to invited speakers occur every Tuesday. The Senior School team meet to discuss student reports and implement individual strategies for student achievement.
- Study Managers also took the Year 12s through the SATAC online application process. We had a 16% increase in the number of university course offers to our 2013 SACE completers.
- A student survey showed that 100% of Year 11s and 12s felt they were supported by the Study Managers, especially in English, History, the Research Project and PE.
- Attendance data revealed that Year 12 attendance rates improved from 80.7% in 2012 to 87% in 2013.
- The development of a Bring Your Own Device expectation has been integral to students accessing the curriculum online and from home. A student survey in March 2013 on the purchase and use of their own devices revealed that 77% of Year 12s and 60% of Year 11s owned their own device for use at the College. This set the positive tone early on in Term 1.
**prioriTy - Student Engagement and Wellbeing**

Targets: In 2013 the college aimed to achieve the following target:

Bullying: There will be a 5% reduction in the numbers of students who feel they are bullied at school.

### 2013 Year 3/4/5 Bullying Survey Results

<table>
<thead>
<tr>
<th></th>
<th>Class A</th>
<th>Class B</th>
<th>Class C</th>
<th>Class D</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 2013</strong></td>
<td>93</td>
<td>95</td>
<td>92</td>
<td>72</td>
<td>65</td>
</tr>
<tr>
<td>% of students NOT bullied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October 2013</strong></td>
<td>95</td>
<td>65</td>
<td>60</td>
<td>85</td>
<td>76</td>
</tr>
<tr>
<td>% of students NOT bullied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>Improvement of 11% Target achieved</td>
<td>Improvement of 10% Target achieved</td>
<td>Improvement of 12% Target achieved</td>
<td>Improvement of 13% Target achieved</td>
<td>Improvement of 11% Target achieved</td>
</tr>
</tbody>
</table>

### Site Improvement Plan 2013

**Successful Strategies R-5**

- Introduction of the “Bucket Filling” Program R-5 (students and staff speaking the same positive language and giving consistent messages).
- Use of restorative justice practices.
- Focus on strength-based approaches.
- Promoting social and emotional competencies in classes (eg circle time).
- Promotion of Community Service Projects (eg Adelaide West, Team Pick-up and Peer Mediation Lunchtime Activities).
- Consistent, positive messages to parents through newsletters, assemblies, parent group.
- Dealing with harassment/bullying issues in a timely and thorough manner.
- Continuation of regular Student Services meetings involving the Principal, Deputy Principal, Heads of School, Counselors and the Aboriginal Education team.

### 2013 Year 6-10 Bullying Survey Results

<table>
<thead>
<tr>
<th></th>
<th>Year 6/7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 2013</strong></td>
<td>95</td>
<td>92</td>
<td>90</td>
<td>94</td>
<td>90</td>
</tr>
<tr>
<td>% of students NOT bullied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October 2013</strong></td>
<td>95</td>
<td>92</td>
<td>95</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td>% of students NOT bullied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>Improvement of 6% Target not achieved</td>
<td>Improvement of 4% Target not achieved</td>
<td>Improvement of 5% Target not achieved</td>
<td>Improvement of 2% Target not achieved</td>
<td>Improvement of 2% Target not achieved</td>
</tr>
</tbody>
</table>

### Successful Strategies Year 6-9

- All Year 6-9 students participated in Social Learning Programs during Care Group which were run by using materials from Kids Matter and Beyond Blue. The lessons focused on self-esteem, friendships, peer issues and anti-bullying strategies.
- Students were surveyed twice a year and information gained from these was used to determine further strategies such as parent/teacher/student meetings.
- Information was regularly sent home to parents in the newsletter, regarding how to handle bullying situations.
- Port Adelaide Community Police ran a series of workshops for our Year 8/9 students on Cyber Bullying.
Site Improvement Plan 2013

PRIORIT Y - Attendance

Targets: In 2013 the college aimed to achieve the following target:
“There is a 5% improvement in attendance across the college.”

The attendance rate R-12 is 87%, improving slowly over the last 4 years but still does not reach either district or state standards. In the Children’s Centre where attendance is not compulsory the attendance rate is 89%. This has improved since the introduction of universal access. Attendance is an ongoing issue for OVC and many strategies have been put in place. Attendance at school is closely linked to performance and we will continue to pursue actions that could bring change. Authorised absences runs at 8% which is higher than the state.

This year there was some improvement in certain primary years attendance whilst in our secondary years a significant improvement occurred from 87% in 2012 to 91% in 2013. With the continued development of our Senior Centre and a focused push on individual performances in the secondary sector we believe there is a direct relationship with this attendance improvement.

We will work with our students and their families to stress the importance of schooling every day and continue to profile the issues that impact on older students that impedes their attendance to school. In the Junior School and Middle School we will work proactively to promote sound attendance habits and stress the importance of regular attendance and the connection to success at school.

Children’s Centre

Due to the Single Intake starting in 2014 our eligible enrolments for Preschool are down as some children are not eligible due to change in birth date criteria. Our attendance was high.
Junior School

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>87.1</td>
<td>85.2</td>
<td>91.1</td>
<td>Target achieved</td>
</tr>
<tr>
<td>Year 1</td>
<td>87.7</td>
<td>85.7</td>
<td>85.7</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>Year 2</td>
<td>88.5</td>
<td>88.3</td>
<td>87.2</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>Year 3</td>
<td>87.5</td>
<td>86.5</td>
<td>93.5</td>
<td>Target achieved</td>
</tr>
<tr>
<td>Year 4</td>
<td>87.7</td>
<td>88.1</td>
<td>91.6</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>Year 5</td>
<td>88.0</td>
<td>87.4</td>
<td>90</td>
<td>Target not achieved</td>
</tr>
</tbody>
</table>

R-5 overall improvement was 3.4%. R-5 did not achieve the stated target but attendance improved in most year levels.

Middle School

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Year 6</td>
<td>88.3</td>
<td>86.1</td>
<td>88.2</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>Year 7</td>
<td>86.9</td>
<td>87.3</td>
<td>88.7</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>Year 8</td>
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<td>88.9</td>
<td>88.2</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>Year 9</td>
<td>84.7</td>
<td>83.7</td>
<td>91.5</td>
<td>Target achieved</td>
</tr>
</tbody>
</table>

Middle School overall improvement was 2.8%. The Middle School did not achieve the stated target but attendance improved in some year levels.

Senior School

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th></th>
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<tbody>
<tr>
<td>Year 10</td>
<td>80</td>
<td>81.6</td>
<td>84.7</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>Year 11</td>
<td>75.1</td>
<td>80.9</td>
<td>88.8</td>
<td>Target not achieved</td>
</tr>
<tr>
<td>Year 12</td>
<td>84.4</td>
<td>80.7</td>
<td>87.0</td>
<td>Target achieved</td>
</tr>
</tbody>
</table>

Senior School overall improvement was 4.1% The Senior School did not achieve the target but attendance showed significant improvement at all year levels.
Site Improvement Plan 2013

PRIORIT Y - Behaviour Management

Targets: In 2013 the college aimed to achieve the following target:
Behaviour Management: There will be a 5% reduction in students sent to the LSC/Office in 2013.

Comments

We have investigated this data further, particularly as it pertains to the R-5 sub-school. Our perceptions of student behavior management in R-5 throughout 2013, were at odds with the data. As a leadership team we could not reconcile the apparent “blow-out” of referrals to LSC in R-5 with our own observations. Further analysis of the EDSAS data provided the explanation. A small number of very complex students emerged as being responsible for multiple incidents, thus skewing the R-5 data. R-5 Leaders, Counsellors, Special Needs staff, outside agencies and teachers were heavily involved with the development of programs to assist these students.
Other Curriculum Data from 2013

Running Records R-2
Running Records Data from the end of Term 3, 2012 to the end of Term 1, 2013. (DECD data for September 2013 is yet to be published.)

Reception
The minimum Regional level for Reception students after 3 terms at school is level 5. In September 2013, 34% of students were reading above the Regional benchmark.

Year 1
Since September 2012 the number of Year 1 students reading at the lower levels (1–10) has been reduced by 15%. Students reading at levels 11-15 has increased by 6% and students reading at the higher levels (21-26) has increased by 4%. In total there has been an increase in the number of students reading above the Regional benchmark (level 16) of 9%.

Year 2
Since September 2012 the number of Year 2 students reading at the lower levels 1-10 has decreased by 21% whilst the number of Year 2 students reading at levels 11-15 has increased by 1% and students reading at the higher levels 21-26 has increased by 7%. In total there has been an increase in the number of students reading above the Regional benchmark of 7%.

Year 3
The minimum Regional level for Year 3 students is level 22. In September 2013 54% of Year 3 students were reading above the Regional benchmark.

Year 4
The minimum regional level for Year 4 students is level 24. In September 69% of Year 4 students were reading above the Regional benchmark.

Year 5
The minimum Regional level for Year 5 students is level 26. In September 2013 61% of Year 5 students were reading above the Regional benchmark.
### PAT-R Reading Assessments

#### Year 3
- 50% of students are at Regional and PAT-R standard of stanine 4-5 or above
- 87.5% experienced growth 50% of those students have improved by 2-3 stanines in one year
- 6.25% increase in students attaining stanine 4 or above

#### Year 4
- 56% of students are at Regional and PAT-R standard of stanine 4-5 or above
- 16% of students experienced huge growth and fell in stanines 6-8
- 76% of students grew by expected 8 points or more for Year 4
- 4% increase of students attaining stanine 4 or above

#### Year 5
- 80% of students are at Regional and PAT-R standard of stanine 4-5 or above
- 40% of Year 5 students are well above standard and working in stanines 6-8
- 80% of students experienced growth and 60% of those students grew by expected 6 points or more
- 10% increase of Year 5 students attaining stanine 4 or above

### Other NAPLAN Data

#### Year 3 Numeracy
While we had no students below the National Minimum Standard we have an issue with the number of students falling into Band 2, 3 and 4. The absence of any OVC Year 3 in the top Bands is concerning. We did not achieve as well as the other Category 2 schools. The 2014 SIP will need to make Numeracy a priority in the early years.
Year 5 Numeracy
Our Year 5s performed well in Numeracy with a more even distribution throughout the Bands. We had more students record results placing them in the top Bands than other Category 2 schools.

Year 7 Numeracy
We are very concerned with these outcomes. Far too many students recorded scores placing them in low Bands. Numeracy will be a 2014 priority at Year 7 and this cohort, as Year 8s in 2014, will require support and remediation.
Year 9 Numeracy
While our Year 9 students performed at a level commensurate with other Category 2 schools we are disappointed with the under-representation in the higher Bands. This will be a priority area in 2014.

Year 3 Reading
While there is a concern with the 16% below the National Minimum Standard (2-3 students) the comparison with the outcomes from other Category 2 schools puts us in a favourable position. We had less students in low Bands and more in higher Bands. It is particularly pleasing to have a higher percentage of students in Band 6 than the DECD average.

Year 5 Reading
This is an outstanding result for OVC. Our Year 5s performed better than other Category 2 students. No OVC Year 5s are below National Minimum Standard and our representation in the highest Band is above the DECD average.
Year 7 Reading
We are concerned with these outcomes. Far too many students recorded scores placing them in low Bands. Literacy will be a 2014 priority at Year 7 and this cohort, as Year 8s in 2014, will require support and remediation.

![Year 7 Reading Chart]

Year 9 Reading
This result is satisfactory. Our Year 9s performed better than their counterparts in other Category 2 schools. The challenge will be to move students from Band 6 and 7 to the higher Bands in greater numbers. This obviously needs to start with our Year 7 and 8 cohorts.

![Year 9 Reading Chart]
YEAR 12 FACTS AND FIGURES

SACE
The overall results of the Class of 2013 were again very solid and our SACE completion rate was in the 90th percentile (92.59). In Stage 2 (Year 12), 72 students recorded at least one result. These students included Year 11 students studying a single subject at Stage 2 level (Biology) and two Bridges Campus students. 54 students were registered as potential SACE completers and 50 completed their SACE.

Class of 2013 Facts and Figures
• 21 A grades were achieved in the final Stage 2 results (girls achieving 15 of these)
• 38 students received offers from TAFE and/or university
• 5 students commenced apprenticeships during the year.
• 2 students achieved merits (scored 20 for an individual subject)

Congratulations to the Major Award Winners
• Dux of the School: Reham Mounzer (ATAR: 90.85)
• CALTEX All Rounder Award: Georgina Davis
• Mark Butler All Rounder Award: Ryan Miegel
• School Based Apprenticeship/Traineeship of the Year: Jye Breed
• Australian Defence Force Leadership Award: Georgina Davis
• Ocean View College Aboriginal Achievement Award: Shene’e Brown
• The Susan Close Award for Outstanding Achievement: Kaitlyn Underdown

VET
25 students who completed their SACE in 2013 did so using VET, 9 more than last year. Two of these students relied on VET competencies to complete their SACE.

Destinations of Senior Secondary Students:
• 46 students achieved a TAFE SA selection score
• 42 achieved an ATAR (Australian Tertiary Selection Rank)
• 38 received a course offer from TAFE SA and/or a South Australian University
• 24 students received their first choice
• 12 received offers within their first 5 choices
• Our Dux accepted a placement from Flinders University: Bachelor of Medical Science
• 3 Year 12s are returning in 2014 to complete their SACE
• Our ATSI Year 12 student is completing a Certificate III at Toundi to complete her SACE.
Children’s Centre Services

In the Children’s Centre we have allied health professionals offering services to our community. These professionals include:

Community Development Coordinator
Beth Fahey organises and supports playgroup, mother’s group and parent group in the Hub. These groups have changed over 2013 as our community needs have changed. We offer a “first mums first bubs” group, a playgroup, a supported music and learn group and a school parent group. Beth has organised excursions including a day at the zoo, op shop bus tour, scrapbooking and music and movement courses for these families. Beth has remodelled the College OSHC building into the Hub very successfully and it is now a very sought after venue for services within our community.

Family Services Coordinator
Belinda Mammone has made strong positive relationships with families and staff across the college. Belinda supports children and their families when needed. She is exceptionally busy as her relationships extend across the college campus. Belinda supports some families to attend medical appointments as well as providing advice and support for myriad of reasons.

Occupational Therapist
In 2013 our Occupational Therapist was Shanae who has been contracted through DECS from Develop Occupational Therapy. OT is vital in supporting young children’s literacy development. This role is to help staff and families to identify issues that may be affecting children, support with referral pathways, and give advice that supports children’s development to parents and staff to build knowledge and capacity of the community to help children’s progress.

Speech Therapist
Our Speech Therapist works one and a half days a week at Ocean View Children’s Centre. This role is to support both staff and families with early identification of speech and language concerns, referral pathways and information and strategies to support speech and language acquisition. All four of these services support the groups at the Hub as well as the Children’s Centre; they work as a team with identified groups of children who need support.

We now have a termly visit from Aboriginal Hearing Services who help with diagnosis and recovery of conductive hearing loss.

We have been working throughout 2013 developing feasibility studies to attract other services to support the community. We have been successful in attracting Anti Natal services from the Women’s and Children’s Hospital. Our midwife, Ros works out of the Hub on Fridays. We are hoping to extend this service to 2 days a week in 2014 as it has been very supportive for families on the Le Fevre Peninsula. In 2014 we are hoping to work with CYH to have a mother’s group and a clinic offering services at the Hub.
Staff Information

Staffing
In 2013 staffing was consistent throughout the year. 2013 also saw all staff successfully completing mandated courses to maintain Teacher Registration qualifications.

Staff Survey
As part of the Work Health Safety (WHS) processes in 2013 all staff were asked to complete a Psychological Health Survey.

Sixty two responses were received. Results Summary:
1. Supportive Leadership - 75% positive, 16% neutral, 9% negative.
2. Role Clarity - 94% positive, 6% neutral, 0% negative.
3. Co-worker Interaction - 79% positive, 11% neutral, 10% negative.
4. Participative Decision Making - 52% positive, 30% neutral, 18% negative.
5. Goal Alignment - 73% positive, 19% neutral, 8% negative.
6. Appraisal & Recognition - 80% positive, 11% neutral, 9% negative.
7. Employee Development - 71% positive, 14% neutral, 15% negative.
8. Work Demand - 47% positive, 22% neutral, 31% negative.
9. Individual Morale/Distress - 63% positive, 10% neutral, 27% negative.
10. Group Morale/Distress - 60% positive, 19% neutral, 21% negative.

While the responses are affirming in a number of areas the survey highlights the need to address issues relating to Work Demands, Participatory Decision Making and both Individual and Group Morale in 2014.

Governing Council

Our Councilors are representative of the whole college community and this includes representation of Childcare and Preschool parents. The 2013 members were:- Yvonne Boschiero, Shane Burville, Duane Clerke, Sue Davies, Gina Day (Vice-Chairperson), Elaine Filsell, Tayna Gladwin, Lee Jones, Trish Judd-Ireland, Karl Lawson (Chairperson), Peter McLaren, Lynn McPhee, Alison Nicholls, Alison Seery and Peter Stevens.

Highlights of achievements involving input and support from the Governing Council:
• Agreement to the successful re-developments throughout the college including:
  » Re-location, painting and refurbishment of new work environments,
  » Development of improved signage and displays throughout the college,
• Procurement of a new School Uniform contract with Southern School Wear.

Financial Report

The College and Children’s Centre are in a sound financial position to provide human and physical resources to deliver the learning programs. The final balance sheet and profit and loss will be tabled at the AGM and will be available on request.
Community Partnerships and Relationships

Objectives:
1. Create an effective marketing plan.
2. Young people are supported in their transitions.
3. Build respectful relationships.
4. Provide opportunities for college and community to be engaged in meaningful partnerships.

Progress to date:
1. We have transition programs in place between the Preschool and the Junior School involving the Kidsmatter Program, Year 5 to the Middle School, Year 9 to the Senior School and for students undertaking Year 12. This year we have been working collaboratively with North Haven to strengthen our Year 7/8 Transition.

2. Care group program and social education program that focuses on Health and Wellbeing for ourselves and those around us. In the Preschool and Reception this occurs through co-constructed experiences between the child and the teachers. In the Junior, Middle and Senior School there are age appropriate programs delivered by the class teacher or care group teacher and integrated across subject areas.

3. We have established good working relationships with Civil Train, Port Adelaide Sailing Club, Largs Bay Rotary Club, The Cruising Yacht Club, Osborne Seniors Group and Meals on Wheels, Anglicare, Uniting Care Wesley, Service to Youth and Kura Yerlo.

   This year we signed a partnership agreement with The Smith Family giving them access to on-site office space and a greater interaction with our college and partnership schools.

   We are actively involved in the Careers Strategy Program from Year 6 to Year 12. This program supports students to:
   • become ambassadors who actively create links between business and industry
   • participate in programs that improve individual skills and abilities.

4. Our Community Development Coordinator works with children and families in the early years. We have regular parent group meetings, a young mother’s group and a range of resource information about programs and support structures for the general community.
Conclusion

I would like to thank all students, staff, governing council, parents, friends, caregivers and community partners for their contribution to assist us making 2013 a very successful year at Ocean View College B-12. The culture being developed is about building on our strengths and continually improving our performance to ensure the best outcomes for all of our students.

The following recommendations will be incorporated in our Site Improvement Plan for 2014:

- Continued planning and actioning of Literacy and Numeracy strategies throughout the college
- Curriculum development and implementation of the Early Years Framework, Australian National Curriculum, IB Middle Years Program and SACE
- A continued focus on Student Engagement and Wellbeing
- A focused whole college approach to:
  - The development of IT infrastructure
  - The development of ICT curriculum skills
- The development of strengthened relationships with Business and Industry with specific focus on “Logistics”.
Respect

Friendship

Responsibility

Honesty

Trust

Responsibility

Friendship

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