SCHOOL CONTEXT STATEMENT

School number: 0908

School name: Ocean View B-12 College

School Profile Text:
Ocean View College is a Birth to Year 12 school comprising a Children’s Centre, Junior (R to 5), Middle (6 to 9) and Senior (10 to 12) schools, and the Bridges Annexe (an offsite campus for flexible South Australian Certificate of Education completion). We have a commitment to every child and student, supporting their health and well-being, developing positive and supportive relationships and enhancing their success – academically, socially, emotionally and physically – as they develop into young adults. Our students learn from a range of subjects – English, Mathematics, Science, Society and Environment, Japanese, Music, Art, Drama, PE and Outdoor Education – with options including Sailing, a Clown troupe, Pedal Prix and Aerobics. We are a candidate school for the IB Middle Years Programme. In our senior years we offer a range of subjects catering for university pathways, vocational education and training options, and school-based apprenticeships or traineeships. We are a partner of the Western Adelaide Trade Schools for the Future and a Trade Training Centre for Civil constructions.

1. General information

- School Principal name: Peter McLaren
- Deputy Principal’s name, if applicable: Michael McGlinchey
- Year of opening: 2001
- Postal Address: Gedville Road, Taperoo SA 5017
- Location Address: Gedville Road, Taperoo SA 5017
- DECS Region: Western Adelaide
- Geographical location – ie road distance from GPO (km): 22
- Telephone number: 8248 1422
- Fax Number: 8341 8235
- School website address: www.oceanview.sa.edu.au
• School e-mail address: dl.0908_info@schools.sa.edu.au

• Child Parent Centre (CPC) attached: Yes

• Out of School Hours Care (OSHC) service: Yes

• August FTE student enrolment:

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• Student enrolment trends: stable

• Staffing numbers (as at February census):

60.6 FTE - 5 Coordinators, 4.8 Senior Leaders, 3 Counsellors, 1 Teacher/Librarian, 1 Deputy Principal, 1 Principal; 655 total Ancillary Hours - 3 ACEOs, 20 SSOs, 1 GSE; 1 Director of Preschool, 1 Director of Care, 2 ECWs, 1 Children’s Centre Finance Officer, 8 Qualified Child Care Workers, 12 Unqualified/Casual/Part Time Children’s Centre staff, 1 Cook, 1 Curriculum Development Coordinator, 1 Family Services Coordinator.

• Public transport access:

Access available via train to Taperoo Station and bus services along Military Road and Victoria Road.
• Special site arrangements:
  Involvement in Federation of Schools supporting wider subject choice for Senior Students
  Involvement with Beacon Foundation enabling students access to local businesses and industry.

2. Students (and their welfare)

• General characteristics
  The College is divided into 3 sub-schools and Early Years (Children’s Centre) - Junior School from Reception to Year 5, Middle School from Year 6 to Year 9, and Senior School from Year 10 to Year 12. The Children’s Centre is designed as fully integrated programming for Preschool, Early Entry, Occasional Care, Longer Day Care and Parenting Support. School students across all year levels wear the school uniform to maintain school pride and promote health and safety on the campus. The Bridges off-site campus at Port Adelaide offers alternative and flexible learning initiatives for young people wishing to complete their SACE with a focus on Business Services and IT.

• Student well-being programs
  A strong social learning program operates from Children’s Centre through Year 12. A weekly pastoral care lesson is a focus in the Middle and Senior School. Early Years and Junior School children have social learning as significant, ongoing elements of their programming. The implementation of the Drug Strategy and Anti-Bullying programme have been a major focus across all year levels. A Peer Mediation programme and a variety of cross age activities assists in student care and promoting positive self image for our students.

• Student support offered
  The College has 3 Counsellors who are available to support students and their families with a range of issues. A Student Community Support Worker (formerly the school chaplain) also assists in supporting students and families. We support students further by providing individualised programming at all year levels and liaising with outside agencies for additional assistance where necessary.

• Student management
  Clear policies, procedures and expectations are well documented. The College runs a Learning Support Centre to assist students who are not managing behaviour in class. Teachers, counsellors and Heads of School work in conjunction with parents, caregivers and students to support positive behaviour choices. A number of specific programs designed to support behaviour modification are also implemented to target students at risk.
• Student government
Students Working Actively Together – Authentic student voice is enhanced and encouraged at Ocean View College through the development of our SWAT action teams. Students in Years 3 to 10 are invited to join a leadership team of their choice – Special Days, Lunchtime Activities, Environmental, Community/Healthy Lifestyles. Each team develops an action plan based on the needs/ideas of students and organises events/activities to increase overall student participation. SWAT helps to develop relationships across the college, as students meet others with similar interests and accept responsibility for making important decisions. It is an engaging approach as it allows students to pursue areas in which they have a passion, leading to an increased sense of control and belonging. It is also an effective way of making links with the community while developing relevant and important skills, knowledge and attitude.

• Special programmes
Transition programs operate at all key transition points within the College; Preschool to Reception, Year 5 to Year 6, Year 7 to Year 8 (particularly for students from other schools) and as students enter the Senior School. A range of cross-age activities are a strong part of the school program across all year levels. Other features are –
International Baccalaureate Middle Years Programme
Specialised Sailing options are a part of our curriculum in Years 8, 9, and 10 (in 2008).
A very successful Doorways to Construction, Civil Construction training program is also offered in which students gain nationally recognised accreditation which can directly relate to career opportunities.
With support from Activ8 the College has developed a very successful ‘Clown Troupe’ for students from Year 6 onwards.
An active Health and Wellbeing Committee with membership from all student sectors, parent body and local community, and a Community Liaison Coordinator provide a focus for the programmed delivery of health and wellbeing within our school community.
A community Development Coordinator and Family Services Coordinators are based at the Children’s Centre.

3. Key School Policies

• Site Improvement Plan and other key statements or policies:
At Ocean View College we have a commitment to each and every child through:
Supporting their health and wellbeing;
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;
And acknowledging their needs, strengths and aspirations through flexible and individualised programming.

To support these general goals, the focus of our site learning plan is:
To improve literacy and numeracy skills
To improve attendance and engagement
To improve retention and access to appropriate pathways
To improve enrolment
To improve student learning outcomes
To improve student well-being

Recent key outcomes:

- The provision of a seamless curriculum by aligning SACSA, IBMYP and SACE from Birth to Year 12
- Continual improvement in NAPLAN test results
- Key educational directions being developed as a result of the local Peninsula Schools Cluster – include the candidature for the IBMYP across the peninsula.
- High success rate of SACE completion and entry into chosen tertiary courses
- SACE completion by students with significant special needs as a result of our individualised and flexible learning programs (even beyond schooling)

4. Curriculum

- Subject offerings:
The Junior and Middle School curriculum includes all areas of learning, with access to specialist subjects and facilities for preschool and primary students eg Music, computing. The LOTE offered is Japanese, with student access from Preschool to Year 12. A comprehensive range of subjects is offered at the Senior School, with a few subjects being offered by working collaboratively with nearby schools. The integration of TAFE and VET modules with mainstream schooling allows many of our senior students to experience a rich and dynamic curriculum. The College operates a seven line timetable over five days.

- Open Access/Distance Education provision:
Used by 2 or 3 students a year for specialised subjects.

- Special needs:
A leadership position as Special Needs Coordinator highlights our commitment to maximising the potential of all students. A Primary Area Resource class (Years 3 – 7) is fully integrated into our College, with selected students from this programme able to transition into mainstream high school over two years. Allocation of 2 Special Education teachers across the College allows us to run a number of specialist classes to support NEP students. Access Cards posted
on the College intranet allow staff immediate access to information and support strategies for both NEP and Learning Difficulties students. ESL is offered to NESB students and International students.

• Special curriculum features:
  A specialist Sailing programme offered at Year 8 and beyond.
  Strategic Literacy developments including Early Years focus on literacy in the Preschool and Junior School with current focus being Guided Reading followed by systemic intervention programmes in Middle and Senior School
  Specialist programs for indigenous youth supported by local and external agencies.
  D2C Civil Construction programme.
  Clowning and circus skills.
  Focus on Health and Well-being.

• Teaching methodology:
  Positive relationships underpin all aspects of the teaching and learning programme at Ocean View College, and the development and nurturing of these relationships is at the core of the College. We recognise that all students have different learning styles, and seek to adopt individual programmes that meet our students’ needs. Regular sub-school meetings focus on teaching and learning at different stages of student development, and promote the development of flexible, innovative and challenging teaching programs. The use of ICT across all year levels is a strong focus.

• Student assessment procedures and reporting
  Assessment and reporting procedures commence at Preschool with mandated summative reports accompanying all students as they transition to Reception. Reporting occurs four times per year in a variety of forms at different levels of the College. In the Middle and Senior Schools, there are four written reports each year, and two parent/teacher interview nights at the beginning of terms 2 and 4. Parent/teacher interviews, open classrooms and written reports are all features of the Junior School reporting cycle with two major written reports (end of Term 2 and 4). In addition to continuous assessment and reporting there are also mid-year and end of year examinations for Senior students, and a variety of testing procedures are conducted throughout the Junior and Middle years which are reported to parents and used to inform teaching practice.

• Joint programmes:
  The College has a strong history of working collaboratively with a range of community partners. A few recent examples have been: D2C and the Civil Construction Board, VET with TAFE and local providers, parent group and local welfare agencies, IBMYP with the Peninsula Schools Cluster. Recent involvement with Beacon Foundation has enabled Ocean View College to foster further relationships with local and state business partners.
5. **Sporting Activities**

- A wide range of sporting opportunities exists for students at Ocean View College. A daily physical fitness programme operates for primary students, and Physical Education is compulsory until Year 9. The College is involved in a range of interschool sporting competitions for upper primary and secondary students, via State-wide Knock out competitions, Lightning Carnivals, Sailing Regattas, Rowing Regattas, Pedal Prix, Aerobics State and National Competitions and local district competitions. A well-developed turf pitch on the main oval has established strong ties with the Port Adelaide District Cricket Club, while sports days and beach carnivals are highlights of the Middle and Junior School calendars.

6. **Other Co-Curricular Activities**

- **General**
  Opportunities exist for students in music and drama productions, a wide range of interschool sports, educational camps and excursions, music ensembles and annual showcase and Festival of Music Choir. In these and other activities every chance is taken to link with local community groups.

  The school has an established sister school relationship with Uenohara High School in Yamanashi Prefecture, Uenohara City, Japan. This creates opportunities for students to participate in exchange visits as student hosts to Uenohara students every year, and to visit Japan every two years.

  The College hosts short term visits of students from a range of countries, in addition to long term exchange students, providing all members of the College community with opportunities to establish friendships and cultural links with a range of visitors and providing a global perspective for our community.

  In Year 8 and 11 school trips to Melbourne and Canberra are annual events on our calendar

7. **Staff (and their welfare)**

- **Staff profile**
  Increasing stability in our staff over recent years is testament to the positive tone that has been developed as a result of the formation of Ocean View College. Open vacancies have enabled us to build expertise, and we have few staff actively seeking to move on from the College.

- **Leadership structure**
  1 Principal, 1 Deputy Principal, 1 Director of Studies, 3 Assistant Principals, 1 Children’s Centre Director, 5 Coordinators.

  The Principal has overall responsibility for College (including strategic directions) while each of the Assistant Principals has a major focus in one of
the 3 sub-schools or Daily Operations. The Director of Studies will oversee all
curriculum B-12. The Children’s Centre Director reports directly to the
Principal. Coordinators have either an Area of Study responsibility or a special
focus responsibility B–12.

- Staff support systems
There is an active OHSW committee which monitors the worksite in all aspects
of staff welfare in addition the staff social committee conducts and support
whole school social events. Staff also align themselves within sub-schools for
both professional and social occasions as well as the traditional faculty groups
in secondary sector. Staff are, in general, highly supportive of each other and
have a strong collaborative ethos.

- Performance Management
Professional Development Planning meetings occur four times throughout the
year led by Team Leaders not necessarily from leadership. All staff, teachers
and SSOs are involved in this process. Team Leader’s feedback individual
performances to the Principal. Major presentations by individuals including a
folder of evidence, in line with our Site Improvement Plan occur at the end of
this process.

- Staff utilisation policies
Staff have mentoring roles 8-12

- Access to special staff
Ocean View College utilises a range of support staff from with DECD and
via other community agencies, including Instrumental Music teachers, VET
Coordinators and Guidance Officers

- Other

8. Incentives, support and award conditions for
Staff

[If you require assistance to complete this section contact your site Human
Resource Consultant]

- Complexity placement points
  2.0

- Isolation placement points
  :

- Shorter terms
  :

- Travelling time
  :

- Housing assistance
  :
• Cash in lieu of removal allowance
  :
• Additional increment allowance
  :
• Designated schools benefits
  :
• Aboriginal/Anangu schools
  :
• Medical and dental treatment expenses
  :
• Locality allowances
  :
• Relocation assistance
  :
• Principal’s telephone costs
  :

9. School Facilities

• Buildings and grounds
  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 provides ready access to the marine environment. The amalgamation prompted major redevelopment of a number of facilities including the Junior School floor, Science laboratories, Resource Centre, Canteen and Information Technology suites. General classrooms were refurbished and major upgrades took place in the Gymnasium, Music, Drama and Visual Arts areas. As part of the BER the school has 4 new classrooms and a Library/Flexible Learning Centre.

• Heating and cooling
  All classrooms have access to both heating and cooling via air conditioning systems.

• Specialist facilities and equipment
  The school has a wide range of facilities to suit specialist teaching areas and these are able to be accessed by all year levels.

• Student facilities
  All classrooms are air conditioned and carpeted. A Senior Study Centre, with computer access, extensive landscaped grounds with play equipment, hard and soft play areas, sun shelters, water coolers and canteen all provide a pleasant amenity for the student population.

• Staff facilities
Staff have allocated work spaces across the College where teachers of common curriculum (or subschool) areas congregate. A large common staffroom and smaller areas with tea and coffee making facilities provide relaxing areas for staff to meet. Staff have access to computers in all work areas (with internet and intranet access. The Staff Social Committee coordinates staff room duties and organises functions and celebrations.

- **Access for students and staff with disabilities**
  A lift installed during refurbishment allows disabled access to second storey facilities. Most doors are wheelchair friendly, although some transportable buildings’ doors are yet to be made accessible via ramps.

- **Access to bus transport**
  See Part B – Public Transport
  The school has two buses which are used for excursions and extra curricular activities.

- **Other**

### 10. School Operations

- **Decision making structures**
  The Ocean View College Decision Making Policy is based on a participatory model. Consultation occurs at variety of forum, and information is fed into decisions taken by the group responsible.

  The Ocean View College Governing Council has three interwoven constitutions which acknowledge - Education Act, Children’s Services Act and Child Care Legislation. The Council meets twice per term to deal with the ongoing business of the College and set strategic directions.

  The leadership team meet weekly – Principal, Heads of Schools, Operations, Director of Studies, Children’s Centre Director, Business Manager

  The management and curriculum teams meet every three weeks – Leadership team, Coordinators, Counsellors, Learning Area Managers

  Student Services meets twice a term – Heads of School, Counsellors, Special Needs Coordinator, Learning Support Centre Manager, ISBM Coordinator (District Office)

  Staff meetings operate on a three weekly cycle – Whole School staff/Sub-School, Focus on Teaching and Learning teams

- **Regular publications**
  Daily notices for staff and students are available on the intranet and in hard copy each morning
  Term calendar regularly updated and on the intranet
  Newsletters on a fortnightly basis
  Major whole College newsletter once per term (posted home)
  All newsletters updated on internet
Curriculum Handbook published for course counselling process in term 3 each year
Induction and information folders made available to all staff on arrival
College website regularly maintained
Intranet for staff/staff and staff/student communication
Annual school magazine produced

- Other communication
  Staff are encouraged to make frequent contact with parents via phone and/or student diary where applicable.
  Parent/teacher interviews, both formal and informal.

- School financial position
  The College is in a sound financial position.

- Special funding
  The College receives a variety of special funding through both State and Commonwealth grants.

11. Local Community

- General characteristics
  The College community includes people from a range of socio-economic backgrounds and nationalities. It services the suburbs of Taperoo, Largs North, North Haven, Osborne and Outer Harbour. The redevelopment of the area, including the refurbishment and redevelopment of Housing SA properties has meant some transience to our College population, and a fluctuation in numbers throughout the school year. A large proportion of our students are identified with special needs and we have a significant indigenous cohort.

- Parent and community involvement
  A Community and Family Development Coordinator within our leadership structure. A Parent Group is a growing entity, and we have established a Community Centre within the College to service the adult population of the area. We have a strong Governing Council who take an active role in direction of the College. Many community members work voluntarily within the College in LAP, as volunteers.

- Feeder or destination schools
  As a B-12 College, we maintain almost 100% Year 7 enrolment into Year 8. The bulk of our new Year 8s come from North Haven, Largs Bay and other schools on the peninsula. We are beginning to attract increasing numbers of students from private primary schools located nearby.

- Other local care and educational facilities
  We are currently able to offer services to cater for the educational needs of our community from Birth to Year 12. The Bridges Campus provides a high level of support to students who may not normally engage with mainstream schooling. A number of other educational facilities exist on the Peninsula, and
the excellent working partnerships established within the Peninsula Schools Cluster allows for great collaboration. Port Adelaide TAFE and a number of other training providers complement our services. With the establishment of the Children’s Centre, and the work currently being done to provide health, welfare and ancillary services on campus grounds, we will hope to become a ‘one stop shop’ for our community.

- Commercial/industrial and shopping facilities
  In close proximity to Ocean View College are a number of local shopping centres which provide for most services. Many small businesses are also located close by, and a major industrial hub exists within Port Adelaide, along the river and is being expanded at the Outer Harbour.

- Other local facilities
  Taperoo Beach is a short stroll across Lady Gowrie Drive, and is used extensively by classes at all year levels. A marina at North Haven, and local sailing clubs are utilised in the sailing programme. The LeFevre Peninsula boasts many sporting and recreation clubs and facilities.

- Accessibility
  Ocean View College is serviced by both bus and train services. It is located at the northern end of the LeFevre Peninsula and is easily accessed by road. The completion of the new Port River bridge, has further increased its accessibility from the northern suburbs.

- Local Government body
  Ocean View College lies within the Port Adelaide Enfield Council area.

12. Further Comments