



SCHOOL CONTEXT STATEMENT

Updated: 13/03/2020

School number: 0908

School name: Ocean View B-12 College

School Profile:

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 Harbour View Campus (an offsite facility for flexible completion of SACE (South Australian Certificate of Education)). 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 – Technology, English, Mathematics, Science, specialist STEM, Humanities, Japanese, Music, Art, Drama, PE and Specialist Outdoor Education and Sailing.

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 Secondary Schools VET network and operate a Trade Training Centre for Civil constructions.

1. General information

School Principal name: Chris Brandwood
 Deputy Principal's name, if applicable: Anne Thornton
 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

- FTE student enrolment:**

Students by Year Level

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Primary Other</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Secondary Other</u>	<u>Total</u>
<u>2016</u>	31	22	42	30	32	31	30	43	11	82	80	73	104	114		725
<u>2017</u>	29	31	26	38	33	31	35	37	11	71	92	80	72	126		712
<u>2018</u>	25	26	27	25	31	36	30	37	9	48	67	88	83	78	1	611
<u>2019</u>	37	31	28	26	29	33	42	40	9	55	49	75	91	95		640

CALENDAR YEAR	Enrolments	Percentage ATSI	Percentage SWD	Percentage NESB
2020	637	20.72%	13.66%	6.59%
2019	640	20.16%	15.16%	7.34%
2018	611	17.68%	14.57%	8.02%
2017	712	18.40%	12.50%	8.01%
2016	725	17.79%	12.55%	8.28%

- **Student enrolment trends:** Steady
- **Staffing numbers (as at February census):**
62.5 FTE - Principal Band A-7; Deputy B4, 8.4 Band B-1 Leaders; 4 Band B-3 Leaders; 1 B2 Leaders, 51.1 Teachers, 751 Ancillary Hours; including 85.0hrs ACEOs, 593hrs SSOs, 73hrs GSE; 1 Child Care Director, 55.5hrs ECWs, 1 Children's Centre Finance Officer, 0.7 Preschool Teachers, 1 Community Development Coordinator, 1 Family Services Coordinator, 2 Allied Health Workers.
- **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.

2. Students (and their welfare)

- **General characteristics**
The College is divided into 3 subschools 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, 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 Harbour View off-site campus at Port Adelaide offers alternative and flexible learning initiatives for young people wishing to complete their SACE.
- **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. Early Years and Junior School children have social learning as significant, ongoing elements of their programming. The implementation of the Drug Strategy, Anti-Bullying, Kids Matters and emotional learning have been a major focus across all year levels. Student Voice and a variety of cross age activities assists in student care and promoting positive self image for our students. Well being Leaders are appointed in each sub school to support a variety of student need.
- **Student support offered**
The College has 3 Well-Being Coordinators who are available to support students and their families with a range of issues. A Student Community

Support Worker (school chaplain) also assists in supporting students and families. The College works closely with the Smith Family who are located onsite and engage with local families. Students interact regularly with Adelaide West Special School whose facilities border our site. We support students further by providing individualised programming at all year levels and liaising with outside agencies for additional assistance where necessary.

- **Student management**

Policies, procedures and expectations are well documented. The College has an 12 Behaviour Pillars policy that promotes consistent response and understandings to promote positive behaviour for all. Teachers, leaders 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 an active program at Ocean View College and has representation across the site, coordinated by the three wellbeing Leaders. It helps to develop relationships across the college, as students meet others with similar interests and accept responsibility for making important decisions. It is also an effective way of making links with the community while developing relevant and important skills, knowledge and attitude. In 2020 Student Voice has been a major focus with students from all sub-schools attending workshops and contributing to the development of school policies & processes to foster student ownership and belonging.

- **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 – DfE recognised Specialised Sailing and Outdoor Education Programmes are a part of our H&PE curriculum from Year 8. 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. A Family Support Coordinator and Community Development coordinator, based at the Children's Centre, support families in an ongoing manner.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

The school has two Site Improvement Plans (primary and secondary) that contain specific goals and targets relating to - **Reading, Writing and Maths.**

Copies can be found on the school website.

Recent key outcomes:

- The provision of a seamless curriculum aligning Australia Curriculum and SACE from Birth to Year 12.
- A continual improvement focus on NAPLAN, PAT R and PAT M assessments throughout JS and MS years.
- Key educational directions being developed in collaboration with the local partnership.
- 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, Drama, digital Technology. The LOTE offered is Japanese, with student access from Reception 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 school
- 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 secondary. An Integrated Support Programme supports secondary aged students with individual needs to succeed with their workloads. Allocation of 2 Special Education teachers across the College allows us to implement a number of specialist classes to support OCOP/NEP students. Access Cards posted on the College intranet allow staff immediate access to information and support strategies for both OCOP/NEP and Learning Difficulties students.
- **Special curriculum features:**
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 program Clontarf, for Indigenous boys supports school achievement and school identity and belonging. Specialist STEM programs have been implemented at Year 8 and 10 using project based learning to integrated concepts from Science, Technology, Engineering and Maths. Sports Science and Outdoor Education are key focus areas. D2C Civil Construction programme. A specialist Sailing programme offered at Year 8 and beyond. 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 Reception with mandated summative reports accompanying all students as they transition through year levels. 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 two interim and two 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 a range of assessments and 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 current examples have been: D2C and the Civil Construction Board, VET with TAFE and local providers, parent group and local welfare agencies, Clontarf, the Smith Family and partnership schools.

5. Sporting Activities

- A wide range of sporting opportunities exists for students at Ocean View College. Physical fitness programmes operate for primary students and Physical Education is compulsory until Year 9. PE and Outdoor Education subjects are popular choices in the Senior years. 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, State and National and local district competitions. Our Junior School has teams in local basketball and Oz Kick 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 year. A number of community sports access our Gymnasium out of hours.

6. Other Co-Curricular Activities

- **General**

Opportunities exist for students to participate in Music and Drama productions, a wide range of interschool sports, educational camps and excursions, music ensembles and an annual showcase and Festival of Music Choir. In these and other activities every opportunity 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 and 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.

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 (*Band A-7*), 1 Deputy Principal (*Band B-4*), 4 Assistant Principals (*Band B-3*), 3 Wellbeing Leaders (*Band B-1*), 7.8 Coordinators (*Band B-1*), 1 Daily Operations leader (b2), 1 Children's Centre Director, 1 Director of Studies,

The Principal has overall responsibility for the College (including strategic directions) while each of the Assistant Principals has a major focus in one of the 3 sub-schools/Individual Needs. Daily Operations are managed by a B2 Coordinator. The Deputy Principal oversees all curriculum, B-12. The Children's Centre Director reports directly to the Principal. Coordinators have an Area of Study responsibility (STEM, Arts, PE/OE, Humanities, R-7 Curriculum).

- **Staff support systems**

There is an active WHS committee which monitors the work site in all aspects of staff welfare in addition the staff a social committee conducts and supports 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 the secondary sector. Staff are, in general, highly supportive of each other and have a strong collaborative ethos.

A Grievance Procedure and Decision Making policy are in place.

- **Performance Management**
 - Ocean View College Performance and Development Planning processes are in line with DfE policy.
 - Annually staff are required to outline 4-6 goals for their Performance and Development Plan in line with Site Improvement priorities.
 - Requirements include self-review, student feedback, and classroom observations.
 - Reference of performance to AITSL standards and use of the TfEL framework for improvement strategies.
 - Staff meet with line managers once per term to discuss outcomes and more regularly as needed or for beginning teachers.
- **Staff utilisation policies**
Staff have mentoring roles 8-12.
- **Access to special staff**
Ocean View College utilises a range of support staff from within DfE and via other community agencies, including Instrumental Music teachers, VET Coordinators and Support Services.
- **Other**

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8. Incentives, support and award conditions for Staff

- Complexity placement points
2.0
- Isolation placement points
N/A
- Shorter terms
N/A
- Travelling time
N/A
- Housing assistance
N/A

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

9. School Facilities

- **Buildings and grounds**
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. There have been regular major redevelopments in recent years. There is a newly constructed STEM facilities (primary and secondary) with the Resource Centre located in the Junior School STEM space, Multi Purpose area was constructed with BER funding and dedicated LOTE and Visual Arts areas were constructed. There is a dedicated Senior Study Centre and BBS major facilities upgrades are commencing this year - to be completed in 2021.
- **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 a canteen all provide a pleasant environment 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 Committee coordinates staff room duties and organises functions and celebrations. Several Meeting Rooms of various sizes are located around the College.
- **Access for students and staff with disabilities**
A lift was installed during refurbishment that 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 – PublicTransport
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 forums, 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 Executive Leadership team meets weekly – Principal, Heads of Schools, Daily Operations, Deputy Principal and Business Manager
The full Leadership Team meet every two weeks – All leaders
Leadership Action Teams meet on alternative weeks – Heads of School/ Individual Needs B3s, Well Being Leaders b1s, Learning Area Leaders/Primary Curriculum Coordinator
Staff meetings operate on a roster including – Whole School staff, Sub- School, Learning Areas teams.
- **Regular publications**
Daily notices for staff and students are available on the intranet each morning.
Term calendars are regularly updated on the intranet.
Newsletters are published online every three weeks during term time.

All newsletters updated on internet.

A Curriculum Guidebook is published for course counselling process in Term 3. With detailed subject information available online.

Induction and information folders are made available to all staff on arrival.

College website regularly maintained - currently a new site is under construction.

Intranet for staff/staff and staff/student communication.

- **Other communication**

Staff are encouraged to make frequent contact with parents via phone and/or email 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 local housing development is currently having significant impact on our College population and demographic. The school has a substantial cohort of students who are identified as having individual needs and we have a significant indigenous cohort.

- **Parent and community involvement**

We have a strong Governing Council who take an active role in directing the College. Many community members work voluntarily within the College supporting programs. The Smith Family on site at OVC are instrumental in delivering programs across the college to enhance student learning and pathways.

- **Feeder or destination schools**

As a B-12 College, we maintain almost 100% Year 7 enrolment into Year 8. The majority of our new Year 8s come from North Haven PS, Largs Bay PS 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 Harbour View 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 group allows for high level mutually beneficial collaboration. We greatly value our association with Adelaide West Special School, the 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.

- **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 including the Submarine corp exists near by and within Port Adelaide.

- **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 recreational clubs and facilities.

- **Availability of staff housing**

Western suburb housing is affordable with a median house price of \$440,000 experiencing a mild upward trend in the last few years. This area maintains an availability of affordable housing. There are significant housing developments which is gradually fostering a change in local demographic.

- **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 and expressway has further increased its accessibility from the northern suburbs.

- **Local Government body**

Ocean View College lies within the Port Adelaide Enfield Council area. *Local Federal MP; Hon Mark Butler*
Local State MP: Hon Susan Close

12. Further Comments

- Over the past year our Ocean View College community, (students, parents, staff, business partners and interested parties) have been involved with developing a range of whole school policies including a clear R-12 Values statement and the Behaviour Pillars that guide student, staff and family expectations.