

Ocean View P-12 College

Site Learning Plan 2025



Area of Impact - Wellbeing - Belonging and Safety and Resilience and Persistence

Where are we?

At OVC, learners have the foundational support of at least one trusted adult and some peers. However, they struggle with self-belief, lack confidence in their ability to tackle complex tasks and do not have a consistently positive sense of self. Additionally, they only occasionally experience or understand what it means to be and feel successful.

What do we hope for the children and young people at Ocean View P-12 College?

The teaching and support staff at Ocean View College are dedicated to nurturing happy, resilient and successful individuals. We provide a safe and inclusive environment that fosters critical thinking, empathy and problem-solving skills. Our goal is to guide students to become informed, respectful and confident members of society, open-minded in their pursuits and appreciative of their community and their place in it.

What role do we play in getting them there?

We play a vital role in supporting students by modelling desired behaviours and providing a safe, supportive environment. We encourage critical thinking and expression, integrating skill development into daily practice to support their goals and challenge independent problem-solving. We foster connections and build a culture of success to inspire curiosity and a love for learning, persistence and self motivation.

Learning and Teaching	Culture
<p style="text-align: center;">Differentiation</p> <p style="text-align: center;"><i>How can we use differentiation to engage all students in their learning with appropriate levels of support and stretch?</i></p> <p>Standard 1: Know students and how they learn Standard 3: Plan for and implement effective teaching and learning</p> <p>Differentiate learning through changes to the:</p> <ul style="list-style-type: none"> ✓ Process: How students learn ✓ Product: How students show their knowledge or understanding ✓ Environment: Where students learn and who they learn with ✓ Content: What learning is appropriate and relevant for the student <p>Structures in place for identified students: One Plans, Team Around the Child Meetings, IESP Applications, PBL Tiers of intervention</p> <p>Professional Learning/Resources Secondary and Primary Inclusive Education Leaders Speech Pathologist Staff meetings, spotlight sessions Positive Behaviours for Learning Classroom Practices Practice Guides https://edi.sa.edu.au/supporting-children/disability-support/practice-guidance</p>	<p style="text-align: center;">Connection</p> <p style="text-align: center;"><i>How do we use positive relationships between staff and students to increase students' sense of belonging at school?</i></p> <p>Standard 4: Create and maintain supportive and safe learning environments</p> <p>Actions to support connections: Unconditional Positive Regard for students and their families Connection before correction High expectations and high support Relationships/Role Models - staff can be this person Use Adult Voice not Parent Voice (and hold each other to account)</p> <p>Structures in place for all students: Restorative Practices Positive Behaviours for Learning Trauma Informed Practices</p> <p>Professional Learning/Resources Restorative Practices for all staff- student free day Restorative Practices for all Year 7 students A Framework for Understanding Poverty - student free day SMART Training</p>
<p>How will we know if we are having an impact? Pulse Check - staff and students- use of differentiation Achievement/Growth Data - highlighting differentiation success NCCD collection sheets listing adjustments staff are making for students Attendance data - attending school and attending classes</p>	<p>How will we know if we are having an impact? Pulse Check - students - connectedness to school, peer belonging WEC data - connectedness to school, peer belonging PBL data - Behaviour Records, postcards home Attendance data - attending school and attending classes</p>

Respect

Responsibility

Resilience



Keep the children and young people at the centre of all we do and all decisions we make