

Ohana College Annual Report 2022 (Based on 2021 data)

Contextual Information²

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how ICT is used to assist learning.

School Sector: *

Independent

Year Levels Offered:

Years 7-12

Co-educational or Single Sex: *

Co-educational

Characteristics of the Student Body:

The vast majority of students attending Ohana College present with a variety of complex needs that make their participation in mainstream schooling difficult. Students who attend Ohana College have the opportunity to have tailored learning in smaller class groups, that focus on their social-emotional wellbeing in an inclusive and non-judgmental environment.

The student body consists of:

58% Male

42% Female

2% Indigenous

42% Diagnosed disability.

Total Enrolments:

2021 Enrolments: 92 Students.

2020 Enrolments: 84 Students

The student body has increased 8% over the last 12 months with the inclusion of the seniors' years within the school.

Workforce Information

Staff Composition, Including Indigenous Staff: *³

Ohana College has a diverse teaching, support and leadership team. It consists of both full time and part time staff.

Full time staff:

1 Head of Campus
1 Deputy Principal
1 Head of Learning Support
1 Head of Welfare
1 Administration & Enrolment Officer
1 Cook
6 Teachers
4 Teacher Aides
1 Welfare Support

Part time staff:

1 CEO
1CFO
1 Payroll Officer
1 HR Manager
1 IT/Services Manager
1 Mentoring Coordinator
4 Teachers
3 Teacher Aides
1 VET Coordinator
1 Psychologist
1 Nurse

Our staffing is a multi-cultural group of people who embrace diversity and inclusion. We represent many countries in the world. Indigenous and Non-Indigenous from Australia and New Zealand, Samoa, England, Ukraine and South Korea.

² Australian Education Regulation 2013 s60 (1)(a)

³ Australian Education Regulation 2013 s60 (1)(c)

Qualifications of all Teachers: *4

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	1
Bachelor	13
Diploma	1
Certificate	0

Funding Information

School Income Broken Down by Funding Source *5

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Alternatively, provide income information here.

Social Climate

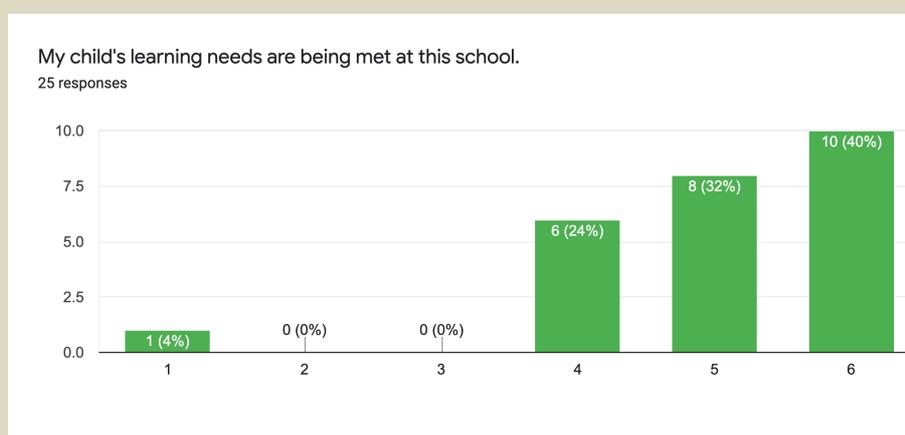
Parent, Teacher and Student Satisfaction with the School *6

Annual student, parent and staff surveys are conducted to gauge the feedback on the education provided to students within the school context. Information is gathered in the 6 key areas of:

- Engagement
- Schooling
- Structure
- Wellbeing
- Staff
- Education.

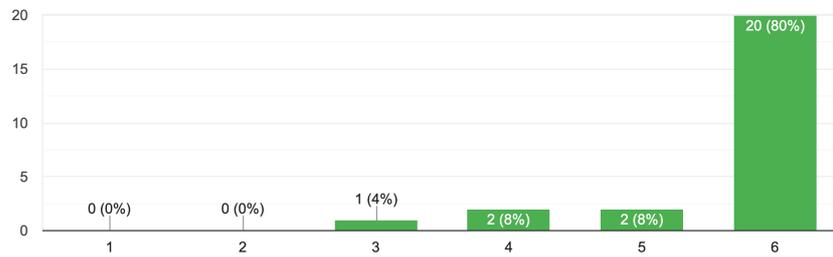
Responses from the survey is used to improve the programs and procedures implemented by the school. In the 2021 Parent Survey there were 25 respondents.

Example parents' responses:



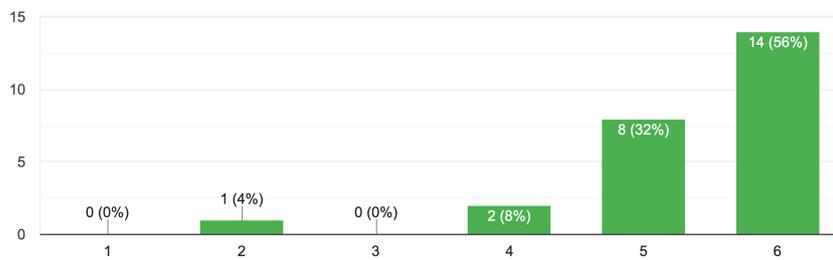
I can talk to my child's teachers about my concerns.

25 responses



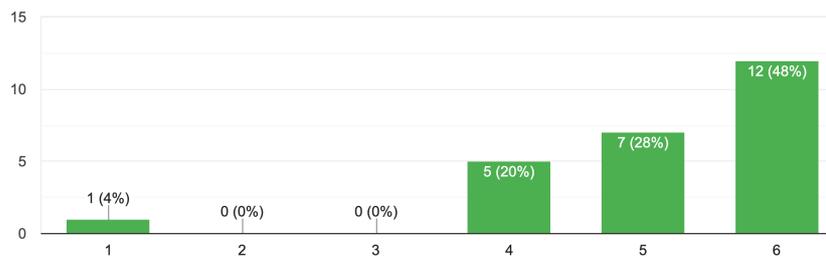
This school looks for ways to improve.

25 responses



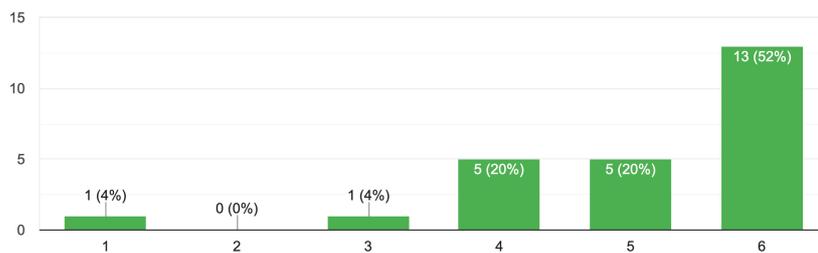
My child is getting a good education at this school.

25 responses



This school encourages me to take an active role in my child's education.

25 responses



Average student attendance rate (%) for the whole school: *7

The average student attendance rate for the whole school in 2021 was 67_%

Average student attendance rate for each year level: *8

Year levels	Average attendance rate for each year level as a percentage in 2021
Year 7	83%
Year 8	69%
Year 9	68%
Year 10	67%
Year 11	62%
Year 12	63%

A description of how non-attendance is managed by the school: *9

Students marked absent as 'unexplained' are produced on a list for parents/carers to receive an 'Absentee' text. This list is checked by administration to filter excused absences. This list is then managed by a dedicated welfare staff person who monitors absentees daily and is in regular contact with parents/carers offering support as required to increase attendance. All absences are recorded in TASS, school data base. If students do not meet an average rate of 80% attendance, the school attendance policy is implemented.

If students/parents cannot be contacted, information is uploaded to senior management who discuss enrolment with parents/carer. Students with increased 'unexplained' absences are exited from the school and referred to the Department of Education South East Queensland Reengagement team.

⁷ Australian Education Regulation 2013 s60 (1)(d)(i)

⁸ Australian Education Regulation 2013 s60 (1)(d)(i)

Student Outcomes

NAPLAN results for Years 3, 5 and 7 and 9 in 2021 ^{*10}

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Alternatively, complete the following section.

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

⁹ *Australian Education Regulation 2013 s60 (1)(d)(ii)*

¹⁰ *Australian Education Regulation 2013 s60 (1)(e)*

Benchmark Data for Year

0 students in years 7 & 9 participated in NAPLAN testing in 2021 for Ohana College.

Progress

The percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

	Year 3-5 (2021)	Year 5-7 (2021)	Year 7-9 (2021)
Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Numeracy	N/A	N/A	N/A

Results

The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain

Reading

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	N/A	N/A
Average Score (National)	438	511	542	577

Writing

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	N/A	N/A
Average Score (National)	425	480	522	551

Spelling

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	N/A	N/A
Average Score (National)	421	504	548	580

Grammar and Punctuation

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	N/A	N/A
Average Score (National)	433	503	533	573

Numeracy

	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	N/A	N/A	N/A	N/A
Average Score (National)	403	495	550	588

Year 12 Outcomes: ^{*11}

Schools provide secondary education are required to report senior secondary outcomes including percentage of year 12 students undertaking vocational training or training in a trade and the percentage of year 12 students attaining a year 12 certificate or equivalent vocational education and training qualification ^{*12}

Schools may choose how to do this. The table below provides one example of how you could meet the requirements.

Outcomes for our Year 12 cohort 2021	
Number of students awarded a Senior Education Profile	
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	3
Number of students awarded a Queensland Certificate of Education at the end of Year 12	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR above 90	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	50%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

Post-school Destination Information^{*13}

At the time of publishing this School Annual Report, the results of the 2021 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

¹¹ Australian Education Regulation 2013 s60 (1)(h)(i)

¹² Australian Education Regulation 2013 s60 (1)(h)(ii)

¹³ Australian Education Regulation 2013 s60 (1)(h)

