



Ohana

COLLEGE

Ohana College Annual Report 2023 (Based on 2022 data)

Contextual Information¹

Ohana College is a co-educational Special Assistance School providing educational opportunities for youth disengaged from learning in the broader Logan area. The school's cohort consists of students who have struggled to engage in traditional mainstream schooling due to issues associated with bullying, domestic violence, challenging family situations, anxiety, disability, mental health issues, anger management issues and behavioural disorders, boredom, gender and sexuality acceptance.

Ohana College tailors its educational programs to promote continuous engagement, meet individual student learning needs and interests, focuses heavily on student well-being, whilst exposing students to the essential Literacy, Numeracy and Life Skills required in today's society. Ohana College uses a variety of strategies, including Social Emotional Learning, heavy focus on the Arts, Adventure-Based Learning and life-skills programs as a means to promote continuous engagement and learning.

There is a substantial need to provide alternative and safe educational options for young people to ensure a positive outcome in their futures. Ohana College considers the unique circumstances and individuality of each and every student to provide an educational program that addresses not only academic achievement but prioritises a young person's overall wellbeing and sets them up for post-school success. Ohana College employs an advantage thinking model that seeks to focus on the strengths of students.

The College provides an extensive range of support for students including; experienced teaching staff, teacher aides, wellbeing coordinators, youth workers, nurses and a team of psychologists to provide onsite professional intervention and care as needed. It is our aim to provide an alternative education environment that build on students' strengths and provide supports that they need.

School Sector: *

Independent

Year Levels Offered:

Year 7-12

Co-educational or Single Sex: *

Co-educational.

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

Characteristics of the Student Body: *

The school body is diverse and energetic. Students are encouraged to be their authentic selves without fear of judgement or persecution from others. While 68% of students attending Ohana College have a diagnosed disability, the school adjusts its learning to support all its students to achieve their learning goals, enhance social skills and build career aspirations. Predominate diagnoses include Autism Spectrum Disorder (ASD), Intellectual Disabilities (ID), Social Emotional Disorder (SED) Physical Impairment (PI) and Visual Impairment (VI). Approximately 80% of students will have suffered some form of personal trauma in their lives, which has resulted in a decline in their mental health. These students are supported through the school's wellbeing staff, lower student to staff ratios and an innovative supportive curriculum implementation.

Students enrolling at Ohana College have experienced:

- Health issues that have meant significant time away from school;
- Bullying, harassment & trauma;
- Family circumstances affecting school attendance;
- Behavioural issues;
- Disengagement due to non-customised programs; and
- Lack of welfare support linked to individual student circumstances.

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:

57% Male

43% Female

10% Indigenous

Total Enrolments: *

2022 Enrolments: 94 Students

2021 Enrolments: 92 Students.

2020 Enrolments: 84 Students

Workforce Information

Staff Composition, Including Indigenous Staff: *2

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

Type	Gender	Headcount	FTE	Indigenous
Principal	Female	1	1.0	-
Teaching Staff	Male	3	3.0	-
	Female	9	7.0	-
Specialist Support	Female	5	4.4	-
Building Operations	Male	6	2.8	-
	Female	3	1.1	-
Administrative and Clerical	Male	4	4.0	-
	Female	7	5.4	-
Total		38	28.7	-

Our staffing is a multi-cultural group of people who embrace diversity and inclusion. The staff represent many countries from the world including Australia, New Zealand, Samoa, England, China and South Korea.

Qualifications of all Teachers: *3

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	11
Diploma	1
Certificate	0

Funding Information

School Income Broken Down by Funding Source *4

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.

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

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

⁴ Australian Education Regulation 2013 s60 (1)(g)

Social Climate

Parent, Teacher and Student Satisfaction with the School *⁵

Satisfaction Data:

Parent, Student and Staff satisfaction surveys are conducted annually at the college and are used to receive feedback on the educational offering of the school. The survey focuses on six key areas:

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

Responses from the survey are used to improve the programs and procedures of the college.

Responses from the Parent Survey:

“Ohana has made such a difference in my child’s education and we are grateful this school exist. (Our daughter) loves going to school and this is a complete turnaround from mainstream school where she was refusing to attend. All schools should be modelled on Ohana.”

“I am so grateful for this school; both my teens are blooming. They are happy and are enjoying going to school, a huge relief to us.”

- 84% of parents/carers said their child feels safe at this school.
- 84% of parents/carers said child's learning needs are being met at this school.
- 88% of parents/carers said their child is well supported at the school.
- 94% of parents/carers said their child is making good progress at this school
- 92% of parents/carers said teachers at this school treat students fairly
- 84% of parents/carers said their child is getting a good education at this school.
- 84% of parents/carers said their child's English skills are being developed at this school.
- 84% of parents/carers said their child's Mathematics skills are being developed at this school.
- 92% of parents/carers said teachers at this school are interested in their child’s wellbeing
- 92% of parents/carers said Ohana College has a strong sense of community.
- 88% of parents/carers said this school celebrates student achievements.
- 92% of parents/carer would recommend this school to others.

⁵ Australian Education Regulation 2013 s60 (1)(f)

Responses from the Student Survey:

“This is an amazing school and I’ve been able to come out of my shell a lot more thanks to the amazing staff members and well-behaved students.”

“This has been probably one of my favourite terms at any school I’ve ever been to. I’m really enjoying this school so far.”

- 62% of students said, they like being at their school.
- 62% of students said, they feel safe at the school.
- 69% of students said, the school gives them the opportunity to do interesting things.
- 72% of students felt they are getting a good education at their school.
- 52% of students felt accepted by other students their school.
- 57% of students said their schoolwork challenges them to think.
- 57% of students said their teachers challenge them to think.
- 66% of students said their teachers encourage them to do my best.
- 72% of students said their teachers help them with their school work when they need it.
- 60% of students said their teachers use a variety of resources to help them learn.
- 62% of students felt their teachers cared about them.
- 69% of students would recommend Ohana College to others
- 76% of students felt Ohana College was a good school.

Responses from Staff Survey:

- 83% of staff enjoy working at Ohana College.
- 74% of staff feel this school is a safe place in which to work.
- 61% of staff feel they receive useful feedback about my work at this school.
- 74% of staff said students are encouraged to do their best at this school.
- 65% of staff feel students are treated fairly at this school.
- 61% of staff said they have a good work-life balance
- 70% of staff feel well prepared for the different aspects of their job at this school.
- 83% of staff feel that social, cultural and racial diversity are respected at this school.
- 91% of staff said students with disability are well supported at this school.
- 78% of staff said their colleagues at this school are approachable.
- 70% of staff felt the school is interested their wellbeing.
- 70% of staff would recommend this school to others.
- 78% of staff felt Ohana College is a good school.

Student Outcomes

Average student attendance rate (%) for the whole school: *6

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
94	17484	3146	14338

The average student attendance rate for the whole school in 2022 was 77%

Average student attendance rate for each year level: *7

Total number of students in year level	Number of possible attendance days for year level	Total number of days absent for year level	Total attendance days for year level
Year 7 - 12	1567	337	1230
Year 8 - 15	2035	375	1660
Year 9 - 16	1983	597	1386
Year 10 - 23	2365	581	1784

Year levels	Average attendance rate for each year level as a percentage in 2022
Year 7	77%
Year 8	81%
Year 9	68%
Year 10	76%

A description of how non-attendance is managed by the school: *8

⁶ Australian Education Regulation 2013 s60 (1)(d)(i)

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

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

Students' attendance is recorded periodically throughout the day, at the start of each academic period. Those students who have been marked as 'Unexplained Absence' are produced on a list for administration to contact all families via text message notifying them of the absence and requesting contact be made to the school. The absentee list is then sent to the Student Engagement Officer 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 the school's administrative 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 continue enrolment with the student and their primary carer. Students with increased 'Unexplained' absences are exited from the school and referred to the Department of Education South East Queensland Reengagement team.

NAPLAN results for Years 3, 5 and 7 and 9 in 2022 ^{*9}

Benchmark Data for Year

Benchmark Data for Year 2022- Note: This data represents a small cohort sample size and therefore is not a true indication of mean scores across cohorts). In addition, multiple students were withdrawn or exempt from participation in NAPLAN for 2021.

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 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	N/A	N/A	479	503
Average Score (National)	438	510	543	578
Writing				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	N/A	N/A	412	445
Average Score (National)	422	484	530	560
Spelling				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	N/A	N/A	466	516

⁹ Australian Education Regulation 2013 s60 (1)(e)

Average Score (National)	418	505	547	577
Grammar and Punctuation				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	N/A	N/A	409	523
Average Score (National)	433	499	533	573
Numeracy				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	N/A	N/A	441	523
Average Score (National)	400	488	546	584

Year 12 Outcomes: *¹⁰

Outcomes for our Year 12 cohort 2022	
Number of students awarded a Senior Education Profile	8
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	8
Number of students awarded a Queensland Certificate of Education at the end of Year 12	2
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	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

¹⁰ Australian Education Regulation 2013 s60 (1)(h)(i)

Post-school Destination Information*¹¹

At the time of publishing this School Annual Report, the results of the 2022 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)(ii)*