

OHANA COLLEGE

Respect. Nurture. Provide.

Annual Report
2024 (Based on 2023 Data)



CONTEXTUAL INFORMATION

Ohana College is a co-educational Independent Special Assistance School offering tailored educational opportunities for students in years 7-12 from the broader Logan area. The school serves a diverse cohort of students who have faced challenges engaging in traditional mainstream schooling due to issues such as bullying, domestic violence, challenging family situations, anxiety, disability, mental health concerns, anger management issues, behavioural disorders, and difficulties related to gender and sexuality acceptance.

Ohana College's educational programs are designed to foster continuous engagement by addressing individual learning needs and interests, with a strong emphasis on student well-being. The curriculum includes essential Literacy, Numeracy, and Life Skills, and employs various strategies such as Social Emotional Learning, a significant focus on the Arts, Adventure-Based Learning, and life-skills programs to maintain student engagement and promote effective learning.

Recognising the substantial need for alternative and safe educational options, Ohana College is committed to providing a supportive and inclusive environment that acknowledges and nurtures the unique circumstances and individuality of each student. The school's programs prioritise not only academic achievement but also the overall well-being of students, equipping them with the skills and confidence needed for post-school success. The college's advantage thinking model emphasises the strengths of students, ensuring a positive and empowering educational experience.

The college offers an extensive range of support services, including experienced teaching staff, teacher aides, welfare staff, youth workers, nurses, psychologists. These professionals provide on-site intervention and care as needed, helping to create an environment that builds on students' strengths and addresses their specific needs. At Ohana College, the aim is to provide an alternative education setting where students can thrive and achieve their full potential.

CHARACTERISTICS OF THE STUDENT BODY

The student body at Ohana College is diverse and vibrant, fostering an environment where students are encouraged to be their authentic selves without fear of judgement or persecution. While 72% of students have a diagnosed disability, the school adapts its learning strategies to support all students in achieving their academic goals, enhancing social skills, and building career aspirations. Common diagnoses among students include Autism Spectrum Disorder (ASD), Intellectual Disabilities (ID), Social Emotional Disorder (SED), Physical Impairment (PI), and Visual Impairment (VI). Additionally, approximately 80% of students have experienced some form of personal trauma, impacting their mental health. These students receive comprehensive support from the school's dedicated wellbeing staff, benefiting from lower student-to-staff ratios and an innovative, supportive curriculum.

Students enrolling at Ohana College often come with a history of challenges, including:

- Health issues leading to significant absences from school
- Bullying, harassment, and trauma
- Family circumstances affecting school attendance
- Behavioural issues
- Disengagement due to customised programs
- Lack of welfare support tailored to individual needs

Ohana College offers these students the opportunity for tailored learning in smaller class groups, focusing on their social-emotional wellbeing within an inclusive and non-judgmental environment.

STUDENT BODY & ENROLMENTS

Ohana College has experienced steady growth over the past six years, expanding from 49 students in 2018 to 153 students enrolled in Term 3 of 2023. This consistent increase in enrolment underscored the need for a dedicated facility to better serve students requiring specialised education and support. Consequently, the College was fortunate to establish a state-of-the-art facility on the Griffith University campus in Meadowbrook. This new building is equipped with specialised amenities designed to meet the diverse needs, interests, and abilities of our students. It was thoughtfully designed with our specific cohort in mind, ensuring it supports their academic success, personal growth, and overall well being.

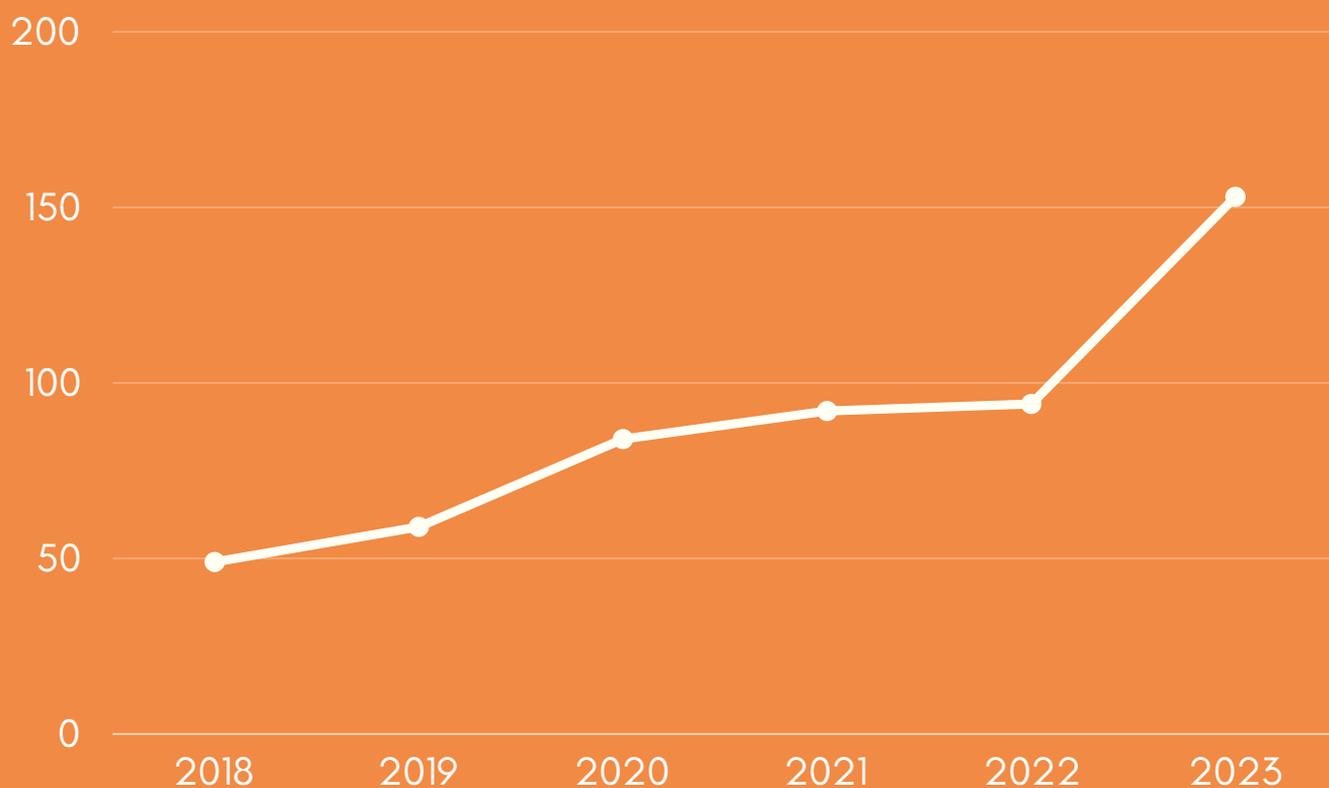


FIGURE 1.

Ohana College saw a significant growth in enrolments in 2023 with the move to our purpose build campus in Meadowbrook

OUR STAFF

At the end of 2023, Ohana College employed a total of 48 staff members, including 34.4 full-time equivalent positions. This team comprised 14 registered teachers and 34 professional and support staff with expertise in leadership, administration, welfare, educational support, youth work, and special education. All staff members collaborate to deliver high-quality education and welfare support, following an individualised model for success. The dedication of Ohana College staff to the mission, vision, aims, and values of the College is evident in the success of our programs and student outcomes. Ohana College also values the diverse cultural backgrounds of its staff, which enriches the school community.

The College prioritises and supports ongoing professional development for all staff, offering numerous opportunities for continuous learning. In 2023, staff participated in a variety of professional development courses, including Advantaged Thinking, Trauma-Informed Practice, Behaviour Management, Curriculum Planning and Design, Pedagogy, NCCD, Classroom Modification and Adjustment, Child Protection, Disability Standards for Education, First Aid, and Educational Leadership. This commitment to continuous learning fosters a culture of growth, enabling all staff to strive for individual and collective excellence.



OUR STAFF

Type	Gender	Headcount	FTE	Indigenous
Principal	Female	1	1.0	-
Teaching Staff	Male	7	6.2	-
	Female	6	5.2	-
Specialist Support	Male	1	1.0	-
	Female	7	6.0	-
Building Operations	Male	6	3.5	-
	Female	4	1.8	-
Administrative and Clerical	Male	4	2.5	-
	Female	12	7.2	-
Total		38	34.4	-

Qualification	Detail the number 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

Ohana College income broken down by funding source can be found on the MySchool website at www.myschool.edu.au.

SOCIAL CLIMATE

Ohana College promotes student growth and achievement through an individualised, inclusive, and innovative educational approach. The College's positive behaviour model encourages students to build positive relationships, attitudes, and behaviours. All students are guided to be accountable, respectful, and caring members of the Ohana community. A tailored social-emotional learning framework supports their personal growth, resilience, and social skills.

Staff and students work on developmental goals aligned with the Australian Curriculum and individual needs, employing strategies and programs based on the Advantaged Thinking philosophy. This approach focuses on developing students' talents and aspirations, enabling them to thrive. The College aims to create opportunities and dismantle structural barriers that hinder young people's progress. This philosophy is evident in the documentation and processes throughout the College.

Parent, Student, and Teacher Satisfaction

Over the past five years, Ohana College has grown significantly and is regarded as one of the best Special Assistance Schools in the area. Local GP's, GO's, specialists, and other schools frequently refer parents to the College due to its high level of expertise and service. Federal, State, and local members actively support and acknowledge the College's efforts. This positive reputation is reflected in the extensive waiting list and high satisfaction rates among parents, students, and staff. In 2023, surveys of students, parents, and staff gathered evidence for school improvement. The results showed positive feedback in all areas, affirming the success of the individualised approach to education. Parents and caregivers consistently reported that students felt well-supported, safe, happy, cared for, and nurtured. In the 2023 survey out of a possible high score of 6, Ohana College received an average of 5.4 from students, 5.6 from parents and 5.6 from staff, which indicated high satisfaction from within the school community.

STUDENT OUTCOMES

Average student attendance rate for each year level:

YEAR 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
23	1058	229	829

Year 7 average student attendance rate **78%**

YEAR 8

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
35	1649	630	1019

Year 8 average student attendance rate **62%**

YEAR 9

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
32	1536	391	1145

Year 9 average student attendance rate **75%**

YEAR 10

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
26	1177	426	751

Year 10 average student attendance rate **64%**

HOW NON-ATTENDANCE IS MANAGED BY THE COLLEGE

Students' attendance is recorded at the start of each academic period throughout the day. Any student marked with an 'Unexplained Absence' is promptly identified, and administration immediately contacts families via text message to inform them of the absence and request they contact the school. This prompt communication ensures that parents are aware of their child's absence in real-time.

The absentee list is also forwarded to the Student Engagement Officer, who monitors daily absences and maintains regular contact with parents and carers, offering necessary support and interventions to improve attendance. This consistent point of contact helps build strong relationships with families and encourages better attendance.

All absences are recorded in TASS, the school's administrative database, allowing detailed tracking of attendance patterns over time. If a student's attendance falls below an average rate of 80%, the school attendance policy is implemented. Initial attempts are made to contact the student and their parents or carers to discuss the situation and develop a plan for improvement. If these efforts are unsuccessful, the case is escalated to senior management.

Senior management reviews the student's attendance record and discusses continued enrolment with the student and their primary carer, focusing on the importance of regular attendance and exploring additional support. In cases of persistent unexplained absences, where all other interventions have been exhausted, the student may be exited from the school and referred to the Department of Education South East Queensland Reengagement team, which specialises in helping students return to education.

This thorough approach ensures that all students are given every opportunity to succeed, with robust systems in place to support regular attendance and address any issues promptly. Ohana College is committed to fostering a supportive and engaging educational environment, recognising that consistent attendance is key to academic success and personal development.

NAPLAN RESULTS FOR YEARS 7 & 9 STUDENTS - 2023

Benchmark Data for Year 2023

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 2023.

Reading		
Year	Average Score (School)	Average Score (National)
Year 7 (2023)	428	536
Year 9 (2023)	516	564
Writing		
Year	Average Score (School)	Average Score (National)
Year 7 (2023)	359	534
Year 9 (2023)	400	567
Spelling		
Year	Average Score (School)	Average Score (National)
Year 7 (2023)	441	539
Year 9 (2023)	466	568
Grammar and Punctuation		
Year	Average Score (School)	Average Score (National)
Year 7 (2023)	433	539
Year 9 (2023)	483	557
Numeracy		
Year	Average Score (School)	Average Score (National)
Year 7 (2023)	424	538
Year 9 (2023)	483	568

OUTCOMES FOR OUR YEAR 12 COHORT 2023

Outcomes for our Year 12 cohort 2023	
Number of students awarded a Senior Education Profile	17
Number of students awarded a Queensland Certificate of Individual Achievement	n/a
Number of students who received an Overall Position (OP)	n/a
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	17
Number of students awarded a Queensland Certificate of Education at the end of Year 12	12
Number of students awarded an International Baccalaureate Diploma (IBD)	n/a
Percentage of Year 12 students who received an OP1-15 or an IBD	n/a
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%

Post-School Destination Information

At the time of publishing this School Annual Report, the results of the 2023 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, 2024 after the release of the information.