



# A NARRATIVE ON “DIFFERENCE”

or

How we might change the school world and the outcomes  
for our students







*Did you Know - 2028*

*<https://www.youtube.com/watch?v=QpEFjWbXog0>*

*Did you Know - 2028*

*<https://www.youtube.com/watch?v=QpEFjWbXog0>*



H Honesty – “stories need data”

A Authenticity – “share the voice”

I Integrity – “trustworthy”

L Love – “believe in people”





## The Mark Oliphant College Story

Why it is important to tell the story

If you don't someone else will

What was our story – became our very major piece of business

[www.moc.sa.edu.au](http://www.moc.sa.edu.au)



## Pre - MOC history

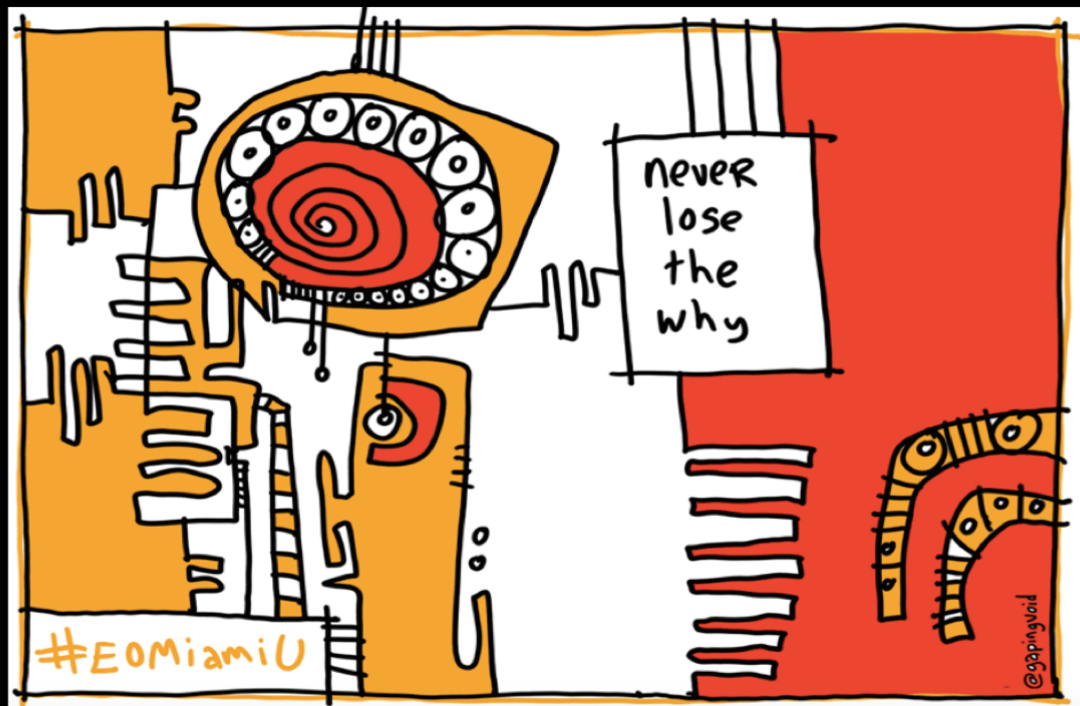
- Category I School
- Low Retention
- Low Completion
- Low Attendance
- Low Engagement

**MOC began in 2010**



“Demography is not Destiny.”

Julia Gillard, 2010

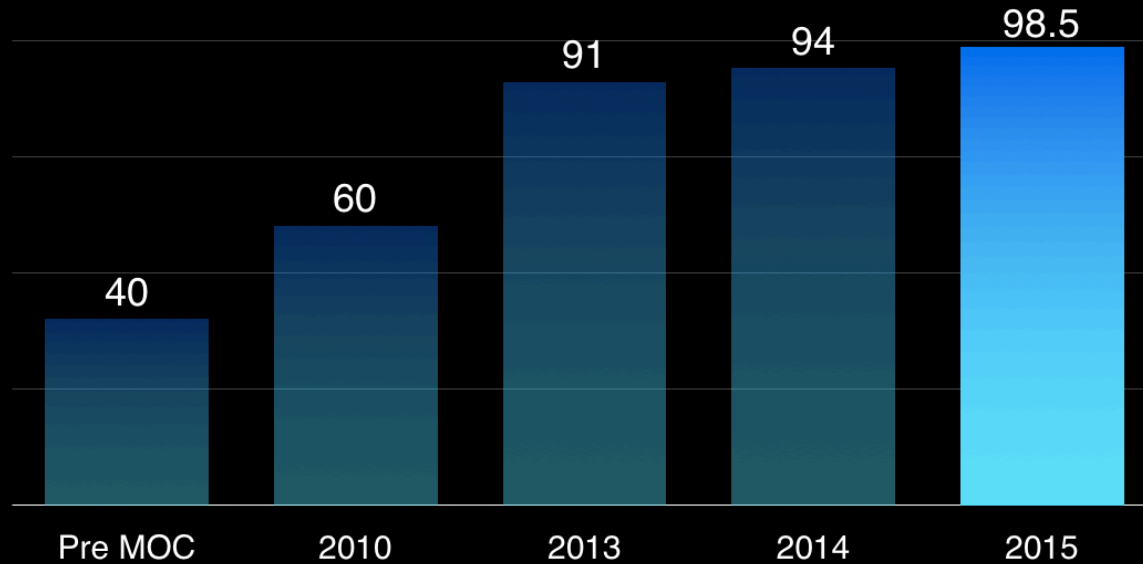




# OUTCOMES



# SACE Results (%)







Class of 2015 reached 98.5%  
(1 non-completion-withdrawal)  
72 students

As importantly over 90%  
retention thro' year 12 (73/77)

27 of 31 who applied for Uni  
got in (43% of cohort applied)

2009 preMOC-1 – special entry

In last 6 years nearly 80 young  
people from 1 of the 3 poorest  
urban areas of Australia able to  
go to University (over 60 did).



# A CELEBRATION OF 2014 SACE ACHIEVEMENT

62 of 66  
(94%) students  
achieved  
their SACE

Alicia Ross –  
Bachelor of Journalism and Professional Writing



Talwinder Gajhal –  
Bachelor of Health Science

Madhira Anderson • Justin Apostolides  
Francisco Quintero • Ulysses Archangelidis  
Nathanial Joo • Khayla Anzi • Major Atam  
Ineswari • Benjamin Clinton-Ropes • Kane  
Kahn (Graduated) • Callan Reddell  
Natalie Bessie • Izzy Brimley • Abundis  
Irene • Benjamin • Joel Wiley • Janine Buse



Jesse Poirier –  
Bachelor of Psychological Science  
(University of Adelaide, Precourt's Scholarship)

Hemi Bush • Jazelle Chapman •  
Jordan Clark • Bradley Cleves •  
Alexandra Cole • Bradley Cook •  
Katie Darling (Diploma of Jewish  
Theology) • Travis Doherty (Diploma  
of Media) • Lloyd Doherty • Jacinta  
Fitzpatrick (Foundation Studies)

42% of our Year  
12 grades were  
“A” and “B”  
grades

85% of our Year  
12 grades were a  
“C” or above

Callister Foster-Roberts • Joshua  
Forest (Diploma of Media) • Emma  
Fisher • Jessica Gamble (Bachelor  
of Journalism) • Khara Cogan  
(Foundation Studies) • Tanika Gill  
(Bachelor of Social Work) • Jason Gill  
• Hank Gidley • Kimberly Gibson



100%  
completion  
rate for all  
our ATSI  
students

Nava Avaz Pour



MOC Laptop  
Award for  
Academic  
Excellence in  
SACE was  
awarded to  
4 students  
in 2014

Mustafa Ahmadzade –  
Bachelor of Health Science (Laptop Award)



Eya Adsett –  
Bachelor of Innovation (Laptop Award)

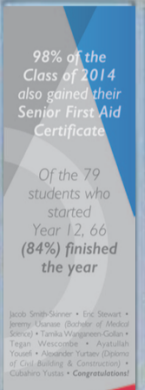
22 (85%) of our students  
who applied for university  
gained positions

• Marah Hill • Zach Harris (Bachelor of Social Science)  
Justin Han • Saifullah Hussain (Bachelor of Commerce) • Sean  
Mayer • Anvaya Mumpunda • Bianca Nilsson (Bachelor  
of Information Technology) • Ella Nuvongvongsa • Gareth  
Oliver-Hague • Joshua Peletsov • Naicha Peters  
Cory Pritchard (Bachelor of Engineering - Honours (Laptop Award)) •  
Nashira Purnell • Ali Sadler • Blake Smeier • Kara Smith



Mustafa Ahmadzade –  
Bachelor of Health Science (Laptop Award)

MOC offers Certificate 3  
courses in Sport and  
Recreation, Business  
and Media and 28  
students in the class of  
2014 gained Certificate  
3 accreditation



100% completion  
rate for all our  
Special Class  
students

Anisette Gehrman –  
Bachelor of Science

98% of the  
Class of 2014  
also gained their  
Senior First Aid  
Certificate

Of the 79  
students who  
started  
Year 12, 66  
(84%) finished  
the year

Jackie Singh-Sarwar • Eric Stewart •  
Jenny Ussian (Bachelor of Medical  
Science) • Tanika Wangprern-Golan •  
Tegan Wentzler • Ayushika  
Yousif • Anabelle Tartan (Diploma  
of Civil Building & Construction) •  
Chloeanna Yousif • Congratulation!

# IMPROVEMENT IN SACE WAS NOT THE ONLY CONSEQUENCE OF OUR APPROACH



## Enrolment



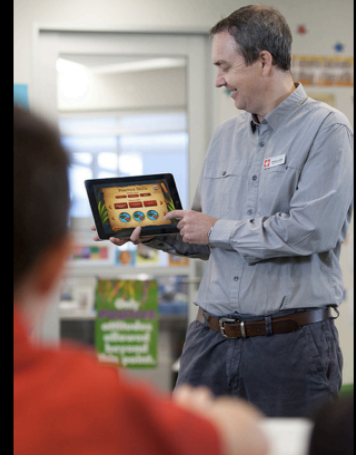
## Innovative Schools



## Community Local to Global



## Digital Technologies





## Students rise above disadvantage

A public school in Adelaide's disadvantaged northern suburbs has bucked the national trend with students improving literacy and numeracy during the past six years.

[AT.THEAUSTRALIAN.COM.AU](http://AT.THEAUSTRALIAN.COM.AU)



ONLY GOING 6 YEARS  
&  
STILL CATEGORY 1



# PRINCIPLES

The college was formed with 4 core key principles

- Schools within a school
- Innovation is a cornerstone of our practice
- Strong connections with community – local, education and global
- Believe that our students can and will achieve.



*Entitlement Video*





# ENTITLEMENT

- New Spaces
- Schools within schools
- 1:1 Program
- Leadership Structure







## Free 1:1 Program

Use technology to level the playing field.

Transform the educational experience

Not the technology what you do with it

The digital curriculum

Social Media





What did it  
lead to?





- ① Same & Different
- ② Entitlement- It Worked!
- ③ Chaos / Mess



Never going to be enough  
Needed to Learn More  
Went to Ulearn in 2010 and met  
Stephen Heppell  
Invited him to come to MOC in  
2011  
He did –  
Said some very kind things  
about the 1:1 program but.....





# MISSION

To

***“MAKE LEARNING BETTER”***

for all in this digital age to enable the  
development of high achieving students and staff.



Mark Oliphant College  
THE FUTURE IS NOW...







The Gary and Jerri-Ann Jacobs



HIGH TECH HIGH

High Tech High is now:-

- Thirteen schools approximately 5000 students (600 employees)
- A graduation rate of 98% and of these 96% go to college, with 66% to four year courses.
- Operating the nation's first Graduate School in Education offering Master's in Teacher Leadership and School Leadership embedded within a K-12 learning community

Cultivating a Classroom Culture  
that Values Beautiful Work



Kristen Bechtel



# Could this be the curriculum key to ENGAGEMENT AT MOC ?

- Amazed by their clarity of purpose, commitment and quality of product
- Invited HTH personnel to MOC (2012-2015)
- Looked at structures first – our clarity
- Six staff (R-12) selected to train at HTH





# ENGAGEMENT

- Structures that could work K-12
- Project Based Learning
- Authentic Audience





# LESS IS MORE STRUCTURES (also K-6)

## In General

Less students per teacher  
Less teachers per student  
Connecting teachers  
Less 'subject choice'  
Less movement  
Agreed pedagogy  
Level the classroom floor



## In Senior Years

- No Study
- 1:1 was 24/7
- Workplace Practices
- Integration PBL- Year 10
- Timetable -sp subject—more time

## In Middle Years

- No Choice
- 1:1 was 7/5
- Teaching Teams
- Integration of Subjects
- T'table-standard content/pedagogy

*Exhibition of learning Video*



## EXHIBITIONS OF LEARNING

Our Exhibitions of Learning play an important part in the development of the MOC culture each year. It is an opportunity to celebrate students' projects and their learning. When students know that the work they are creating in their project will be displayed publicly, the nature of the project changes, becoming more authentic and having more meaning. Students know they will need to present their work to and answer questions from family, friends and the community regarding their learning and progress.

This year we held exhibitions in Terms 1 and 3 after-hours at school. It was fabulous to see so many projects displayed in a variety of different ways. It was clear students were extremely proud of their projects, confidently sharing and explaining their learning to their audience. We had an amazing turn out of family and friends supporting the nights and it was lovely to see families visiting other sub-school exhibitions and also celebrating their achievements.

**Candice Horton** (Coordinator, Learning and Teaching)

*"Family involvement leads to a richer, more cohesive schooling experience."*



# Project Based Learning

Integration- across disciplines and staff

Focus and real product

Critique and tuning

Agreed pedagogy

Authentic audience

Grit



## THE PROCESS OF ANIMATION

### STEP ONE IDEA GENERATION (BRAINSTORMING AND SPIDER CHARTS)

What are the key elements of your law of motion that you must represent?

- Physics is about how things move and why things move
- Sir Issac Newton was a scientist that lived from 1642 to 1727 and developed the 3 LAWS OF MOTION

HELPFUL LINK IF YOU DON'T UNDERSTAND YOUR LAW OF MOTION

<http://www.sciencechannel.com/games-and-interactives/newtons-laws-of-motion-interactive.htm>

### FIRST LAW OF MOTION - LAW OF INERTIA

- Objects will remain at rest or in a uniform motion in a straight line unless acted upon by an external unbalance force.
- Objects want to keep doing what they are already doing
- Objects like to stay where they are
- Some external effort needs to be put on an object to move
- All objects in the world are lazy
- Things in its path force it to stop

### SECOND LAW OF MOTION

### THREE LAW OF MOTION

### STEP TWO - STORYBOARDS





What did it  
lead to?





- 1 Learnt some more stuff- Improvement
- 2 Less is More – no Xmas Tree
- 3 A question of HOPE?





## Positive Education Language is the Key



...our PERMA forest





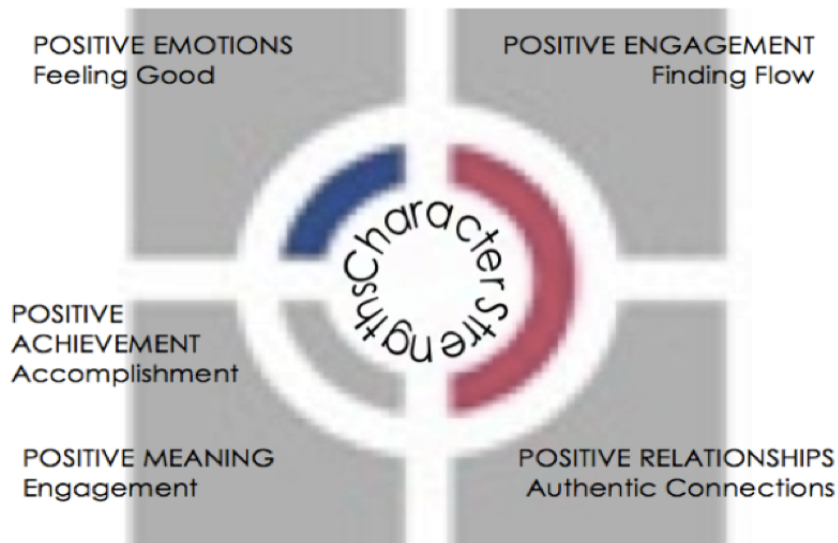
**HOW DO WE DO IT?**  
**'Starting from what's strong, not from what's wrong.'**





## Embedding PERMA in all that we do...

# THE DRIP FEED APPROACH





# More than just staff & students



● **A WHAT IF QUESTION?**

● **OUR WHOLE COMMUNITY INVOLVED IN LEARNING**

● **AIM TO BECOME MORE THAN OUR PARTS**

● **PARTNERSHIPS**

**MOC + EXTRA CURRIC ACTIVITIES  
OVER 30 PER WEEK**

## **MOC EXTRA**

MOC EXTRA is the name of the 'EXTRA' services we believe are important at MOC to improve the Health and Well-Being of our community. In 2016 we aim to expand these services, hopefully with a General Practitioner and a dedicated wellness space.

## **IN-SCHOOL PSYCHOLOGY**

Rachel lelasi (Psychologist) has continued her work this term. This service is covered by Medicare with no out of pocket expense for parents.

## **SCHOOL DENTAL PROGRAM – GROW UP SMILING**

This program has been continuing this year and will flow over into 2016. It is a valuable service as it helps maintain oral health and is preventative. This service is covered by Medicare. *Thank you to Grow Up Smiling!*



## **MOC BREAKFAST**

We are very grateful to "Kickstart for Kids" as this organisation provides (free of charge) yoghurt, sandwiches, bread, margarine, spreads and fruit for our students. Each week there are 100 sandwiches made, toasted and handed out to students. This is a TEAM effort with the senior students from the ARC making the sandwiches and a few dedicated staff giving up their morning time to toast and distribute the sandwiches. – *MANY, MANY THANKS.*

## **PASTORAL CARE WORKER – JASON AITCHISON**

This program is funded by the Federal Government.

Jason continues to work at the school on Mondays and Tuesdays. His role adds another layer of support for our students. Jason has also used his links with the local churches to organise food donations for our breakfasts, and general food throughout the week for students. In addition Jason organised a presentation by a band called "Sacred Stone" who held a concert for Middle Years students.

## **EYE TESTING**

As the charity foundation of the Luxottica Group (OPSM, Sunglass Hut, Laubman and Pank), OneSight provides free eye care and glasses to low socio economic and remote communities, and have been doing so in Australia for 25 years. OneSight's eye care program is free and there is no obligation.



2015 is the first year for Eye Testing at MOC. In all over 150 students were tested. Of the students tested, 45% needed further testing and received a voucher for a pair of glasses at no out of pocket expense. This service is covered by Medicare. *Thank you to Onesight!*

*Maryjane Tenison-Woods - Coordinator of College Well Being*





# EMPATHY

- All children must belong-
- relationships are child centred
- More than our parts-open the “school”
- From drip feed to immersion







“ Social media is  
the mainstream.

The average Facebook user age continues to rise. It's not just for kids anymore.

It moves the media mouthpiece and content distribution into the hands of the public.”

Emily White, Co-Founder, Whitesmith Entertainment  
<http://whitesmithent.com>

*Social Media - Video*



What did it  
lead to?







- 1 Learnt even more stuff!
- 2 Common alignment - write the story
- 3 How to deal with epic fails



Until then –  
Didn't know  
what we  
didn't know





Enrolments – new building – special zone

Engagement – “everyone happy(ish)”

Positive - achievement – FLOW-relationships

BUT Results still very ordinary



# Alphabet & Balloons





What did it  
lead to?





- 1 Coherent frameworks & structures
- 2 Focus on training (extreme leadership)
- 3 Explicit Curriculum

*iTunes U video*





## 4 PILLARS of MOC

1. ENTITLEMENT - Learning spaces, physical & virtual
2. ENGAGEMENT – Structures, Project Based Learning
3. EMPATHY – Relationships , Positive Education
4. EXPLICIT - Teaching of skills, consistency & sequential



Mark Oliphant College  
THE FUTURE IS NOW...



VISION → MISSION → PRINCIPLES & NON-NEGOTIABLES → PILLARS → OUTCOMES

# MOC

## OUR VISION

To be recognised as a school that believes "the future is now" in education and delivers on that brief.

## OUR MISSION

To "make learning better" for all in this digitally enhanced age to enable the development of high achieving students and staff.

## OUR PRINCIPLES

The college was formed with the following core key principles:

- Schools within a school
- Innovation is a cornerstone of our practice
- Strong connections with community – local, education and global
- Believe that our students can and will achieve – irrespective of their background

## OUR NON-NEGOTIABLES

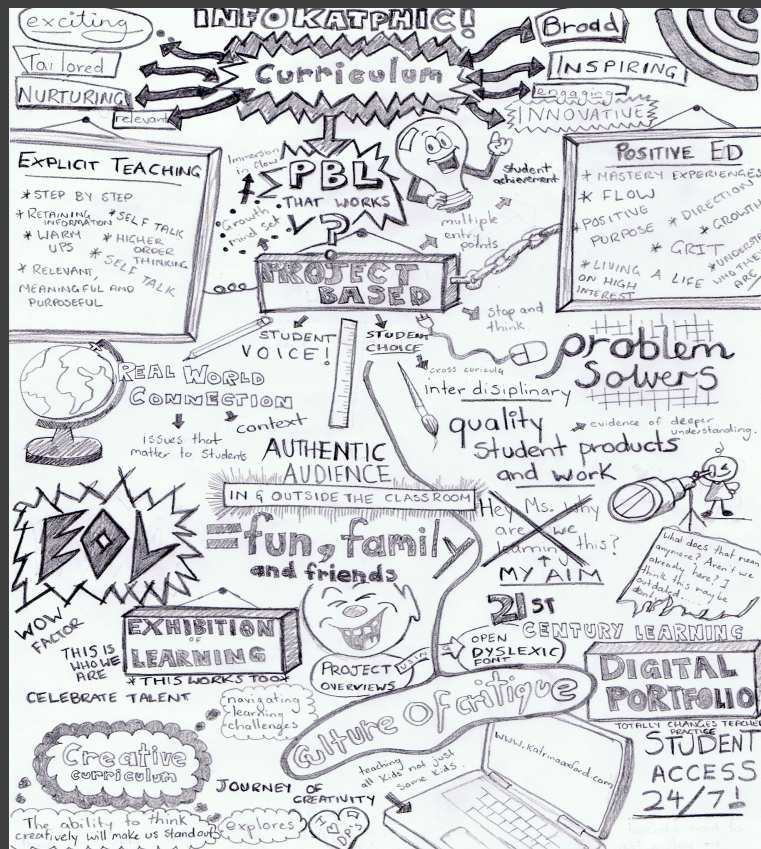
- Children **must** be able to trust their teacher
- Relationships are paramount - Duty of care - Relationships are child-centred - Believe in every child
- Children **must** be provided with work at their level - Differentiation
- Children **must** belong - Have friends and empathy

## OUR PILLARS

- Entitlement:** learning spaces - physical, virtual and curriculum
- Empathy:** relationships, positive education
- Engagement:** structures, project based learning
- Explicit:** teaching of skills, consistency, sequential

## OUR OUTCOMES

- Our children and young people **know they belong**
- We have **strong connections with our community** - local and global
- Our students and staff are **high achieving**





# Lynne Symons

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f: Make Learning Better





# ALL ABOUT “SPACE”

**PHYSICAL  
SPACES**

**SPACE FOR  
LEARNING**

**PROFESSIONAL  
SPACES**

**COMMUNITY  
SPACES**

**VIRTUAL  
SPACES**

**DIGITAL  
SPACES**



# PHYSICAL SPACES

- Schools within schools
- The design concept
- Flexible spaces







## Mark Oliphant College



Positive affirmations in different languages on totem signage creates an encouraging and positive environment for children to explore in the school yard.

For added effect, scientific equations were laser cut into steel plates on the totem signage creating an interesting entry statement to the science laboratory.



CLIENT MARK OLIPHANT COLLEGE | DESIGNER TRIO SOLUTIONS | PRODUCTION TRIO SOLUTIONS

# Don't forget the Outside



# Third Spaces – fun, surprise, share, learning opportunities, celebration!







# Digital Space

Every student from Prep - Year 12 has either a Macbook or Ipad!

Students are producing

-in far more ways/formats

-no longer just consumers

Its not  
technology  
Its what you  
do with it

OWN DEVICE

ENTITLEMENT

Students are at the centre of their own learning





# SPACE TO LEARN

- Schools within a school
- Uniform, rites/culture
- “Autonomous”
- Equivalent Leadership in each sub-school
- Developing focus on exhibitions of student work
- Openness of facilities
- Develop teacher capacity
- **SAME AND DIFFERENT**



- Identification with (sub) schools- teachers and students.
- More time for English / Maths (R-12)
- Less children/students for each teacher-teacher teams
- Less teachers for children/students
- Less movement
- Less Choice- none R-9!
- More time/more depth for all subjects
- Agreed content and pedagogy
- **LESS is MORE**



# VIRTUAL SPACES

- On Line Learning
- Shared Learning
- Flipped Classrooms
- Digital Portfolios
- Twitter/fb/YouTube



# PROFESSIONAL SPACES





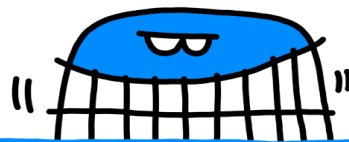
## SO WHAT IS IMPORTANT ?

- to you?
- to your community (ies)?
- and what is the community

Rocket Science?

That's easy.

We deal with people!



@gapingvid





# APPRECIATIVE INQUIRY

- What is working?
- What do we want to bring/embed?
- What politically can't we lose?







# SO TO “YOUR” IMAGINING

MAKE NO MISTAKE!

It is the IMAGINING of the educators

& how you share that IMAGINING

That will have a massive influence

Never try to sell a meteor to  
a Dinosaur. It wastes your time  
and annoys the Dinosaur.







# What skills does one need to be successful in the 21st century workplace?

1. Sense Making
2. Social Intelligence
3. Novel and Adaptive Thinking
4. Cross-Cultural Competency
5. Computational Thinking
6. New-Media Literacy
7. Transdisciplinarity
8. Design Mindset
9. Cognitive Load Management
10. Virtual Collaboration

(Source : The Institute for the Future (ITF), Atlantic Promotions, June 2011)



# Some Random “Imaginings”

