



open access college

2009 Annual Report



INTRODUCTION

As the College embarked on a significant change agenda in 2009 we were faced with numerous challenges and hurdles that impacted on staff workload, stress levels and moral. A number of the difficulties we faced did impact on the service we provided to students and schools and this is reflected in our satisfaction survey results that overall are down on previous years.

Nevertheless it is important to reflect on the year and to acknowledge the significant progress made in a range of areas and to celebrate the highlights and achievements for the year.

Progress was made in our continuous improvement cycle in the following areas;

- The development of our 2010-12 Strategic Plan involved, for the first time, an analysis of current data in setting future directions. A new process was used that involved a whole college approach over an 18 month period and commenced with a community forum. Targets linked to student learning and engagement will be determined annually in our Site Improvement Plan where key strategies will also be documented.
- A middle years (yr 8 and 9) team teaching model has been developed for implementation in 2010. Teachers have been involved in professional development and in planning for the operation of these new teams. Operating as smaller student groups, minimal staff changes and individual learning plans should result in improved student attendance, engagement and achievement.
- Implementation of the new SACE is well underway. An online PLP course was developed and taught for the first time in semester 2. All secondary teachers have been involved in a range of SACE workshops in preparation for the teaching of the new stage 1 courses in 2010. The College also participated in a number of trials – Literacy and Numeracy; Locally Developed Programs; Research Project; and Industry Pathways Program.
- Curriculum Mapping of all subjects across all year levels has begun. The process will provide a simple, structured overview of the content and skills being taught. These maps will be used by teachers to examine our curriculum for gaps, repetition, sequencing and scaffolding of skills. This is the beginning of an ongoing process.
- A Policy and Procedures to provide computers and broadband access to students in need has been developed and will be implemented in 2010. This initiative will support students in accessing their learning online to supplement print materials and telephone lessons.
- To improve our service to students, parents and schools business reviews to improve our finance and enrolment procedures were undertaken. New processes have been trialled and will be implemented in 2010. This includes improved use of Timetabler and Daymap.
- A further review aimed at improving Access to Learning Materials was completed. This project identified 8 transition projects that will be implemented over the next 2-3 years to improve access to learning materials for all students. These projects will include a rationalisation of print materials and kits, implementation of v-library for managing our distribution of materials, providing computer and internet access to students in need.

Highlights for the year have included;

- Our move to online courses. All senior secondary courses now have an online presence; there has been an increase in the use of CENTRA in R-7; and R-10 staff are increasingly using Moodle. An R-7 integrated Astronomy Unit taught across both campuses was a highlight with feedback from students and parents demonstrating a high level of engagement and excitement in using on line learning tools.
- OAC hosted a highly successful international AADES conference at the Hilton with over 200 participants.
- Senior student, Dudley Afford, won the National Disability Rights Young Leader Award. Dudley received this award at a dinner at the Great Hall at Parliament House in Canberra where he met the PM Kevin Rudd.



Julie Taylor

College Principal

2010 promises to be an exciting year as we consolidate projects commenced this year and embark on some new initiatives including;

- Development of online R-7 Japanese and Chinese courses in conjunction with DECS curriculum unit.
- A Learning Languages Together project in partnership with Port Wakefield Primary School
- A new schools partnership model involving senior college leaders developing strategic links with country regions and increased visits to partner schools.
- Introduction of V-Library to manage and track distribution of resources.
- An increased focus on improving literacy will be supported by the appointment of a Literacy Coordinator.
- Roll out of a laptop program for staff and students.

While our year was challenging it did culminate in end of year events to celebrate achievement. We held our second Senior School Awards that for the first time included presentation of certificates for our graduating students. Our R-10 Moving On Ceremony included some stirring personal stories of student journeys and success as well as some moving performances. Our SOTA Get Together this year included a Little Athletics theme with a high level of participation by all students. Congratulations to all of our students on their achievements in 2009 and all the best for 2010.

I also thank all staff for their continued dedication to providing a quality education for their students and for their perseverance in what has been a difficult year.

Thankyou to our 2009 Governing Council for the leadership and contribution you have made to the College this year and for its future.

Julie Taylor

A handwritten signature in black ink, appearing to read 'Julie Taylor', written in a cursive style.

Principal

KEY DIRECTION OUTCOMES

ENGAGEMENT AND WELL BEING

Outcomes

All Guardian of the Minister (GOM) Students have an Individual Education Plan(IEP)

Achievement

All Guardian of the Minister students now have an Individual Education Plan.

Future Directions

Whilst all GOM students have an IEP this is not a significant number of students. With IEP's in place for these students we need to provide staff with an understanding of each students individual circumstances and their learning needs. Staff need to plan student learning in conjunction with the IEP. Student learning and growth needs to be closely monitored through an established review process. A clear performance development structure is being developed to support staff. In 2010 release time will be allocated to a team of teachers to provide staff with support to differentiate the curriculum.



Child Protection Curriculum is implemented R-12

Achievement

Materials are being developed which integrate the Child Protection Curriculum

All staff have engaged in the update of the Child Protection Training (Responding to Abuse and Neglect)

Future Directions

With the development of new on line materials it is critical that staff develop relevant resources. Consideration also needs to be given to the issue of cyber bullying as we move toward an on line learning environment.

Identify a set of College Values the school community can articulate and action

Achievement

The College has established it's values of innovation, integrity, inclusion and excellence.

Future Directions

The establishment of the new Strategic Plan presents us with the opportunity to embed our values into all of our developments over the next three years.

Students, staff and parents will be involved in activities which establish the meaning of each of our values in their respective contexts.

Improve Staff Well Being

Achievement

We have established base line data in 2009 as a result of conducting the Staff Well Being Survey.

A new Induction Procedure has been established which is inclusive of teaching staff and SSOs.

Future Directions

The establishment of Staff Well Being base line data has been critical in a period of enormous change at the Open Access College. All staff need to take responsibility for their well being. It is critical that leadership team members monitor staff well being in this period of change and develop strategies which enhance staff well being.

The new induction procedures will continue to be developed throughout 2010. These procedures will be made available through a portal which will link to College policies, procedures, data bases and key information.

SOCIAL INCLUSION

Outcomes

Develop and implement strategies to ensure successful outcomes for all students

Achievement

Development of a Year 8 and 9 teaching team model to support the learning of students has been completed.

A process for ensuring that all NEP students R-12 have a plan which is reviewed regularly with students teachers and parents has been developed.

Future Directions

The Year 8/9 teaching teams will be implemented in 2010. Students will be enrolled into a team. The teaching team will develop a learning plan for each student according to their needs.



It is critical that teams monitor the progress of their students according to their learning plans. Learning outcomes and base line data needs to be established for each student.

All indigenous students have a an ILP

Achievement

In 2009 all indigenous students have an ILP. This is the first time that goal has been achieved at the Open Access College.

Future Directions

The establishment of ILP's for all students now means that clear processes for the monitoring and review of ILP's will be established. The Student Support Team will establish these procedures along with our newly appointed Literacy Coordinator. Staff development programmes will also need to occur across the college to support staff working with these students.

PARTNERSHIPS

Outcomes

Further develop and implement student leadership programs

Achievement

Student leaders organised and ran a very successful Student Formal at the Intercontinental Hotel. More than 110 students attended compared to 80 in previous years.

Student representation on Governing Council brought student issues and a student perspective to the Council's discussions.

Attendance at leadership workshops by 2 students.

Future Directions

Governing Council has endorsed a change to it's constitution to enable 2 student representatives to be council members. This will strengthen student voice in College decision making.

Develop programs to ensure participation of indigenous people in the College

Achievement

Aboriginal Educational Community Worker appointed permanently to the College.

Successful Aborginal studies camp held as part of the Stage 2 subject.

Future Directions

A position for an indigenous clerical trainee has been created and an appointment will be made for the start of 2010.

Develop industry and community partnerships

Achievement

Face to Face survey showed students benefit from and appreciate the teacher visits. It helps with the teacher student relationship, encourages students to contact teachers and helps with specific learning issues.



A partnership with Annesley College to provide language learning for Annesley students was developed.

Future Directions

School partnership model will be implemented in 2010. This will involve senior College leaders working with school leaders in all DECS country regions.

EXCELLENCE IN LEARNING

Outcomes

Improve Literacy and Numeracy levels for all students

Achievement

Focus on literacy and numeracy development for the new SACE. Two new subjects developed for commencement in 2010.

Professional learning for SACE teachers focusing in subject specific literacies

NAPLAN: training organised to interpret and support use of NAPLAN data to improve outcomes.

Future Directions

Appointment of Literacy Coordinator from 2010 will focus on improving data collection and analysis and on improvement of literacy levels.

Develop Future SACE implementation plan

Achievement

All Stage 1 subjects have a new Learning and Assessment plan

All teachers have participated in SACE subject workshops

PLP implemented for all year 10 and some year 11 students. Most year 11 and a small number of the year 10 students will be resulted in 2009, the remainder will continue in 2010.

Future Directions

Research Project development will occur in 2010 including a subject to prepare students for personal project.

Develop innovative pedagogy and courses in mathematics, science and technology

Achievement

Stage 1 mathematics – new course outlines planned in 2009 in collaboration with Northern Territory. Courses have specific purpose: academic mathematical studies, workplace mathematics, community mathematics.

Primary development of an on-line unit on Astronomy. All primary teachers worked together to develop the program and the tools. Student and parent feedback was exceptionally positive.

Future Directions

New Stage 1 mathematics units will be developed in collaboration with NT.

Establish OAC as a leader in e-learning in SA and Distance Education

Achievement

All senior years course have on-line components

All teachers have on-going access to 1:1 just in time support

On going Professional Development sessions in centra, moodle available to teachers throughout the year.

Style guide for on-line resource developments produced to provide a consistent format for all on-line resources.

Future Directions

Learning materials will continue to be developed for on-line delivery and learning.

Develop an R-12 Languages Plan

Achievement

24 teachers from Roxby Downs enrolled in a Spanish program with 21 completing the program.

Future Directions

A Learning Languages Together grant will be used to provide a language program to 50 students from Port Wakefield Primary School 2010.

Working with DECS curriculum unit to develop Japanese and Chinese online courses for years R-7.

Participating in a trial of learnosity software which enables quick assessment of students' oral/aural skills.

Develop a comprehensive, personalised curriculum

Achievement

Started Curriculum Mapping process to gain an understanding of the OAC curriculum and assessment R-12. Gained teacher input into structure and processes we use.

The introduction of Education Support Certificate 3 for supervisors has been challenging and rewarding for trainees. The program will be resulted in 2010.

Future Directions

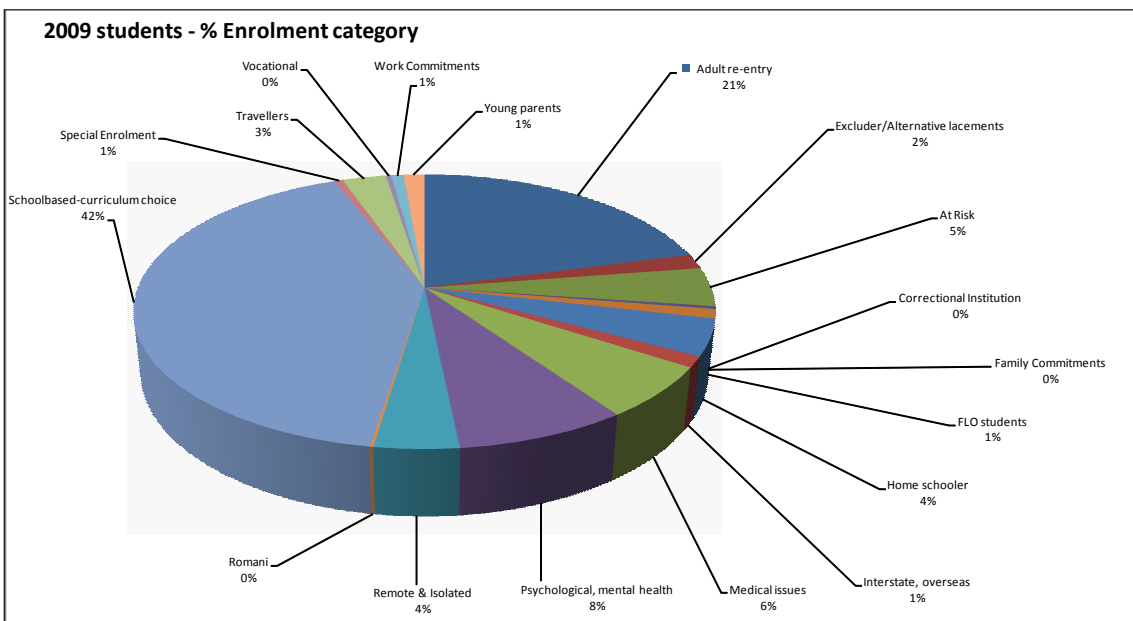
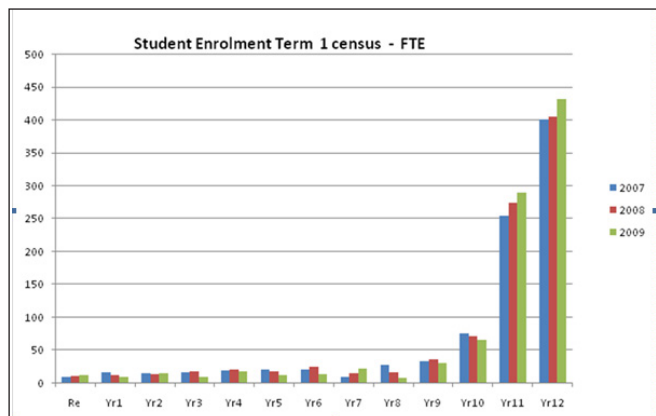
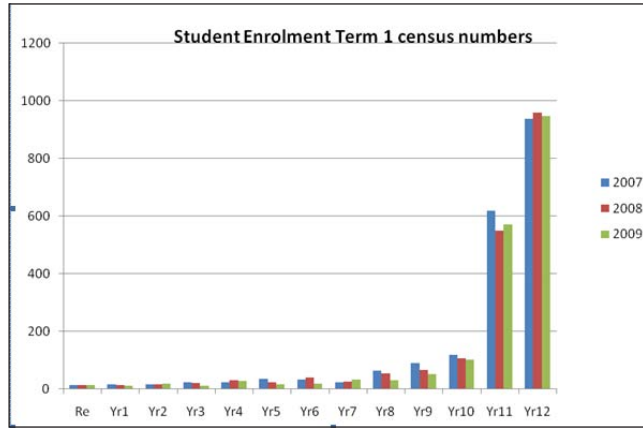
College's curriculum will be mapped R-12 and will inform future curriculum decisions and planning.

ENROLMENT

Term 1 census data showed a decline in student numbers but similar overall FTE count. It appears the students enrolling with Open Access were studying more subjects on average (particularly in the senior years).

Term 1 census did not accurately reflect the actual students studying with OAC – EDSAS data was lost due to a major fault with the server. Attempts to recover lost data proved difficult. Term 3 census revealed the continued increase in numbers and FTE across the year with an unusually high increase in year 10.

This again underlines the difficulty for OAC in accurately predicting enrolments across the school and consequently planning for the required human resources – counselling, student support and teaching staff. Monitoring systems have been put in place to allow for a more timely response and management of the critical staffing resources.



ATTENDANCE RATES FOR 2009

With the introduction of a learner management system, DAYMAP, 2009 is the first year where attendance data has been recorded in entirety.

Previously a random sample technique and AAPT teleconference lesson data was used.

It appears that the previous random sample was over-stating the actual situation. Although AAPT data suggests an 87% attendance rate which agrees with the random sample method used previously.

2009 data will provide a benchmark from which to measure improvements in future years.

Unapproved absences accounted for approximately 5% of all absences.

Student absence is followed up first by teachers and if difficulties in contacting students arise a student counsellor is called upon for further follow up. The counsellors may involve Regional Interagency personnel where necessary.

A difficulty for the College is the time delay in getting students back into class and engaging in the learning program.

The figures reflect our student cohort and their purpose in enrolling with Open Access College. In the senior years many schools enrol students for curriculum choice and you'd expect them to be more regular in attendance whereas many students in the R-10 area enrol for a language and there is a significant group whose enrolment is negotiated through Interagency. For these students keeping them connected to their education is the primary purpose.

In 2010 the development of a database will occur to enable early intervention when attendance and engagement is a concern. Emphasis on personalising curriculum and improving pedagogy in open learning are expected to also improve attendance.

Targets will be set in out 2010 Site Improvement Plan for improvement in this area.

Apparent Retention

The SPeRS data for Open Access College is not useful. Our student numbers profile from Yr 8 to 12 is unusual because we have 80 times as many students in Yr 12 as in Yr 8.

More significant for the college is data to show completion of courses or successful transition beyond the college. A strategy to gather this information will be implemented in 2010.

2009 (Term 2) attendance rate		Average
Reception	71%	
Year1	74%	
Year2	74%	73%
Year3	63%	
Year4	85%	
Year5	76%	
Year6	75%	
Year7	72%	74%
Year8	71%	
Year9	69%	
Year10	73%	71%
Year 11	78%	
Year12	81%	80%

DESTINATION DATA

TERTIARY ENTRY 2010

SENIOR SECONDARY –HOME BASED

Total Applicants

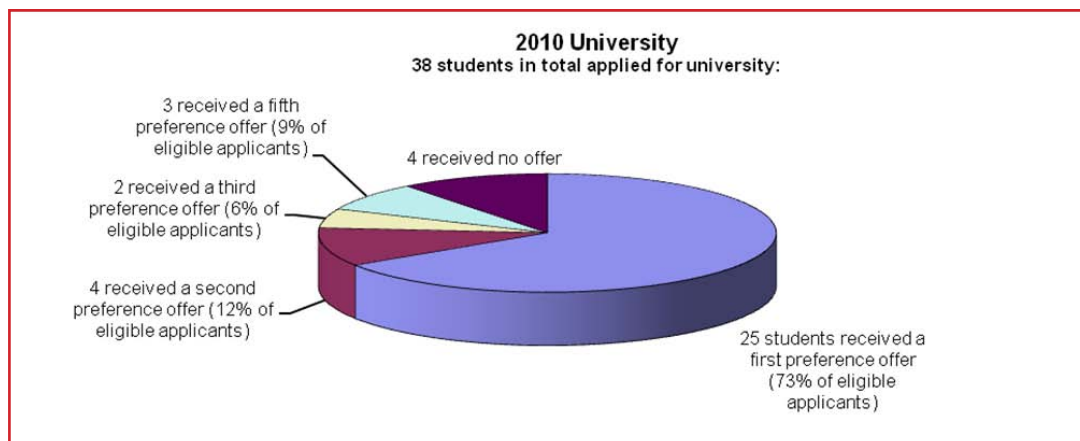
- 63 students in total applied for TAFE and University courses
- 55 students in total received offers to TAFE and University courses (82% of total Open Access applicants received an offer to university or TAFE)
- 8 students received no offer to either TAFE or university
- As 3 students applied for both TAFE and university, there were 66 applications made by the 63 students.

University

38 students in total applied for university:

- 34 students who applied received university offers (89% of total applicants)
- 25 students received a first preference offer (73% of eligible applicants)
- 4 students received no offer

The range of courses was very wide, including Bachelor degrees in: Architectural Studies (2), Arts/Science, Science, Engineering – Architectural, Dental Surgery, Arts/Laws, Health Sciences (Paramedic), Pharmacy, International Studies(2), Psychological Science, Science (Honours – Enhanced), Mathematical Sciences, Laws(Double Degree), Public Relations, Archaeology, Visual Arts (Specialisation), Laws(Undergraduate Entry), Early Childhood Education, , Economics, Laws & Legal Practice, Finance, Applied Science – Human Movement and Health/B. Education, Commerce (2), Science – Animal Science, Behavioural Science – Psychology, Arts, Development Studies, Medical Radiation Science – Medical Imaging, Management/International Studies, Design Studies and Foundation Studies – Business.



DESTINATION DATA (cont)

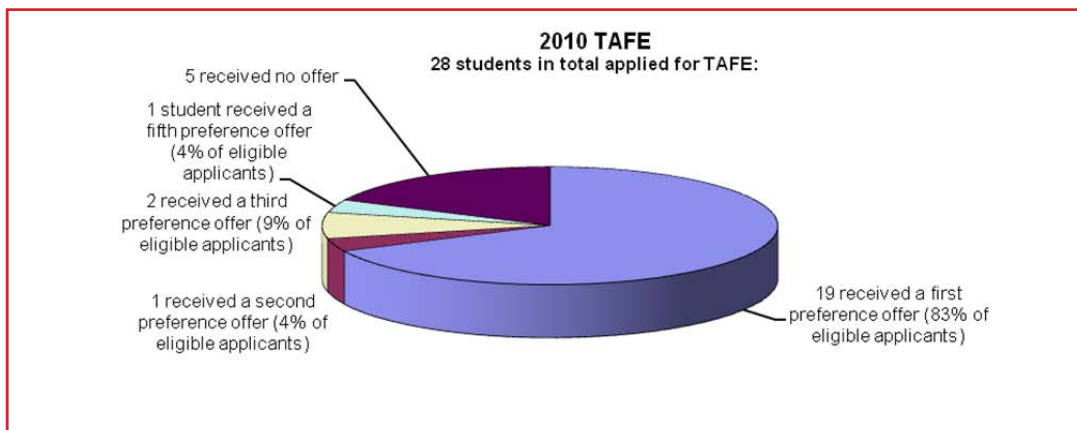
TAFE

28 students in total applied for TAFE:

- 23 students received TAFE offers (82% of total applicants)
- 19 students received first preference offer (83% of eligible applicants)
- 5 received no offer

The range of TAFE courses at Diploma, Advanced Diploma and Certificate level included: Information Technology(2) Commercial Cookery, Nail Technology, Aged Care(3), Youth Work, Floristry, Digital Media - Screen Design, Information Technology – Websites, Applied Fashion Design, Business Administration, Outdoor Recreation and Tourism, Marketing, Advertising & Graphic Design (2), Fitness, Financial Services – Accounting, Veterinary Nursing, Conservation & Land Management, Information Technology – Multimedia and Beauty Services.

It is worth noting the considerable number of Open Access students who received an offer to a first or second preference course.

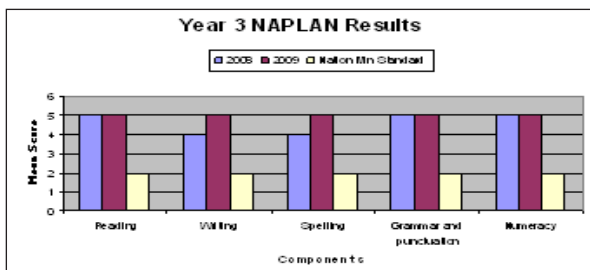


ACHIEVEMENT

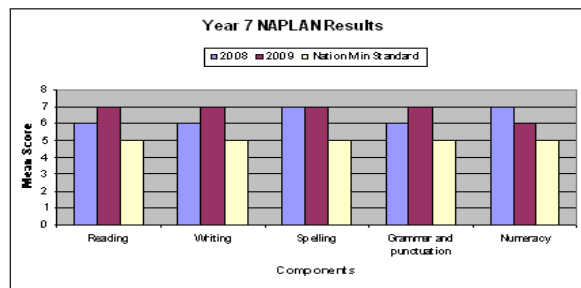
NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

Preface

OAC is unique in that it does not have a stable cohort of students R- 12 (with the exception of R-7 SOTA students) to follow longitudinal trends and identify strengths and weaknesses to plan individual learning programs.



- Mean score in all areas indicated OAC students performed better than the National Minimum Standard with 96% of Year 3s, 100% of Year 5s, 95 % of Year 7s and 91% of year 9s meeting/ bettering the National Minimum Standards
- Generally students performed better in 2009 than 2008 (except year 9 where the standard was maintained) This is promising as there was also a greater participation rate in 2009.

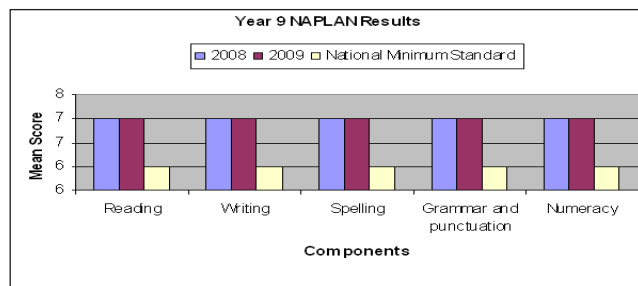
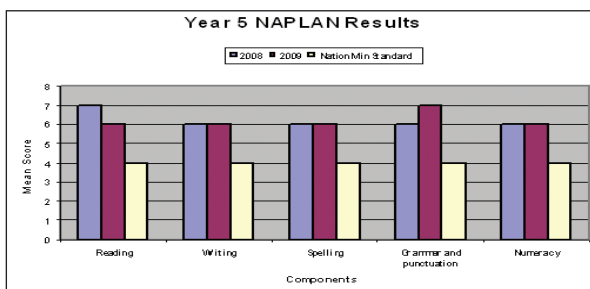


Our student cohort generate the following issues:

- Students are encouraged by a range of techniques but there is a large number of non-participants.
- Many of our students are enrolled for medical/ psychological reasons.
- We are reliant on parent supervisors.
- We have travellers who are hard to catch up with for completing the test on time.

Recommendations

- That other means of promoting and encouraging Marden home based student participation be investigated
- A concerted effort to encouraging year 5 and 9 students is required
- OAC continue to have test posted directly to NAPLAN
- That the he issues identified in writing and numeracy from the survey be a school focus.



Achievements

- An increased number of participants in 2009 over 2008
- SOTA based students nearly all participated in NAPLAN testing in 2009

VET

In 2009 OAC offered Certificates in Multimedia, Community Services, Children's Services, Business Services, Entrepreneurship and Enterprise Skills. Education Support Certificate III was also added to our scope and was delivered to seven students in 2009. These certificates are offered under the auspices of the joint Open Access College (OAC) and Marden Senior College (MSC) Registered Training Organisation (RTO)

Significant highlights from 2009

- The continuation of our partnership with other Distant Education Schools, RTOs and Technical Colleges across the country enabled us to develop and deliver the new online interactive courses for Business Services Certificates II and III in 2009.
- Open Access College trainers attended workshops held in Melbourne, Charters Towers and Adelaide to facilitate validation of assessment tools and further revise and improve resources.
- the resources and delivery mode for the new Training Packages in Children's Services that will be implemented in 2010 have been developed
- eight staff members have completed Certificate IV in Training and Assessment, two have completed Certificate III in Business Services and a further four staff are currently undertaking online training in Certificate III in Media.
- The RTO website developed at the end of 2008 was activated this year to provide excellent resources and information to people interested in the organisation.
- Discussions in the RTO Executive and Management meetings conducted across the year have led to the establishment of common goals and strategies that can be worked toward in 2010 and beyond.

Year	No of students enrolled in 1 or more competencies	No Of Competencies Completed	No of students who have completed a full certificate
2008	137	462	22
2009	144	561	30

Issues for Consideration/Improvement in 2010

- Improved process for the collection of meaningful student feedback and student destinations
- Review enrolment and counseling processes ensuring students have the appropriate entry level skills and understand the requirements of the certificate.
- Improved collaboration across the RTO especially for validation of assessment and resource sharing

SACE

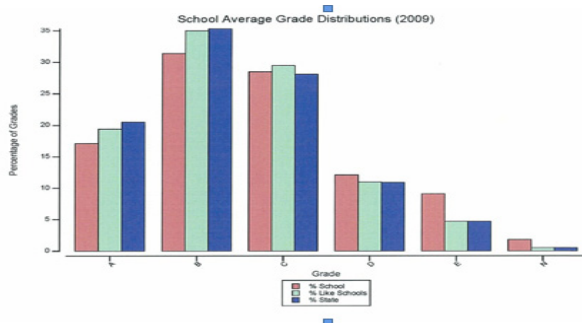
The following summary and analysis of 2009 results uses data provided by the SACE Board of South Australia. Comparisons have been made largely with the state average as our 'like schools' group is difficult to determine however this still provides an interesting comparison in some areas. What is also of interest is the trend in our data across years.

Overall the OAC results have a higher percentage of students in the D and E grade band than the state average. In 2010 one of our priorities is to reduce the achievement gap by developing and implementing strategies that support all students to improve achievement.

STAGE 2

Results across the A – C bands are comparable with 2008. The percentage of A's is in fact identical with the previous year. In 2009 there were 7 Merit students, 20/20. There was a slight decrease in the percentage of E's in 2009 as this was an area of focus for teachers. Teachers will continue to make this a focus in 2010.

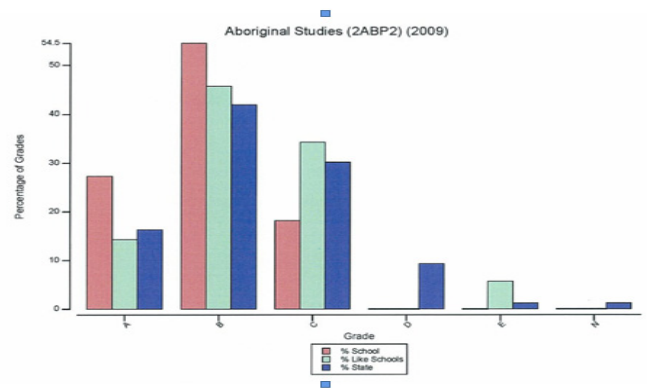
School Average Grade Distribution



Open Access College has some areas of outstanding achievement surpassing the State average, including: Stage 2 Aboriginal Studies, Media Studies and

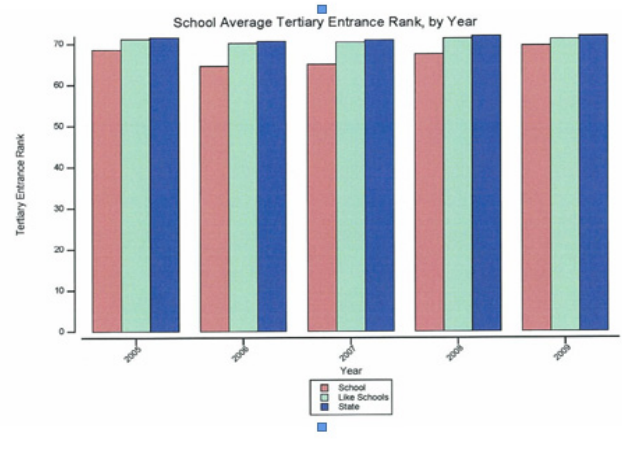
Vocational Studies – Football. results show the significantly high number of both A's and B's and minimal results at the lower end. Other subjects showing commendable results include.

Stage 2 Aboriginal Studies



TER School Average

A highlight once again in the 2009 results was the continued increase in the average TER rank for our students from both our 2006 [64.53] - 2008 [67.35]. Last year it increased to 69.54 and is now much closer to the state average than in previous years.

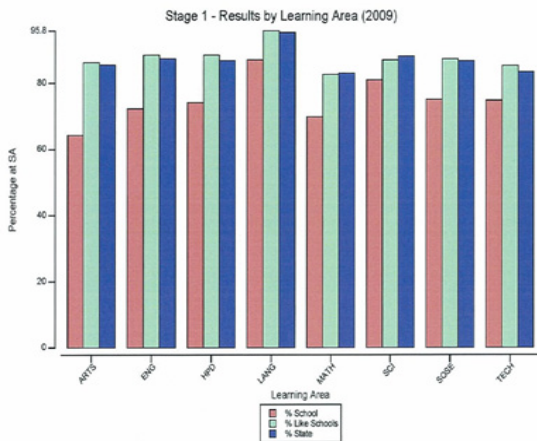


SACE (continued)

STAGE 1

Results by Learning Area for 2009

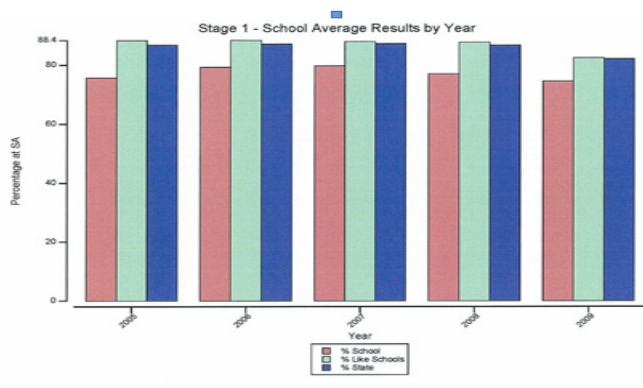
This graph shows the percentage of students who gained Satisfactory Achievement across the Learning Areas. Results are comparable overall with 2008. Science, with 80% of students obtaining an SA is similar to the state and like schools data. Languages has the best result with 85% of students achieving an SA.



The percentage of students who achieved Satisfactory Achievement totalled for all subjects shows a generally consistent pattern across 2005 – 2009. In 2009 there was a slight decrease to 74.6% from 77% in 2008.

For many students Open Access College is often the only chance they have to continue their studies and experience some level of success. It is therefore critical that we work collaboratively with students to maximise this opportunity and provide an environment which supports and enables success.

Enrolments increased in 2008 and 2009 and may possibly be attributed to the lifting of the school leaving age which has meant many students staying on in study as a legal requirement.



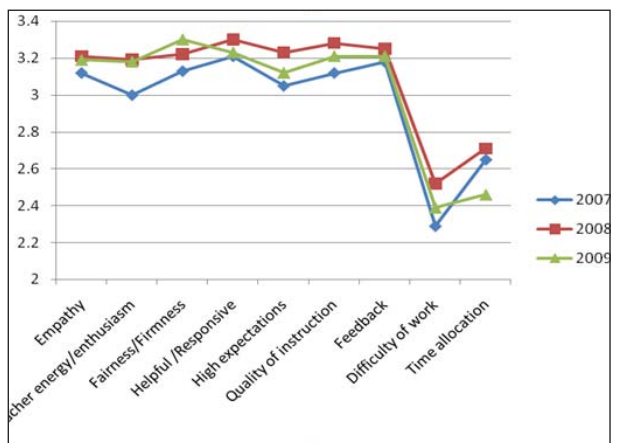
OPINION SURVEY 2009 RESULTS

STUDENT SURVEY 2007 - 2009

Scale 0-4; the closer to 4 the greater the level of satisfaction

Student satisfaction with their teachers is generally high. The pattern of responses reflects the pattern of previous years. 15% of respondents thought work was too hard and a similar 15% felt the work was too easy. While the difficulty of work and the time allocated for tasks seems lower, the questions relating to these criteria still indicate teachers are generally setting work at the relevant levels to challenge students while supporting them in their learning.

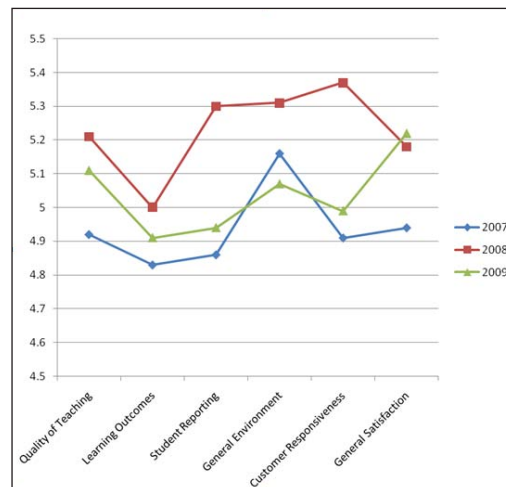
In 2010 efforts to personalise learning should lead to an increase in the relevance of the learning for students. This should in turn result in improved student satisfaction. A target of reducing the % of students who perceive the work as too easy or too hard will be set for 2010.



PARENT OPINION 2007 -2009

Scale 0-6; the closer to 6 the greater the level of satisfaction

Parent satisfaction is quite high as in previous years. One area lower than others is the extent that parents (18%) feel they are given the opportunity to involve themselves in college activities. This has been recognised by the college and parents are being encouraged to become more involved through a range of activities including Come In days, School Experience Weeks, camps and excursions. Parents have also been involved in future directions of the College through a range of consultation forums.

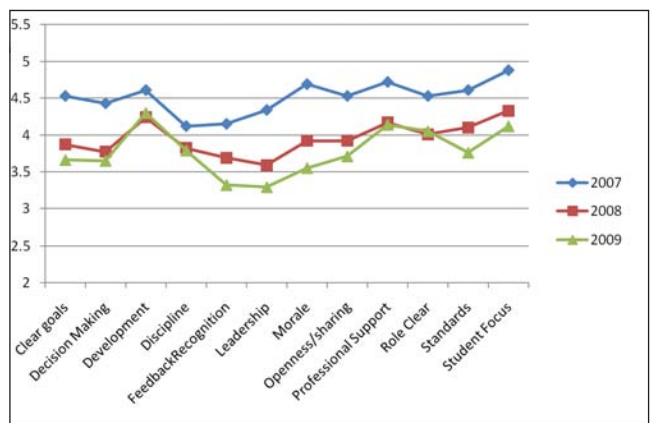


STAFF 2007 - 2009

Scale 0-6; the closer to 6 the greater the level of satisfaction.

2009 has been a year of significant change at OAC and there has been a slight downward drifting of staff satisfaction levels. The general decline and the different direction in Standards is a reflection of the many and varied ways staff have responded to the changes.

Strengthening communication about goals, decisions and reasons for the decisions, improving feedback and the recognition of staff achievements will all influence the staff satisfaction in a positive direction, reversing the trend.



PROFESSIONAL DEVELOPMENT

KEY HIGHLIGHTS:

- Curriculum Mapping Conference May 24/25 – Melbourne, with International presenter, Dr Heidi Jacobs. Staff have commenced a curriculum mapping process across the College. (3 staff attended)
- Whole school closure to work on Inquiry investigations and course development, (June 26) Teams worked on their inquiry investigations and prepared learning materials for Moodle. The Primary team started planning an R-7 online Moodle topic for the 2009 Year of Astronomy and continued this PD into Term 3.
- The Ancillary team participated in PD on the 26th June looking at three areas of operation – (i) The Code of Conduct for Public Sector Employee (ii) Worksite ergonomics to improve the application of OHS&W practices (iii) accessing Daymap. In the afternoon they had a fun team building exercise, which included going off-site and working with others outside of their daily teams.
- ADDES conference, Sept 16 – 18th Adelaide. OAC organised and hosted this international event. Four staff were selected as presenters and 45 staff attended a variety of sessions.
- Mandatory Notification –training sessions for 147 staff from Marden, Pt Augusta and Outreach completed in terms 3 & 4 (Aug 28th, Nov 6)
- 47 staff completed BELS (Basic Emergence and Life Support) training (Term 3 & 4)
- 2009 Regional Leaders Conference (8 Staff attended)
- Teaching Strategies and Behaviour support Autism/Asperger Syndrome
- “The Science of SA’s Fine Food & Drink Production” –for Chemistry & Biology teachers
- Psychology Summer School
- New SACE workshops
- Apple computer training
- Sharepoint training
- Teachers Work (2001) now Teacher’s Standards (2006)... continue
- Writing Job applications –“Stepping Up”

Total Expenditure for Professional Development programs was \$50,600 a proportion of this amount being Grant money for the implementation of the new SACE.

FUTURE DIRECTIONS:

Engaged and achieving students

- Learning Materials development/ Moodle
- Technology - access to Atomic Learning tutorials, “Just in time”, (Lead IT)
- NEP process & writing

A sustainable, inclusive and differentiated curriculum

Staff also attended the following Professional Development:

- EDSAS finance
- Working with EDSAS
- PD at Bower Place (Managing challenging behaviours)
- Autism SA
- Numeracy workshop
- National Primary Years Conference
- Learning Technologies Conference
- ezSystem Workshop for Beginners -electronics



- Learning framework: “Tfel - Teaching for Effective Learning” - Margot Foster
- Curriculum Mapping
- Assessment and Reporting
- new SACE preparation for Stage 2 teaching in 2011 (including Research Project) and moderation in Stage 1
- focus and develop ongoing eLearning and pedagogical inquiry and learning

TEACHER QUALIFICATIONS

Qualifications	Number of Staff	% of Staff
Doctorate	0	0%
Masters	6	4.3%
Degree	85	60.7%
Advanced Diploma	3	2.9%
Graduate Diploma	39	27.9%
Diploma	69	49.3%

WORKFORCE COMPOSITION

Category	Number	FTE	Male	Female	Indigenous
Teachers (excluding Leaders)	76	66.6	18	58	
Leaders	22	22	8	14	
Support Staff (excluding Leaders)	21		6	14	1
Leaders	9		4	5	

TEACHING STAFF ATTENDANCE

Not yet available on SPeRS

TEACHING STAFF RETENTION

Not yet available on SPeRS

An increasing number of teachers nearing retirement age are choosing to use the flexibility of the DECS Long Service leave policy and reducing their teaching time.

During 2009 two teachers moved to positions outside of DECS, two teachers moved to position in central office in DECS, four retired, four have moved to new schools and one has taken a year of leave. Two temporarily placed SSOs moved to new sites and one permanent SSO retired.

At the end of 2009 Open Access College farewelled over 30 teaching staff, many who were placed at the College on contracts. Enrolments increase during the year necessitating many temporary appointments. In recent years we have also started the year with a significant number of contract staff. In 2010 the aim is to increase the number of permanent teachers by converting some of these contracts to A vacancies. This will significantly improve teaching staff retention.

2009 FINANCIAL REPORT

Open Access College is funded predominantly by the State Government with additional revenue from materials and services fees \$573,542; interest \$96,969; and Commonwealth Government Grants \$127,207. Over 76% of our operating budget is spent on teaching and support staff salaries. A large proportion of our remaining funds are directed toward ICT, our Face to Face programs and learning materials (learning and materials development, reprints, kits and texts).

**Commonwealth Grants for 2009 includes the first instalment of the BER funding of \$100,000.*

Over a number of years the college has been able to accumulate funds to enable upgrade to a range of facilities. These upgrades continued in 2009 with work on refurbishing teaching (R-10 building and 400 Block) and administration (600 Block) areas across the College.

The construction of a multi-purpose hall has also commenced at the Marden site with funding made available through Commonwealth Government's Building Education Revolution initiative. Through the National Pride element of the Building Education Revolution initiative, funding has been used to undertake minor upgrades across the Marden site as well as the installation of a toilet facility at the SOTA site at Pt Augusta.

In 2010 we are planning to undertake the refurbishment of the Distribution space converting it into a Client Services/Resource Distribution facility. To enable us to complete this project funding was made available through the Building Education Revolution initiative. Other administrative areas across the College and the learning and materials development space will also be refurbished during 2010 using Open Access College funds.

In 2009 funds expended against our Site priorities included:

Excellence in Learning	\$ 445,167
Engagement and well being	\$ 85,625
Social Inclusion	\$ 122,747
Partnerships	\$ 1,723

For details of the following please refer to the insert.

- Balance Sheet
- Profit and Loss
- Financial Commitments report

Open Access College R-12

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**Government
of South Australia**

Department of Education
and Children's Services