

SCHOOL CONTEXT STATEMENT

School Name: OPEN ACCESS COLLEGE
 School Number: 08049

1. General Information

Part A

School Name : OPEN ACCESS COLLEGE
 School No. : 0849
 College Principal : Ms Julie Taylor
 Postal Address : 1 – 37 Marden Road, Marden SA 5070
 Location Address : 1 – 37 Marden Road, Marden SA 5070
 District : East Metro

Road distance from GPO 5 kms
 CPC attached No
 Phone No. 08 8309 3500
 Fax No. 08 8362 0045

February FTE Enrolment		2005	2006	2007	2008
Primary	Special, N.A.P. Ungraded etc.				
Reception	1	10.10	9.20	10.3	11.9
Year	1	16.80	11.20	16.4	13
Year	2	22.00	19.00	15.2	14
Year	3	22.10	15.60	17.1	18.4
Year	4	20.30	17.80	19.1	21.7
Year	5	17.30	19.10	20.8	17.8
Year	6	27.10	15.50	21.3	25.6
Year	7	27.90	19.60	9.9	14.9
Secondary	Special, N.A.P. Ungraded etc.				
Year	8	18.15	28.30	28.5	16.7
Year	9	42.24	20.50	34.3	36
Year	10	65.45	62.20	75.4	71.4
Year	11	344.45	307.20	254.7	274.6
Year	12	434.08	408.20	401.9	405.2
Year	12 plus				
TOTAL		1067.97	953.40	924.9	941.2
July total FTE Enrolment		972.10	898.94	904.0	
Male FTE		361.70	319.73	324.8	
Female FTE		610.40	578.21	579.2	
July School Card (persons)		252.00	294.00	314	
NESB Total (persons)		101.00	97.00	77	
Born O/S and in Australia less than 1 year (persons)				2	
Aboriginal FTE Enrolment		44.20	45.00	33.01	

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document. "Placement Points History" in the "Admin Information" section of the "Legal and Policy Framework Library" available on the departmental CD-ROM.

CONTEXT STATEMENT 2008

Part B

The Open Access College opened in January 1991, incorporating the South Australian Correspondence School and School of the Air (opened 1958). The mission statement of the Open Access Education Strategic Plan determined the College's function, role and responsibilities.

The college is made up of three schools:

R-10 School of Distance Education, Marden

R-7 School of the Air, Port Augusta

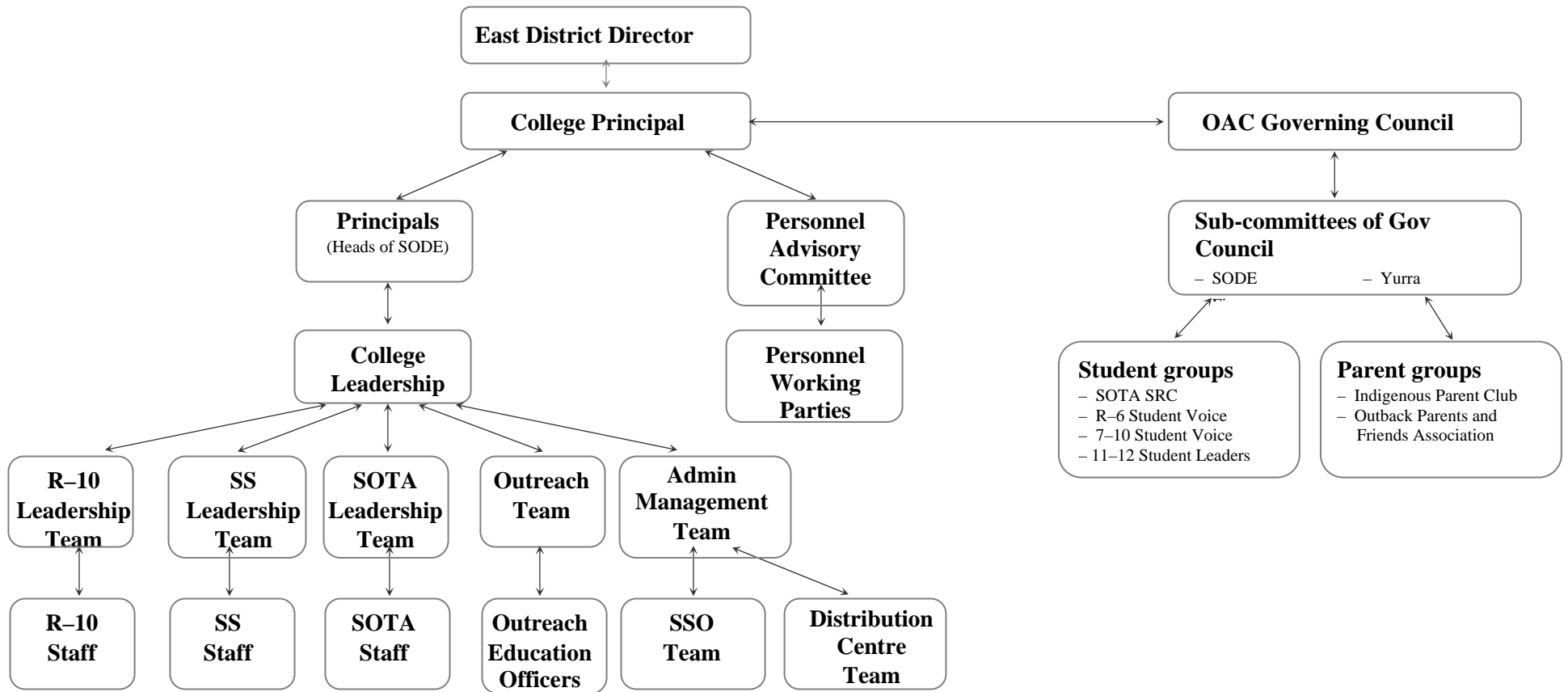
Senior Secondary School of Distance Education, Marden

and one unit:

Outreach Education

The College has the responsibility of redressing the educational disadvantage for children which arises from remoteness and isolation. It provides opportunities for students (metropolitan, country, and remote) in government and non government schools to gain access to a broader curriculum. The Open Access College is a government school that includes access to primary and secondary education for students who cannot access a local school or access particular curriculum at their local school. Students must meet eligibility criteria to enroll at OAC.

Open Access College – Organisational Chart



College Committees (report to College Leadership)

- OHSW
- Library
- ICT
- Student Services
- Marketing and Promotion
- Training and Development
- Curriculum Forum
- Index of Rural Disadvantage
- Management of Itinerant Teachers
- Literacy and Numeracy (and Indigenous students)

NB Working Groups will be established and feed into the Committees as the need arises.

SODE/Outreach Committees(report to respective SODE or unit)

- Mentoring R-10
- Training and Development R-10

Open Access College Site Development Plan 2007 – 2009

Our Vision

Leaders in distance, flexible and online learning

Our mission

OAC students are supported by educators, parents and the community to build resilience, embrace difference and strive for success. Our learning community aims to build pathways for individuals and generate skills for life long learning in a climate of innovation and collaboration.

Key Directions

Excellence in Learning - provide an appropriate curriculum and pedagogy to meet the changing needs of students.

Social Inclusion – improve access and equity for all students to ensure improved attendance, participation, retention and achievement.

Engagement & Well-being – improving mental health and wellbeing of students and staff.

Partnerships – improving student voice and community links.

Our values

Inclusion, Excellence, Integrity, Innovation

OAC context

The following are influences that are impacting on teaching and learning at the college and the services that we provide:

- Cross-college and other-agency collaboration and partnerships
- Flexible staffing arrangements to cover fluctuating student numbers
- Leaders in distance education
- Innovation and a commitment to research and development;
- Evolution and exploration of a range of distance education methodologies
- Connecting and empowering students
- Meeting the needs of students with varying degrees of access to technology
- Designing course materials for flexible blended learning
- Increased enrolments through raising the school leaving age to 16
- Increasing enrolments of students at risk, particularly with social emotional needs
- Increasing isolation of remote students with resulting impact of mental health

Core Business

The OAC meets the educational needs of students situated in a range of settings by generating dynamic learning communities supported by flexible and blended modes of delivery and high quality materials and programs.

Educational services include:

- access to schooling for those students unable to access a local school (school age, adults, international)

- access to curriculum choice for school-based students (government, non-government, international)
- access to schooling for students excluded from other schools
- the provision of student, supervisor and teacher support materials (print, multimedia, online) to students, schools and the wider educational community
- Outreach Education working in partnership with major cultural, scientific and political institutions to provide valid learning opportunities for teachers and students statewide
- training and development to DECS employees and the community in methods of flexible delivery
- research and development in curriculum, pedagogy and assessment to improve student learning
- RTO delivering nationally recognised Certificates as part of developing VET curriculum
- promotion and marketing of services and products

1. General Information

College Principal	Julie Taylor	julie.taylor@openaccess.edu.au
Senior Secondary Principal	Jeane Schocroft	jeane.schocroft@openaccess.edu.au
R010 Principal	Tim McLeod	tim.mcleod@openaccess.edu.au
SOTA Principal	Erica Womersley	erica.womersley@openaccess.edu.au

Assistant Principal	Jan Kelly – Curriculum and Training and Development
Assistant Principal	Wayne Hill – SSABSA Management and Quality Assurance
Assistant Principal	Anne Hopkins - Student Inclusion
Assistant Principal	Graham Clark - Curriculum and Quality Assurance
Assistant Principal	Tanya Scobie - SOTA

Staffing (as at February 2008 census)

Coordinators:

13.5 coordinators 8.5 female 5 male

Includes 5 student counselors and 0.5 Library Manager (shared with Marden Senior College)

Teaching Staff:

101 (80 FTE) – 73 female, 28 male

(Includes 4 Itinerant teachers 3 female, 1 male)

Senior Secondary School	56 staff (39 female, 17 male)
R-10 School	31 staff (23 female, 8 male)
SOTA	11 staff (9 female, 2 male)

Support Staff:

SSO team - 27 (20 female, 7 male)

SSO5 Business Manager
 SSO5 IT Manager
 SSO3 Administration Manager
 SSO3 Student Services Manager
 SSO3 Finance Manager
 SSO3 Distribution Manager
 SSO3 Development Officer

Enrolment trends

The students of Open Access College can be divided into two broad categories:

- *School-based students* are those who attend another school in the State, Independent or Catholic systems but who, for various reasons, take one or more of their subjects with the Open Access College.
- *Home-based students* are those for whom the Open Access College is their principle school. The group is made up of a range of enrolment categories including remote and isolated students, medical enrolments, young mothers, prisoners and adult re-entry students (who choose to study by distance for work or family reasons).

In Senior Secondary school-based students outnumber home-based students 54% to 46%, but the FTE numbers indicate home-based outweigh school-based 64% to 36%. Adult re-entry student numbers have grown to almost 200 FTE, with 65% enrolment in Stage 2 courses. Female enrolments heavily outnumber male enrolment at a consistent ratio of about 2:1.

The pattern of enrolment in the R-10 School is a continuous increase in student numbers from the start of the year to the end of the year. Enrolment numbers are at their lowest in term 1 and peak in term 4, roughly doubling in full time equivalents. The largest increase is in the middle years of schooling (years 6-10) and most significantly at year 10 level.

Students who are enrolled at SOTA on remote and isolated (R&I) grounds tend to be retained from Reception to year 7 when the majority transfer to a boarding school in Adelaide, or a country centre. There has been a reduction in distance and isolated enrolments in recent years and transience has increased.

Special arrangements

The Open Access College has a system wide responsibility to provide a teaching and learning program for students unable to access schooling at their local school or a particular learning area at their local school. The College provides opportunities for students to learn languages, and is part of the DECS Languages Plan Strategy in providing access to languages for students under compulsion. The R-10 School also has a system responsibility for students under exclusion, alternative placement and with medical conditions.

Support for home-based Indigenous students: A teacher has the responsibility for coordinating support for this group of students by ensuring each student has a teacher mentor and is provided with relevant regular on-going support. A group of teachers of Indigenous students meet regularly to discuss and implement strategies which support and monitor student progress. Teachers work with AEWs and tutors to support students. OAC is a Centre of Excellence in this area.

The Senior Secondary and R-10 Schools of Distance Education share the Marden Education Centre site with Marden Senior College. The School of the Air (SOTA) shares the site at Power Crescent with Augusta Park Primary School and the Remote and Isolated Children's Exercise (RICE).

2. Student Wellbeing

The Open Access College has an enormously diverse enrolment group and a high representation of educationally disadvantaged students. The basis for enrolment is that the individual student is unable to access teaching and learning programs at their local school. This could be on the grounds of geographic isolation, psychological issues (eg. school phobia, mental health issues), severe harassment, medical conditions, school exclusion, students travelling with their family in search of work or for pleasure, pregnant girls and teenage mothers, vocational study, family or work responsibilities, students at risk of not completing schooling or an area of learning which cannot be offered at the local school. The intersection of areas of educational disadvantage (eg. for a remote and isolated girl) requires many complex levels of support to promote improved social inclusion for our students.

The Open Access College has a system wide responsibility to provide access to the mandated areas of learning as described in the SACSA and SACE frameworks. We are able to provide a flexible learning program, complemented by individualized counselling and monitoring which accommodates individual student needs, supports diversity and fosters change. The College uses interactive teaching and learning methodologies, such as virtual classroom through Centra Symposium, chat lines, face to face opportunities, print and CD Rom, group and individual telephone conferences.

The college provides a strategy for redressing educational disadvantage through providing a diverse group of students with access to a broad, balanced curriculum.

Blended Learning

Teaching through distance education occurs through a blended learning approach including -

- the educator developing a positive working relationship with the student
- a range of interactive materials (print, video, audio, kits, CD Rom, online material)
- teleconferencing lessons
- virtual classroom by internet based Centra Symposium
- visits by teachers to students
- workshops
- mini-schools/camps
- use of email, chatline, electronic bulletin boards

Counsellors provide ongoing support and enrolment/pathways in collaboration with teachers.

Central to the model of learning via distance education are;

- explicit, professionally developed, purpose built and comprehensive learning materials,
- regular teacher-student interaction via weekly teleconferences or 'telephone lessons' and
- modification of learning programs to reflect needs of individuals.

To supplement these materials, teachers develop a range of additional learning and assessment resources and use learning spaces (subject websites) where web-based communication tools are used to maintain currency of materials and improve opportunities for teacher / student and student / student interaction.

In addition to weekly lessons (by telephone or centra) a wide range of face to face activities are provided to support student learning including-

- a comprehensive visiting program
- a range of camps and excursions
- a range of mini-schools, school experience weeks/days, workshops and practicals held in Adelaide and other central regional locations
- fieldtrips in subjects such as Geology, Geography, Aboriginal Studies and Australian History
- revision seminars held early in Term 4, principally to support students in preparing for exams and moderation in Stage 2 subjects.
- a mentoring program

Our senior school offers evening lessons on Monday and Tuesday nights to improve access to learning for a range of students, particularly those with day-time work commitments.

Host school days are offered by itinerant teachers for remote and isolated primary students at their host school or another convenient school located within their Footprint. Usually these are for a period of 3 days.

Itinerant teachers are the responsibility of the Principal, School of the Air. There are four itinerant teachers located at host schools: Port Augusta School of the Air, Coober Pedy Area School, Leigh Creek South Area School and Burra Community School. These teachers provide extra support to School of the Air and 8 -12 remote and isolated students taught from the Marden Campus, whom they visit at least once per term.

Student Voice

R-5, 6-10, and senior years student voice and SOTA SRC are highly active and involved in school wide events and support opportunities for face to face get togethers (eg camps, discos, BBQ, special events) and gaining student opinions on school practices.

Special programs

Students with literacy and numeracy needs are supported through individual support provided by a teacher (senior secondary) and an SSO Learning Support Officer (R-10). This support is through virtual classroom, teleconference and specific materials targeted to meet the needs of the individual learner. The Learning Assistance Program (LAP) is a volunteer program that provides additional support to students at SOTA. Plans are underway to expand this program to the Marden campus.

Parent Participation

Meetings of Governing Council are held twice per term by teleconference. Council is comprised of parents from the 3 Schools of Distance education, staff and 3 community representatives. Each School of Distance education has a Committee of Governing Council (CoGC) that report to and make recommendations to Governing Council.

A very active parent community at School of the Air represent the primary remote and isolated students, participating in fundraising, supporting face to face events and curriculum discussions as well as welcoming new parents and families to the community,

3. Curriculum

All eight mandated and required areas of study are provided for R-10 students (Marden and SOTA campus). The SACS A framework is used for programming and planning with Course materials.

Areas of study are -

- arts
- design and technology
- English
- health and physical education
- Languages
- mathematics
- science
- society and environment

Language students have a choice of the following languages-

Spanish (years 4-10)

Indonesian (years 1-12)

French (years 8-12)

German (years 8-12)

Indonesian and Spanish are taught from the Marden Campus via Centra for SOTA students.

In addition to physical education classes, students participate in range of physical activities, tabloid events and coaching opportunities including swimming, athletics, tennis, basketball etc during home visits, come in days and other face to face events.

Music and the Arts is a valued aspect of all students' learning. Year 3-7 students through School of the Air are encouraged to participate in the school choir and Northern Districts Music Festival. Music lessons with instrumental teachers are accessed through the Music Branch teachers in the Northern Country District. Students skills and music performance are regularly included in college celebrations.

The curriculum of the Senior Secondary School of Distance Education is based on the SACE curriculum and a range of VET offerings. It consists of:

- More than 30 Stage 1 and 40 Stage 2 subjects
- Community Studies and community learning
- Foundation courses in English, Mathematics and Science.
- Up to Certificate III in Multimedia, Certificate IV and Diploma in Business, Certificate III in Community Services – Child Care

New technologies have enabled teachers to utilise a variety of approaches to delivering courses and fostering student interaction. Courses are designed with a combination of print and CD ROM and teachers use the learning management system, Janison Toolbox, to provide current resources and on-line interactivity. Centra Symposium, a live e-learning environment, provides interactivity and enhance teaching and learning opportunities for students. Teacher-based action research projects continue to promote the evaluation of teaching and learning in the context of information and communication technology. FIR time is used to support the LEAD IT program where a group of teachers are provided with 0.1 release time to support other teachers with the integration of innovative e-learning strategies.

Assessment procedures and reporting

Staff report against SACS A and SACE outcomes, with parent/teacher interviews and comprehensive descriptive reports providing regular information on the progress and achievements of students. From 2007, OAC's reporting policy is in line with the DECS Plain Language Reporting Policy.

A database is established for all R-7 students to enable achievement, progress and follow up support to be monitored and documented throughout the primary years.

Student Entry Assessment (SEA) information is collected and records maintained on a computer database. Running record data is collected for all Year 1 and 2 students. This information is used to support programming and planning for all students from Reception to Year 3.

4. Staff and their Welfare

Staff Profile

Staffing approximates 85 FTE across the year, rising and falling with student enrolment numbers.

Leadership structure

The OAC has a College Principal, a Principal for each School of Distance Education, five Assistant Principals and 13.5 Coordinators. Amongst the coordinator group, 4 staff members work across schools and 5 have student counselling responsibilities.

Contract Teachers

The school experiences significant fluctuations in enrolments over the year. One of the results of a varied and, at times, unpredictable enrolment pattern is the relatively large proportion of contract teachers on the staff.

Staff Support Systems

The faculty system within the senior school is the major unit of professional support for teachers. Faculties meet regularly, participate in group professional development and take responsibility for student allocation and induction of new staff. Most coordinators have a faculty support responsibility as part of their role.

Performance Management

All staff participate in Performance Management with each member of the leadership team having performance development responsibilities for a group of staff. The system is based on line management and the preparation of a Performance Development Plan. Performance Evaluation is offered through formal feedback, professional conversations, mentoring programs and peer evaluation.

Teacher responsibilities

Teaching staff have a range of responsibilities related to the management of students studying by distance education. In addition to telephone lessons, these include monitoring of student attendance and participation, managing of personal timetable, mailing out of resources and assessment material and understanding and using information and communication technologies. The expected teacher work hours are 8.30am – 4.00pm.

Decision making structures

The decision making policy was reviewed in 2007. Regular staff meetings are held where major issues are discussed.

A Personnel Working Party and OHS&W Committee meet regularly.

5. Other information

School Operations

Staff meetings are held each Monday and regular team and professional development meetings are held.

Regular publications

The College distributes a newsletter each term. This publication is also published on the school website.

SOTA has a fortnightly newsletter titled SOTA Speak, which is emailed out to families.

Special funding

The Open Access College is a Category 2 school and eligible for Index of Rural Disadvantage Funds. These funds are used primarily to subsidise travel expenses for students to attend face to face activities. From time to time the school accesses grants for specific activities. Currently this includes an ASSISTM grant. The College also receives Commonwealth Literacy Schools Project funding.

Multi Campus

As well as working with other sites to Facilitate curriculum access Open Access College operates across two campuses. Travel between campuses is part of leaders and teachers collaborative work across campuses.

Port Augusta Campus

The School of the Air shares it's campus with Augusta Park primary School and the Remote and Isolated Children's Exercise (RICE). The SOTA buildings include an accommodation block called The Outback Centre. The Centre is used by OAC students, parents and staff as well as being available for use and hire by other sites or community groups.

Marden Campus

The OAC R-10 and Senior Secondary Schools of Distance Education share the Marden campus with Marden Senior College (a re-entry site). Buildings include a shared library, video conferencing facilities, administration area and staff room. Many whole college processes and a curriculum materials distribution centre is managed from the Marden campus.

Project Involvement

- Active After Schools program – SOTA 2007-2008
- Leading 21st Century Schools an Asian Education Foundation project
- Mentoring Students at Risk Project.-Years 8-10

Outreach Education

Outreach Education is a team of twelve teachers based in eleven of South Australia's major public organisations. Each teacher works collaboratively with their host organisation to ensure their resources are as accessible as possible to R – 12 learners across the state.

Host organisations include;

Adelaide Festival Centre
Adelaide Law Courts
Art Gallery of South Australia
Botanic Gardens of Adelaide
CSIRO Science Education Centre
Migration Museum
National Aboriginal Cultural Institute; Tandanya
Parliament House
South Australian Maritime Museum
South Australian Museum
Zoo SA

All Outreach Education programs offered are learner centred and based on DECS priorities and the SACSA framework or SACE. They cover all learning areas and weave in cross curriculum perspectives and the Essential Learnings. Activities are constructivist in approach and delivered using a range of formats including face to face and self-guided access, forums, workshops, performances, trails, role-plays etc. Increasingly the internet and mobile technologies are being used to deliver programs including virtual tours, computer delivered lessons and audio tours. Comprehensive teacher professional development is offered by all sites.

Seconded teachers work under PSM Act conditions and are line managed through the Open Access College.

Specific events and programs are promoted through DECS InfoConnect.

For information please visit www.openaccess.edu.au/outreach