

# Open Access College 2019 annual report to the school community



**Government  
of South Australia**  
Department for Education

Open Access College Number: 849

Partnership: Central East

**Name of school principal:**

Julie Taylor

**Name of governing council chairperson:**

Lynn Kelly

**Date of endorsement:**

4/03/2020

## School context and highlights

OAC, the state's sole distance education provider, continues to cater for students who are unable to access education from mainstream schools, through the use of flexible on-line teaching and learning approaches. As a category 2 level of Educational Disadvantage school, we cater for more than 60% of students with verified disabilities in our Central East Partnership. We continue to experience an increase in enrollments of students with highly complex needs. Late in 2019 we were advised by DfE that the College was to be reclassified to a category 5 level of Educational Disadvantage which would have an adverse effect on our resourcing and ability to provide our current range of intervention strategies and alternative programs. Negotiations will occur with DfE during 2020 to revisit this decision.

With the high level of students with complex needs and diverse student cohort we continue to provide learning programs to cater for the range of learning needs and we have a significant focus on wellbeing strategies and programs. In 2019 OAC joined the DfE Trauma Aware Schools initiative (TASi) and leaders engaged in PD provided by Connected Self. In 2020-21 all teaching staff will participate in 4 days of PD with the Berry Street Education Model (BSEM). This will include regular Reflective Practice session between the 4 day program.

In addition to TASi, we continue to build on improving learning and teaching with a continued focus on embedding Learning Design principles through the work of teachers in their professional learning groups (PLC's). This work also focuses on addressing our External School Review recommendations (from 2018) - please refer to our website for further information). In 2020 we will be developing and implementing the use of Power BI to ensure all staff have current, relevant data available for each of their students to inform the teaching and learning program.

Highlights for 2019 included numerous face to face events. Of particular significance were;

- SOTA Canberra trip for students in years 6 & 7. We anticipate this trip becoming a biennial trip for SOTA, In 2020 this trip will be offered to Marden middle years students.
- Marden R-10 camp at Roonka Water Camp in the Riverland. This was our second school camp for Marden students and was again well attended with excellent feedback from students and parents. Plans are underway for 2020 with a new venue being explored.
- Annual SOTA R-7 camp at Port Lincoln. 2020 plans for Arbury Park.

## Governing council report

In 2019 Open Access governing council representatives discussed and unanimously voted on amendments to the constitution regarding the composition of membership positions. The motion proposed 8 parent representatives across the whole college rather than specific year levels. These changes were minor but provided greater flexibility for parent nominations and was more reflective of the current structure of the college. Governing council received notification that the proposed changes have been endorsed by the Education Director and approved by DfE.

In addition to changes to our constitution and the acknowledgement of the uniqueness of the structure of our governing council meetings it was decided to encourage governing council training via the DfE website. Online training provides a greater flexibility and convenience to our members that will promote clearer understanding of the roles and responsibilities of governing council.

During the year council members provided valuable feedback towards the role and responsibilities of the governing council in the college's Decision Making policy. Further clarification of these changes were added to the draft which was also unanimously endorsed by governing council members.

Governing council tabled and discussed updates to the college Site Improvement Plan with a strong focus on Literacy and Numeracy.

Following DfE protocol, endorsement was granted to journal the transfer of funds (\$315,400.00) between OAC and MSC from the approved reserve budget for the TA3 Site funded works project. This was approved for purposes of financial efficiency. To further assist council members on the clarity of specific targeted funding a document was designed that explained how certain grant money is allocated and reported on.

During term 4 the governing council was notified of changes to the classification of OAC funding. The reclassification from level 2 to level 5 has significant resource implications. Council members agreed that a letter from governing council outlining our concerns and the possible implications of said changes would be beneficial in clarifying the way the data is interpreted. Current communication with the Department has been positive and expected to continue in 2020.

## Improvement planning - review and evaluate

Significant strategy in 2019 involved the establishment of Teaching and Learning Groups, based on the work of Dufour – Learning by Doing. Teachers were grouped either by subject/year level (eg Year 11 Mathematics Essentials) or by year level specific (eg Year 5), hence teachers had the same focus and could therefore plan, teach, assess, reflect and evaluate collaboratively. There have been significant gains in teachers collaborating, and specifically changes in teacher attitudes and understandings about student learning and as a result improved student learning outcomes. In 2020 and beyond the aim is to embed this professional collaboration across all aspects of teacher and leader work.

NAPLAN SIP targets have been removed due to less than one third of eligible students undertaking either the Literacy or Numeracy NAPLAN assessments. At SOTA, with almost 100% participation, we will use NAPLAN results to inform learning and teaching for that specific cohort. At Marden campus teachers will use PAT data as an indicator of growth and for planning.

Literacy goals:

Target: 92% of Year 3-6 continuing students achieve at or above the SEA for PAT R.

Actual: 88% of students in years 3-6 achieved at or above SEA for PAT R.

Target: 90% of Year 7-10 continuing students achieve at or above the SEA for PAT R.

Actual: 90% of students in years 7-10 achieved SEA or higher.

Target: Increase passing grades in yr 11 English to an average of 85%.

Actual: 81% Passing grades for English (Literacy).

Strategies for 2020–

- All primary years teachers will undertake PD in writing plus (functional linguistics) as there is evidence that indicates teachers and students benefit from this understanding and knowledge.
- The primary team will access the partnership literacy coach to strengthen their teaching.
- Teachers in primary and middle years have planned and programmed to align with the data collection of Brightpath – narrative and persuasive texts. Teachers have been trained in how to use the tool and then to implement the specific teaching strategies required for student growth. This will continue in 2020.
- Training in the identification and use of subject specific vocabulary was initiated in term 3 2019 and will continue into 2020 with the support of DfE literacy advisors on a regular basis working with small groups of teachers.

Numeracy Goals:

2019 focused on literacy and passing grades. Numeracy will become a focus in semester 2 2020-21.

Target 2019:

Target: 90% of Year 3-6 continuing students achieve at or above the SEA for PAT M

Actual: 84% achieved, years 3 and 5 were at or above target and years 5 and 6 below target

Target: 80% of Year 7-10 continuing students achieve at or above the SEA for PAT M

Actual: 70% achieved.

Target: Passing grades in year 11 Mathematics to an average of 80%.

Actual: 75% achieved.

Passing Grades years 10 and 11:

Target: Increase passing grades in year 10 and 11 to an average of 85%. (2018 average was 78%)

Actual: 74% passing grades average year 10 (71%) and year 11 (77%). Notable subjects with exceptionally low passing grades included Digital Technology, Fashion Follies, Art – Mix it up with Media.

Strategies included work toward embedding Learning Cycle and LDAM strategies through collaborative Teaching and Learning Groups (PLC's). This work will continue in 2020-21.

Teacher will track and monitor 6 students re growth in learning and engagement.

Meetings occurred with Stage 2 teachers to analyse and reflect on achievement data and identify areas for improvement. This process will continue in 2020.

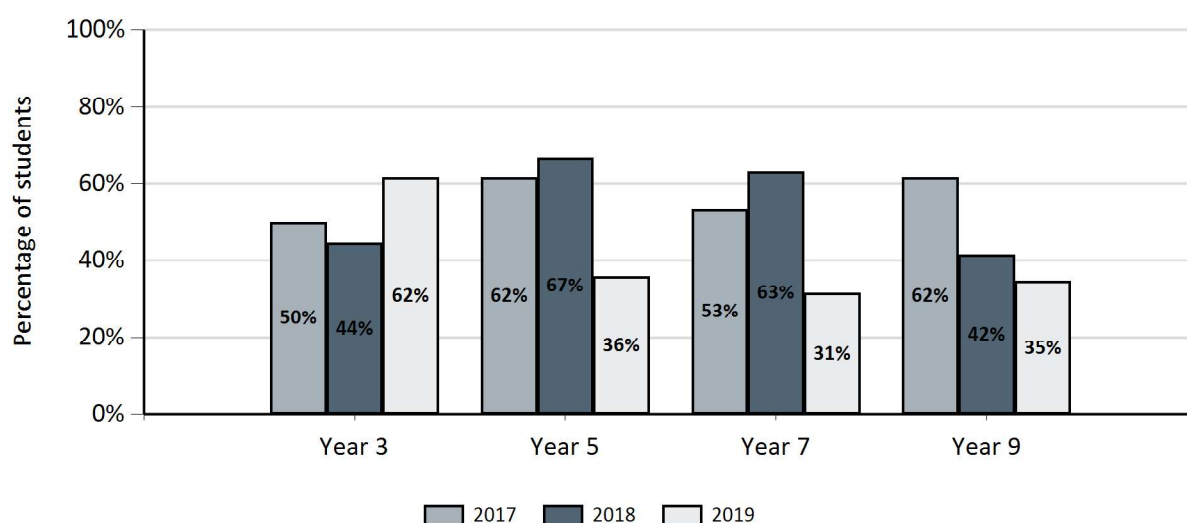


## Performance Summary

### NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

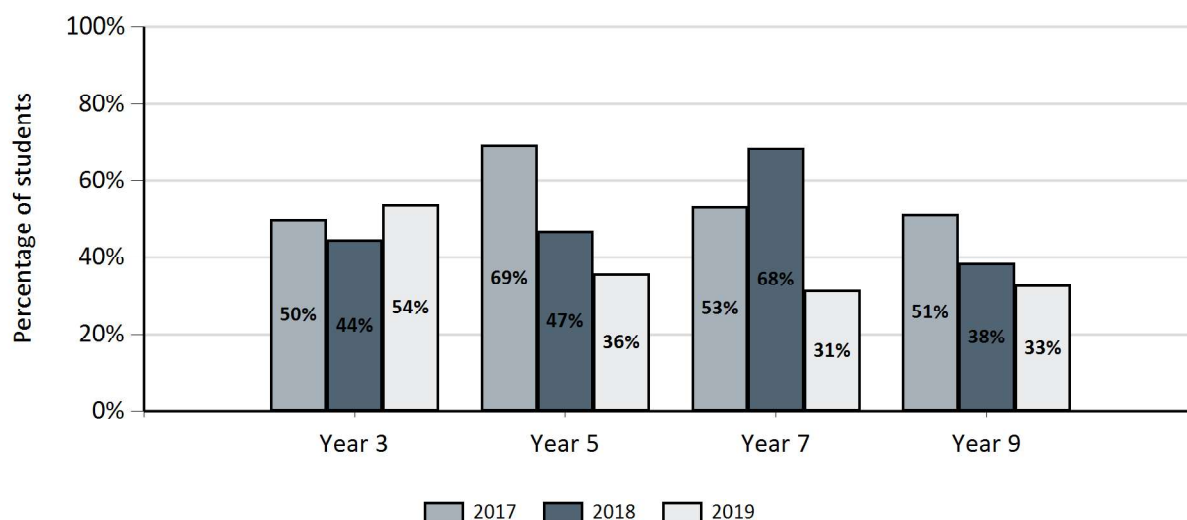
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	33%	58%	25%
Middle progress group	*	25%	42%	50%
Lower progress group	*	42%	0%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	17%	38%	25%
Middle progress group	*	58%	38%	50%
Lower progress group	*	25%	23%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	13	13	5	4	38%	31%
Year 3 2017-19 average	9.3	9.3	3.7	3.3	39%	36%
Year 5 2019	14	14	2	2	14%	14%
Year 5 2017-19 average	14.0	14.0	4.7	1.7	33%	12%
Year 7 2019	35	35	5	5	14%	14%
Year 7 2017-19 average	23.0	23.0	4.3	3.7	19%	16%
Year 9 2019	55	55	8	6	15%	11%
Year 9 2017-19 average	49.0	48.7	7.3	4.0	15%	8%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2016	2017	2018	2019
90%	92%	94%	98%

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

### SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	2%	2%	3%	2.19%
A	8%	4%	6%	10.66%
A-	9%	8%	15%	12.99%
B+	13%	14%	13%	14.45%
B	15%	16%	14%	14.74%
B-	14%	12%	13%	12.55%
C+	13%	15%	12%	12.70%
C	12%	13%	12%	10.07%
C-	5%	7%	5%	4.38%
D+	3%	3%	3%	2.19%
D	1%	2%	2%	0.88%
D-	2%	1%	0%	0.73%
E+	1%	1%	0%	1.02%
E	1%	1%	0%	0.44%
E-	1%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2016	2017	2018	2019
95%	97%	98%	98%

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	37%	42%	41%	52%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	42%	47%	47%	42%

## School performance comment

### NAPLAN

In 2019 NAPLAN was completed during Term 2 Week 3.

In order to maximise the number of students who complete the NAPLAN tests DfE posted tests to families who nominated to sit the tests at home. During Week 3 at Marden and SOTA (Tuesday 14th – Thursday 16th May) a total of 18 students sat the tests.

Results were sent to families during Term 3.

During September OAC was also part of the NAPLAN Online Readiness trial. Families and Students were encouraged to help the College assess the online format.

SACE completion was 98% of potential completer's in October and is comparable with the state. There has been a 4% increase in the percentage of students in the A band for stage 2 in 2019, while the overall percentage of passing grades remains at the same level as 2018.

Six merits were awarded to students; 4 in Child Studies and 2 in Community Studies.

Stage 2 passing grades per Learning Area:

Arts - 100% passing grades with 31.82% of these grades in the A band.

Business, Enterprise and Technology - 91.95% passing grades with 32.18% of these grades in the A band.

Cross Disciplinary - 100% passing grades with 28.69% of these grades in the A band.

English - 98.21% passing grades with 21.43% of these grades in the A band.

Humanities and Social Sciences - 95.42% passing grades with 26.72% of these grades in the A band.

Health - 98.21% passing grades with 46.43% of these grades in the A band.

Languages - 100% passing grades with 57.14% of these grades in the A band.

Mathematics - 75.93% passing grades with 11.11% of these grades in the A band.

Science - 94.12% passing grades with 11.76% of these grades in the A band.

The Arts and Languages Learning Areas had a greater percentage of passing grades compared to the state.

Business, Enterprise and Technology, Cross Disciplinary, Health and Language Learning Areas all had a greater percentage of grades in the A band compared to the state.

Sixty-six Special Provisions applications were registered with the SACE Board, providing suitable adjustments to allow students to complete SACE requirements.

Sixty-five students received an ATAR.

There were 33 applications for University entrance. 95% of applicants have received offers.

Compulsory Subjects:

74.7% of students achieved a C grade or above in Stage 1 Personal Learning Plan.

80.7% of students achieved a C grade or above in Stage 1 Literacy.

66.4% of students achieved a C grade or above in Stage 1 Numeracy.

100% of students successfully completed Stage 2 Research Project.

### VET

42% of students completed the SACE and would not have done so without VET, significantly above the stage average of 21.32%.

52% of students completed the SACE with the inclusion of VET, this is also above the state average of 43.45%.

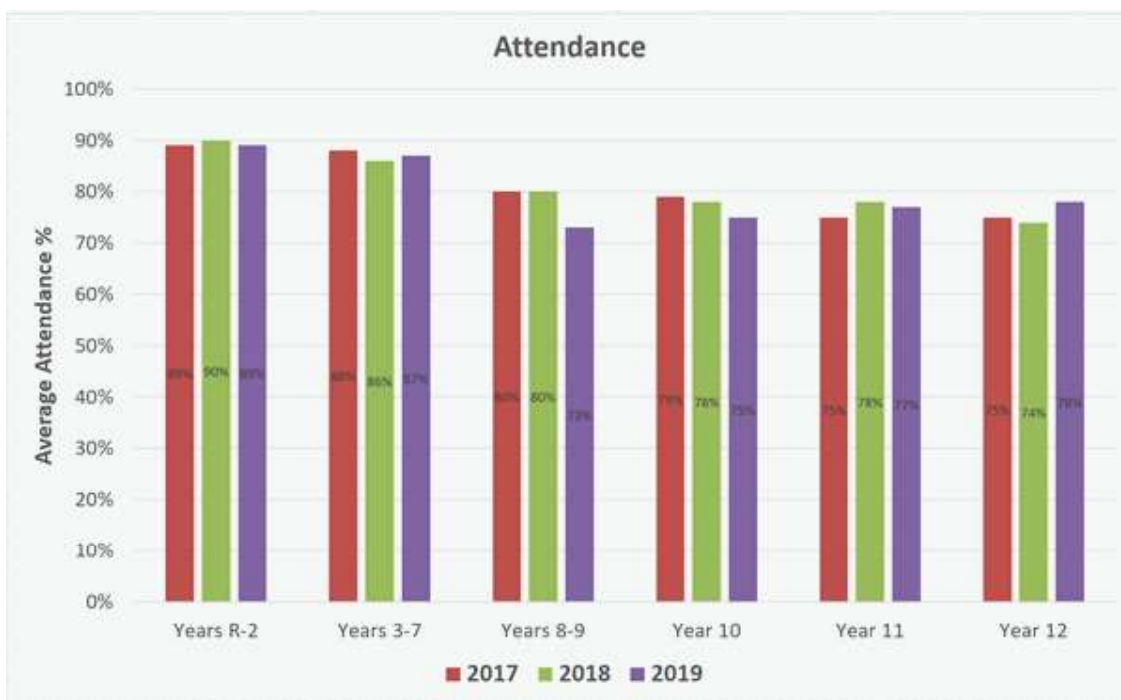


## Attendance comment

OAC's attendance is recorded as individual lesson attendance due to the nature of students' timetables. The high number of medical students and travelers result in a high level of absences through illness or inability to connect to lessons via the online platform.

Attendance rate has declined by 1% to 80% compared with previous 2 years. Years 3 – 7 had an increase of 1% and year 12 an increase of 4 % from 2018. Decrease in years 8-9 of 7% is of most concern and could possibly be linked to the increasingly complex needs of students enrolling at OAC.

## Attendance





## Behaviour support comment

In line with DfE requirements OAC monitors, reviews and implements our Child Protection policies. This year the Anti-Bullying and Harassment, Mandatory Notification, and Student Behaviour Management policies were reviewed through whole school community consultation.

As a distance educator with lessons and communication occurring through the use of information/communication technologies, and students off site, cyber bullying is of concern. Staff are vigilant in monitoring bullying.

Reports are provided to Governing Council twice a year, mid term 2 and early term 4. There was one reported incident of bullying in 2019.

Students are supported by the Student Wellbeing Team when an incident occurs and this can include a home visit.

## Client opinion summary

### Parents:

150 parents completed the survey, an increase of 55 responses. 93% of parent responses indicated neutral to positive satisfaction with their children's education at OAC. This represents a 4% increase and continues an upward trend in parent satisfaction.

Average responses for all questions rated 4.2 (out of 5), a slight increase of 0.1. Three of the top five responses remain the same as last year; Teachers having high expectations, students feeling safe at school and students being treated fairly by teachers. Two responses that increased by 5% or more were; This school is well maintained, and Student behaviour is well managed at this school. These five responses, in particular, support the schools strategic focus on student wellbeing.

One question that shows an 11% increase in positive responses over the past three years is related to teachers providing useful feedback to students. This increase aligns closely with our teaching and learning focus of Learning Design.

### Students:

283 students completed the survey, a slight decrease of 7 responses. On average there was an 92% agreement from the student respondents in categories surveyed. While a slight decrease from a high of 94% in 2017, it still represents a 17% increase in positive responses across past four years.

The average responses for all questions asked rated 4.0, a slight decrease of 0.1. Responses aligned closely with results from parents with high positive perception in; Teachers having high expectations, students feeling safe at school, teachers treating students fairly and the school being well maintained.

While the positive perception of students with respect to teacher feedback was down from 91% to 86%, this still represents a 17% increase for this question across the past four years.

### Staff:

56 staff completed the survey. There was an 74% positive agreement in the categories surveyed, down 3% from 2018.

The average responses for all questions asked rated 3.9, in line with the 4.0 average rating in 2018. The category of Quality of Teaching and Learning remains, at 89% positive response, a reflection of our strategic directions and PD focus positively impacting teacher work. The decrease to 72% in Support of Learning category is being addressed through focus on reinvigorating Intervention programs and introduction of a Student Intervention Team.

## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	2	1.1%
Transfer to Non-Govt School	15	8.0%
Transfer to SA Govt School	136	72.7%
Unknown	34	18.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

OAC follows all DfE Child Related Employment Screening policies and procedures. OAC also has its own internal policy to support staff managing the process ensuring compliance with DfE policies.

OAC maintains all records related to DfE employees on the Human Resource System on the Eduportal. OAC ensures all DfE employees, third party providers (as indicated in the policy) and volunteers hold appropriate clearances.

## Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	203
Post Graduate Qualifications	110

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	101.9	1.0	24.5
Persons	1	120	1	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	17,153,698.11
Grants: Commonwealth	135,939.09
Parent Contributions	907,322.67
Fund Raising	24,133.80
Other	353,890.10

Data Source: Education Department School Administration System (EDSAS).

## 2019 school annual report: Tier 2 funding report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	N/A	
	Improved outcomes for students with an additional language or dialect	N/A	
	Improved outcomes for students with disabilities	Students catered for in range of targeted programs Individualised Learning (1:1). 1:1 support for identified students R - 12 Intensive reading programs. <i>Work with college Psychologist and Youth Worker. E2E visits</i>	One Plan Numeracy and Literacy goals. Reading level improvements <b>+</b>
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Primary and Middle Years - small groups - AC literacy and numeracy, One Plan SMARTAR goals track growth 10 -12 New Directions, Stage 1 and Stage 2 (packages of integrated subjects; 2 teachers to 18 students) - SACE completion. Partnerships and Pathways (P&P). Individual services as identified by SWL. Case management with Psychologist and Youth Worker for all target groups.	SMARTAR goal progress towards achievement as per One Plan ND 100% PLP pass and 70% VET achievement Transition – Literacy 84%, Numeracy 100%, 6 SACE completers
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	40 ATSI college based students in 2020. All students continued on their learning pathway and 17 showed an upward trend. One student received a merit at SACE stage 2. Overall females outperformed males. <b>+</b>	Of the 18 SACE students receiving APAS tutoring 7 working above year level.
	Better schools funding	Supported a range of learning support options for students R-12. Specifically, the funding was used to support students' literacy through targeted reading programs and small group and individual learning programs.	90% of students at OAC for 12 months or more were over the SEA PAT R.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	The Primary SWL assists with student One Plans with the teacher, parent and student. She case manages students' progress, intervenes early and liaises with relevant agencies/personnel to support student learning.	Case management with Psychologist and Youth worker produced positive results.