open access COLLEGE

Strategic Plan
2017-2021

Government of South Australia
Department for Education

Our Mission

Providing equitable access to learning

Our Values

◆ Integrity
◆ Excellence
◆ Innovation
◆ Inclusion

Our Purpose

OAC develops learners with the knowledge, skills and dispositions to build purposeful, productive and resilient lives.

Strategic Objectives

Learning for growth

◆ All students achieve growth
◆ All staff grow through professional learning

Wellbeing and resilience

◆ Build resilience and wellbeing in our students
◆ Build community connectedness

Innovation

◆ Build a culture of innovation

Every learner
Every day
Every way

Strategic Plan: Targets and Actions
2018

Target	Actions	Measures
All year 1-10 students achieve at least one year's growth in literacy and numeracy for one year's learning.	Teaching Teams focus on understanding and implementing the elements of Learning Design Assessment and Moderation (LDAM). All teachers and leaders participate in observation and feedback with a specific focus on an identified pedagogical strategy twice per year using the DECD process. Professional Learning focus within teaching teams: - Using PAT data to analyse and plan learning - Using SMARTAR goals and writing OCOP Implement OAC policy in relation to enrolment in intervention programs. Provide suitable training and support for teachers/SSOs who deliver the intervention programs. SMARTAR goals that address student learning needs are written in OCOP's Maintain and monitor a site database to ensure all eligible students are accessing Learning Support. OCOP creator and Learning Support teacher/SSO collaboratively design the Learning Support program to support the achievement of the SMARTAR goals.	PAT R and PAT M: All 3-10 students enrolled by February 28th – growth in PAT R and PAT M (using scaled score) from 2017 to 2018 Running Records: All students in years 1-2 and Alternative Programs enrolled by February 28th growth from 2017 to 2018. Intervention programs: *Intensive Reading and Guided Reading* measured by reading levels. *QuickSmart Literacy and Numeracy* measured by Quicksmart metrics.
For all students in years 1-10 undertaking Australian Curriculum, increase the pass rate (C grade or better) from term 2 to term 4.	Collaborative moderation within teaching teams and across CE partnership to ensure consistent application of grades within teaching teams. OCOP identifies students who will not be graded *Actions as per first target*	Increase in passing grades from term 2 to term 4 aggregated across the College

Alternative Programs: 95% of students successfully complete: New Directions Stage 1 Transition Stage 2 transition Pathways Program, ILP, PLP	Teachers are supported (PD) in the development of OCOP with SMARTAR goals. Trial of DECD OCOP with identified group and PLT. Every term OCOP goals are reviewed *Actions as per first target*	ND: Completion of Cert 1 in Vocational Skills and PLP Stage 1 Transition Attaining 80 SACE credits, including literacy and numeracy Stage 2 Transition – completion of SACE or successful transition to work or further study. PP, ILP, PLP Achieving identified (SMART) learning goals as described in their OCOP
SACE students attain a C grade or better: Stage 1 87% Stage 2 95%	Students at risk of not achieving a C are identified and supported in line with OAC policy. Ensure all teachers are familiar with ongoing and new course requirements. Appropriate LAPs established and verified within Teaching Teams and by SACE coordinator. Collaborative Moderation processes are modelled and implemented within Teaching Teams and across sites. Effective Learning Design pedagogy is implemented, including: ● All Teaching and Learning plans based on Learning Design principles ● LMS structure and content supports student learning ● Observation and feedback processes are implemented by Teaching Teams to improve pedagogy	SACE data for all students with C grade or above in all subjects.
VET students complete certificate course within the program length.	Competency based pedagogical approaches are developed by the VET Teaching Team and implemented by trainers. Develop and implement a process to identify and support students at risk of not passing certificate courses. All courses and trainers are compliant with VET requirements.	Rate of students completing each certificate course – aggregated.

Individual college based student attendance percentage at the end of 2018 compared with previous year, or previous site, shows an improvement. Student percentage attendance, collected by year level cohorts (R-2, 3-7, 8-9, 10, 11, 12) increases to: R-7 – 90%, 8-10- 85%, 11-12 – 80%	Record student attendance for all classes, in Daymap, using OAC agreed codes. Implement effective Learning Design principles (including Lee Crockett influence) to involve all students in the learning process. Implement and Review existing OAC policy in relation to student attendance and engagement.	OAC continuing students – DAYMAP percentage attendance from 2017 compared with 2018. OAC new students – DAYMAP percentage attendance compared to previous school percentage attendance. Percentage attendance from DAYMAP
97% of all potential SACE completers in October achieve SACE in 2018 Increase average retention in SACE: Stage 1 subjects to 88% and SACE Stage 2 subjects to 76% subjects.	Teaching Teams focus on understanding and implementing the elements of Learning Design: - learning intentions, success criteria, self reflection, task design, collecting evidence of learning in teaching, collaborative moderation, All teachers and leaders participate in observation and feedback with a specific focus on an identified pedagogical strategy twice per year. (Follow the DECD process) Specific retention targets set by each teaching team for each subject. Use of tracking data to provide intervention and support for students at risk of withdrawing.	SACE percentage completion data from SACE Board Average retention data is aggregated per subject and year level.
Improvement for continuing college based students years 9 - 12 in the 4 domains of resilience as listed below using the RYA survey ● positive values ● positive identity ● social skills ● educational engagement Wellbeing and Engagement Improvement for continuing college based students years 4-9 in; • Peer belonging • Perseverance • Emotional regulation	Implementation of Year 8 -10 Sensability program And Years R - 7 Social and emotional wellbeing program PERMA training for all staff to support wellbeing of self and of students Student welfare team, include psychologist and youth worker, work with students, staff and parents to improve wellbeing. PLT with a focus on wellbeing.	Wellbeing and Engagement survey yr 4 – 9 college based continuers (term 3) RYA yr 9 – 12 college based continuers (late term 1)