



# SCHOOL CONTEXT STATEMENT

Updated: 06/03/2018

**School number:** 0849 (1672 SOTA and 5861 Music Focus School)

**School name:** Open Access College

## School Profile:

Open Access College plays an important and critical role in addressing educational disadvantage for South Australian students who for a range of reasons are not able to attend school in person or are unable to access aspects of the full curriculum at their local school. The school consists of 2 campuses; R-12 campus at Marden and School of the Air R-7 campus based at Port Augusta.

Students access the learning through engaging in on-line interactive lessons and tasks both synchronously and asynchronously. Use of learning technology to support teaching and learning is essential to the success of our college. Significant investment in learning technology is made annually through extensive professional learning, a large learning technology support team, provision of laptops to all fulltime college based students, and state of the art technology facilities.

Our students are located in metropolitan, rural, remote, interstate and overseas locations. Our student cohort consists of:

- students not attending a traditional school due to distance, medical, travel, elite athletes (sport, dance etc), work commitments
- secondary school students accessing one or more OAC subjects, including VET;
- Indigenous students, as a school of choice
- Adults returning to complete their secondary education
- Primary school students accessing language learning (currently 4000+ students from 50+ schools) through our Language Partnership Program

A significant number of OAC students have verified disabilities and many more require specialised-learning plans.

The College is a DECD Music Focus School with instrumental music teachers providing a service to both OAC music students and students in other sites.

Open Access College is a registered training organization (RTO) in partnership with Marden Senior College.

# 1. General information

**School Principal name:**

Ms Julie Taylor

**Deputy Principal name:**

Ms Jeane Schocroft

**Year of opening:**

1991

**Postal Address:**

1-37 Marden Road, Marden

**Location Address:**

1-37 Marden Road, Marden and 59 Power Crescent, Port Augusta

**DECD Region:**

Central East Partnership

**Geographical location**

7km from GPO

**Telephone number:**

08 8309 3500

**Fax Number:**

08 8362 0045

**School website address:**

[www.openaccess.edu.au](http://www.openaccess.edu.au)

**School e-mail address:**

[info@openaccess.edu.au](mailto:info@openaccess.edu.au)

**Child Parent Centre (CPC) attached:**

nil

**Out of School Hours Care (OSHC) service:**

nil

## February FTE student enrolment:

February FTE Enrolment	2014	2015	2016	2017	2018
<b>Primary Special, N.A.P. Ungraded etc.</b>					
<b>Reception</b>	29	35	39	42	36
Year 1	39	50	36	62	59
Year 2	36	47	43	58	66
Year 3	39	50	49	66	75
Year 4	46	51	50	72	85
Year 5	40	53	43	77	83
Year 6	43	49	52	69	97
Year 7	51	56	50	70	89
<b>Secondary Special, N.A.P. Ungraded etc.</b>					
Year 8	41	36	27	31	40
Year 9	69	57	46	48	60
Year 10	83	102	101	106	116
Year 11	225	223	217	210	240
Year 12	318	333	338	329	313
Year 12 plus					
<b>TOTAL</b>	<b>1060</b>	<b>1141</b>	<b>1091</b>	<b>1239</b>	<b>1359</b>
<b>July total FTE Enrolment</b>	1025	1114	1205	1250	
<b>Male FTE</b>	444	466	548	552	
<b>Female FTE</b>	581	648	658	698	
<b>July School Card (Persons)</b>		164	252	192	
<b>NESB Total (Persons)</b>				17	
<b>Students receiving ESL support</b>					
<b>Aboriginal FTE Enrolment</b>	53	52	44	61	

## Student enrolment trends:

The increase in numbers in the primary years since 2014 is largely due to the growth of the Language Partnership Program where over 4000 students are enrolled in a language subject.

School of the Air enrolments have gradually declined over the past ten years but have stabilised over the past 3 years, with a small increase in 2018.

During each school year our R-10 college based enrolments increase significantly during the year, adding complexity to work of staff across the college.

## Staffing numbers (as at February census):

Teaching Staff: 96.5 total FTE

- Principal
- Deputy Principal
- Head of Campus – SOTA
- 4 Assistant Principals
- 2 Senior Leaders Band B2
- 16 Pedagogy Coordinators
- Teacher Librarian (shared with Marden Senior College)
- 4 Itinerant Teachers

- 66.5 FTE teachers

**Non-Teaching Staff:** 1086.5 hours

- Business Manager
- Learning Technology Manager
- Client Services Manager
- Administration and Data Manager
- Executive Assistant
- 25 SSOs
- ACEO 27 hours
- Psychologist 37.5 hours
- Social Worker 37.5 hours

**Public transport access:**

N/A

**Special site arrangements:**

OAC Marden campus is on a shared site with Marden Senior College (MSC) and OAC SOTA campus is on a shared site with Augusta Park Primary School (APPS). Arrangements are in place at both sites with our co-located schools.

## **2. Students (and their welfare)**

**General characteristics**

Students at Open Access College can be divided into four broad categories:

- *College based students* are those for whom OAC is their principal school. This group is made up of a range of enrolment types: remote and isolated, medical, travellers, adults re-entry students to name a few. Students accessing OAC for the first time are placed on a 10 week trial and referred to as “school based enrolment” for this period. On completion of a successful trial they are then converted to college-based enrolment.
- *Curriculum choice students* (predominantly year 11 and 12) are enrolled at another school and access some of their learning (usually one or two subjects) through the college.
- *Language Partnership Program (LPP) students* are enrolled via their school to study a language.
- *Home schooled students* (with an exception from DECD to attend a traditional school) in Year 1- 9 may enrol at OAC for language and music and at year 10 in preparation for SACE.

In 2018 the FTE for female students in the senior years is nearly double that of males.

In R-10, at our Marden campus, the policy of continuous enrolment results in a continuous increase in student enrolments across the year with the number almost doubling from term 1 to term 3 in the Middle Years.

School of the Air at Port Augusta enrolls students who are geographically isolated. These students are generally retained from reception to year 6/7 when they often transition to a boarding school in Adelaide or their local centre. In 2018, 48 students are enrolled at SOTA.

Students in the Language Partnership Program come from primary and area schools across SA.

### **Student well-being programs**

Students in years R-10 participate in a care group program as part of their learning. The program is coordinated by their primary teacher, central studies (years 7-9) or advisory teacher (year 100). The Beyond Blue program Sensability is the basis of the student wellbeing program for years 8-10. The focus in R-7 is on social and emotional learning based on Kidsmatter.

### **Student support offered**

- Face to face events and programs provide additional support for students. This includes home or school visits to students; camps, excursions/incursions, workshops; practical laboratory sessions; mini schools and school experience weeks. In addition, Itinerant Teachers regularly visit School of the Air students and yr 8-12 geographically remote and isolated students.
- The College psychologist supports identified students by evaluating, identifying student's social, emotional and cognitive strengths and weaknesses. Psychological assessments to assist in planning the learning program are provided where required.
- The Social Worker supports individual case management of identified students by engaging school and community services, brokering flexible learning programs and developing stronger and broader community links.
- Aboriginal Community Education Officer (ACEO) provides advocacy and support for identified Aboriginal students. The ACEO organises ATSI tutors, promotes career development and builds connections with community and partnership organisations. ATSI Tutors are offered to all College based Indigenous students to assist with time management, work organisation, revision or clarification of work.

### **Student management**

Four student wellbeing leaders provide case management and enrolment services. They are the first point of contact for a student providing subject, course, career or personal counselling. They can also assist with time management and organisational issues.

### **Student government**

Student leaders and SOTA SRC are highly active and involved in gaining student opinions, organising school events and support opportunities for face to face events including

campus, come in days, and the College formal. Students are also represented on the OAC Governing Council.

### **Special programmes**

The college offers a wide range of intervention and alternative programs R-12 that support students with specific learning and engagement needs to achieve success in learning and transition. Please refer to our college website for further details.

## **3. Key School Policies**

### **Site Improvement Plan and other key statements or policies;**

(please refer to college website)

Open Access College is committed to providing equitable access to learning for every student, and embody the college values of integrity, excellence, innovation and inclusion.

The agreed strategic objectives for 2017 - 2021 are;

- Learning growth for students and staff
- Wellbeing and resilience
- Developing an innovative culture

### **Recent key outcomes:**

*Refer to the college Annual Report on our website*

## **4. Curriculum**

### **Subject offerings:**

Australian Curriculum is the mandated curriculum for years R-10.

Middle Years learning is organised into Central Studies, where a group of students are allocated to two teachers who provide an integrated program across the compulsory subjects. Students are also offered a selection of electives.

Year 10 is a transition year to senior school and students are supported by being allocated to a group for core subjects with a limited number of teachers.

Senior year students can select from over 70 SACE Stage 1 and 2 subjects as well as VET Certificates. Refer to our website for a comprehensive list of subjects and program offerings. OAC uses the flexibility of the SACE to ensure the best possible chance of success for our students including accrediting Community Learning through Self Directed programs. Many students choose to complete their SACE over more than 2 years.

### **Special needs:**

The College runs a number of Alternative and Intervention Programs that provide either alternative or additional learning options for identified students.

Intervention programs include: Quicksmart Literacy and Numeracy, Intensive Reading, Guided Reading and Learning Support. The latter being for individualised learning support across a range of skills while the others are structured programs, specifically developing literacy and numeracy skills.

Alternative programs R-9 engage individual or small groups of students by identifying and developing specific learning capabilities. A similar program, Partnerships Pathways Program, is provided for Senior Year students to support transition from school.

Year 10 -12 Transition programs have been successful in supporting students complete the compulsory units of SACE and prepare for transition to work.

### **Special curriculum features:**

As a Music Focus School the college hosts a number of instrumental music teachers who provide instruction to students in a range of schools, including Open Access College. Our specialist studio suite enables these IM teachers to provide online instrumental music lessons to students at a distance.

OAC is an Adult re-entry school and supports adults wishing to complete their secondary education.

As a RTO, OAC provides access to Vocational education and training certificates for school based students and adults across SA. In 2016 42% of year 12 students were studying a VET certificate as part of their study.

### **Teaching methodology:**

Teaching is online, with synchronous lessons provided through the use of a virtual classroom. The full curriculum is taught and assessed in both synchronous and asynchronous modes using a range of ICT platforms. Before lesson work is accessed by students using a number of interactive tools. WebEx is the platform used for collaborative small group synchronous lessons. Google classroom is extensively used to simulate the classroom experience where teachers and students can interact on tasks and students gain “just in time” feedback. Many learning resources are made available for each class through Moodle. Communication and feedback is ongoing and made available through Daymap, email, telephone and visits. Students are encouraged to attend workshops, practical days, mini-schools, excursions and camps to interact and learn with others.

### **Student assessment procedures and reporting**

Student learning is monitored through a range of informal and formal processes. Formal assessment is recorded with feedback for student, parent and schools accessed through DAYMAP.

Formal reports are provided each term and include an A-E grade and/or descriptive comment.

### **Joint programmes:**

Charles Campbell College and Valley View High School partner with OAC in the provision of VET Certificate III in Early Childhood Education and Care to students across cluster schools.

Students of Early Childhood Education and Care have the flexibility of completing the certificate part online and part on site in a joint agreement with Marden Senior College.

Primary years languages are provided through our Language Partnership Program (LPP) in partnership with schools. Our specialist language teachers design the learning program and provide weekly synchronous lesson (online or F2F) and the primary years class teacher provides an additional language lessons using resources developed by the OAC teacher.

## 5. Sporting Activities

Not Applicable

## 6. Other Co-Curricular Activities

- OAC students are able to join the Children's University. The Children's University offers learning opportunities outside of school hours program to children aged 7-14 and volunteering 15-18. The students collect hours in their passports for the experiences they attend in non-formal learning settings whilst developing their self-efficacy, confidence and expanding their knowledge and commitment to learning. Open Access College joined the CUA in 2016 and supports students to formally graduate at a ceremony held at Bonython Hall – University of Adelaide each year.
- Online social activities include chess, gaming and informal chat rooms monitored by staff.

## 7. Staff (and their welfare)

### Staff profile

Teaching staff FTE ranges from 90 to 100+ through the year due to the increase in enrolments across the year. To cater for the fluctuation in enrolments and the variation and unpredictable pattern of subject choice the college has a number of part time and contract teachers.

Approximately 30% of teachers in 2017 were in the first 3 years of their career.

The college has a large team (35) of support staff and allied health professionals to cater for the complexity of our student cohort, the reliance on learning technology for delivering our learning programs, and the requirement to re-enrol students annually and managing 5,500+ (1360 FTE) enrolments.

### Leadership structure

Please refer to our website for our leadership structure.



## **Staff support systems**

Teachers work in collaborative teams with two different foci:

- Teaching Teams – teachers teaching in a specific level of school or subject areas work in teaching teams to collaboratively plan, teach and assess learning. They focus on what is working for student learning and what needs to change based on student participation, engagement and learning outcomes. Each team is supported by a pair of leaders who collaboratively plan for the development and improvement of teaching and learning.
- Professional Learning Teams – teachers and SSOs are involved in action research and professional learning in an area of their choice linked to the strategic directions of the College.

Two professional learning teams specifically target the development of early career teachers and teachers transitioning from graduate to proficient. Mentoring by experienced teachers is integral to this process.

Professional Learning is planned to support the achievement of the goals of the site plan. There is a significant focus on developing pedagogy in the online environment that engages and improves the learning experience for all learners.

Leadership learning and meetings incorporate a focus on developing leadership skills and in supporting leaders in their work. A number of leaders are engaged in onsite mentor support from a senior leader.

## **Performance Management**

All staff are part of a line management group. Staff use the DECD template to record their PDP and progress throughout the year.

Staff are encouraged to identify two goals: one goal is directly related to their Professional Learning Team work and links directly to the Site Improvement Plan; the second goal is a personal professional goal related to their work and their career goals. Performance observation and feedback is an integral part of the process.

Formal meetings are scheduled for performance management once per term and regular informal conversations are encouraged.

## **Staff utilisation policies**

The college has developed a Teaching Profile that provides guidelines for equitable allocation of duties to staff. Tier 2 salaries are utilised for employment of and ACEO and specialist teachers for students with learning needs.

## **Access to special staff**

Students are able to access learning of a musical instrument through utilising instrumental music teachers.

The college also employs a fulltime psychologist and social worker who support students with wellbeing needs, in addition to utilising the East Region personnel through the single referral process.

## **8. Incentives, support and award conditions for Staff**

Complexity placement points: NA

Isolation placement points: NA

Shorter terms: NA

Travelling time: NA

Housing assistance: NA

Cash in lieu of removal allowance: NA

Additional increment allowance: NA

Designated schools benefits: NA

Aboriginal/Anangu schools: NA

Medical and dental treatment expenses: NA

Locality allowances: NA

Relocation assistance: NA

Principal's telephone costs: NA

## **9. School Facilities**

### **Buildings and grounds**

The college consists of 2 campuses – Marden and Port Augusta. Both campuses are on shared sites with other DECD schools and have some shared facilities. Marden campus facilities consist of 4 teaching building of varying sizes, 8 recording and teaching studios including 4 sound proof studios, a school hall, client services and distribution centre. Shared site access to a library, staffroom, reception area, canteen and boardrooms.

Our Port Augusta campus consists of a teaching area, 2 studios, staffroom, reception area and small library. The Outback Centre is used for F2F events and is hired out to other schools.

The college is mid-way through a major refurbishment cycle of all teaching and administration areas.

### **Heating and cooling**

All teaching and learning spaces, and work spaces have both heating and cooling.

### **Specialist facilities and equipment**

The college provides a library in conjunction with MSC and an online library service. All teachers are provided with a laptop and a fully equipped online work space. All fulltime college based students are provided with a laptop. Specialist science laboratory facilities are accessed through MSC.

### **Student facilities**

An onsite mobile food van is available for staff and for students when on site for F2F events.

### **Staff facilities**

Staff workspaces are equipped with laptop, docking station, dual monitors, quality headphones, telephone, storage space and electric adjustable desks. Staff also have access to the Mars Gymnasium facility.

### **Access for students and staff with disabilities**

Parking spaces and bathroom facilities are provided, along with ramp access to all buildings.

### **Access to bus transport**

Not applicable

## **10. School Operations**

### **Decision making structures**

The college Governing Council is responsible for broad strategic direction and decision making, including the annual budget approval process.

The college has a consensus based Decision Making Policy.

### **Regular publications**

An online newsletter is published through our website. Regular updates are provided through the college Facebook page.

SOTA publishes SOTASpeak through the college website.

### **Other communication**

Emails and Daymap are used as the colleges major forms of communication with parents and client schools.

### **School financial position**

The college's 2017 RES was over \$15 million. A further \$1 million in revenue was raised from fees and fundraising.

## **Special funding**

The college receives additional funding for;

- Students with disabilities (based on need level)
- Rural and Isolated index funding
- EALD funding
- ACEO funding
- CAP funding for F2F programs

# **11. Local Community**

## **General characteristics**

Our college cohort is spread across SA, with some students also living interstate or overseas.

## **Parent and community involvement**

Meetings of Governing Council are held twice per term via Webex. Council is comprised of parents from both campuses, staff, students and community representatives.

Parent volunteers support a range of F2F events.

## **Feeder or destination schools**

NA

## **Other local care and educational facilities**

NA

## **Commercial/industrial and shopping facilities**

NA

## **Other local facilities**

NA

## **Availability of staff housing**

Teachers appointed to our Port Augusta campus may apply to access government housing

## **Accessibility**

NA

## **Local Government body**

Norwood, Payneham & St Peters

## 12. Further Comments

In 2016 the college celebrated its 25<sup>th</sup> anniversary. Further information is available on our website. In 2018 our SOTA campus is celebrating its 60<sup>th</sup> anniversary.