SCHOOL CONTEXT STATEMENT

School Name: OPEN ACCESS COLLEGE
School Number: 0849 (1672 SOTA)

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
Region	: East Adelaide

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

CPC attached   No

February FTE Enrolment		**2010**	**2011**	**2012**	**2013**
Primary	Special, N.A.P. Ungraded etc.				
Reception	1	7	8	14	18
Year	1	22	15	19	19
Year	2	22	17	20	18
Year	3	22	18	25	30
Year	4	24	20	26	30
Year	5	30	15	30	36
Year	6	25	24	25	42
Year	7	35	27	35	30
Secondary	Special, N.A.P. Ungraded etc.				
Year	8	30	18	24	30
Year	9	75	32	25	35
Year	10	105	70	80	80
Year	11	230	312	260	235
Year	12	540	492	300	295
TOTAL		1167	1062	883	898
July total FTE Enrolment		1122	1064	1070	1010
Male FTE		397	378	424	430
Female FTE		725	686	646	580
July School Card (persons)		356	71	123	190
NESB Total (persons)		31	-	15	19
Born O/S and in Australia less than 1 year (persons)		1	-	5	47
Aboriginal FTE Enrolment		62	-	36	64

SCHOOL CONTEXT STATEMENT

Part B

The Open Access College opened in January 1991, incorporating the South Australian Correspondence School and School of the Air (opened 1958).
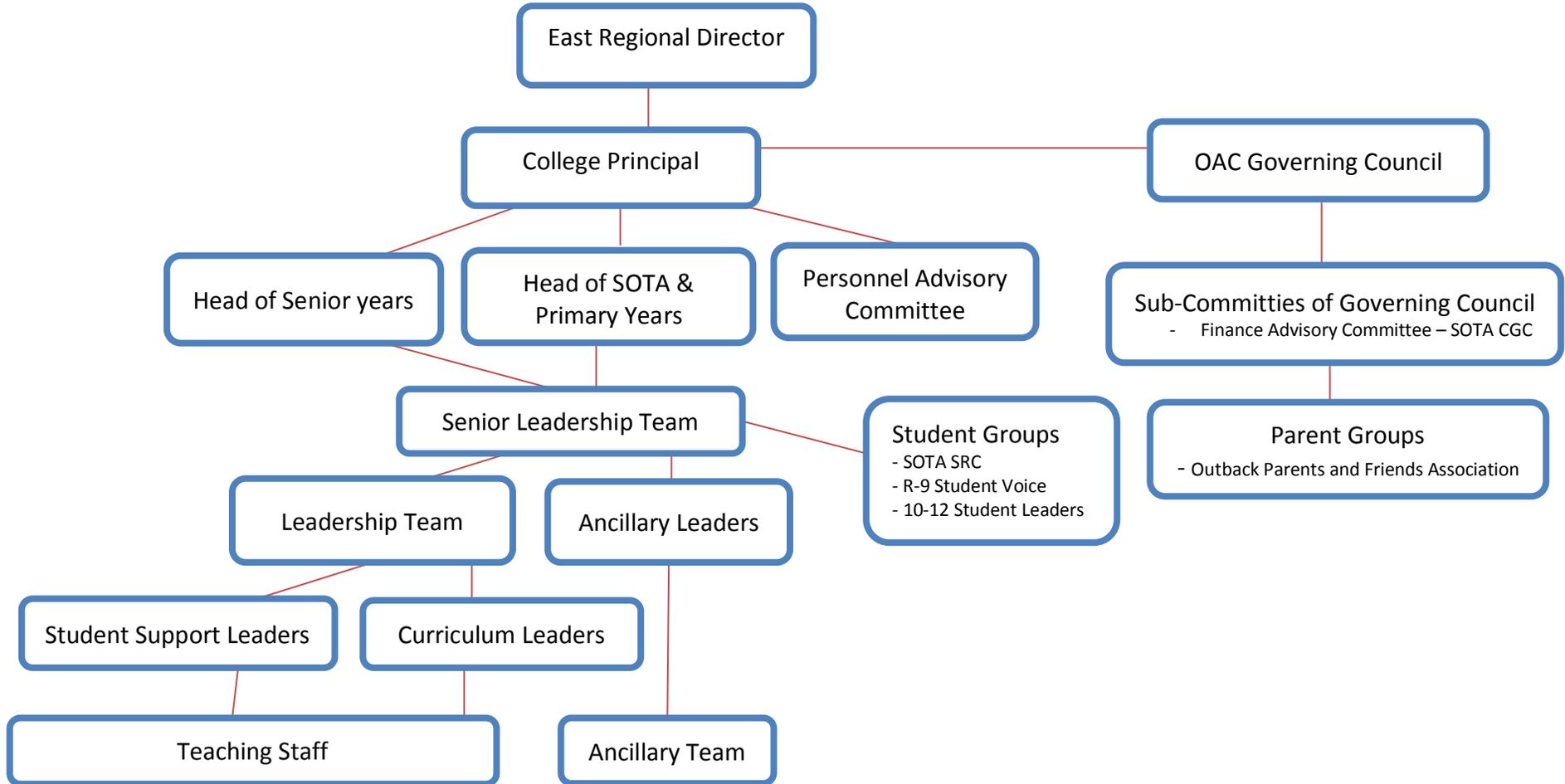
The college consists of two campuses:

      Marden Campus   R-12 and adult re-entry

      Port Augusta Campus   R-7 (School of the Air)

The college is structured by three levels of schooling:

      Early/Primary Years, Marden and Port Augusta

      Middle Years (7-9), Marden

      Senior Years (10-12), Marden

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 an R-12 government school for students who cannot access a local school or access particular curriculum at their local school. Students must meet eligibility criteria to enroll at the college.

Open Access College - Organisational Chart

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                          │  East Regional Director  │
                          └─────────────────────────┘
                                      │
          ┌───────────────────────────┴──────────────────────────────┐
┌─────────────────────┐                                    ┌─────────────────────┐
│  College Principal  │                                    │ OAC Governing Council│
└─────────────────────┘                                    └─────────────────────┘
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- **East Regional Director**
  - **College Principal**
    - **Head of Senior years**
    - **Head of SOTA & Primary Years**
    - **Personnel Advisory Committee**
    - **Senior Leadership Team**
      - **Leadership Team**
        - **Student Support Leaders**
          - **Teaching Staff**
        - **Curriculum Leaders**
      - **Ancillary Leaders**
        - **Ancillary Team**
      - **Student Groups**
        - SOTA SRC
        - R-9 Student Voice
        - 10-12 Student Leaders
  - **OAC Governing Council**
    - **Sub-Committies of Governing Council**
      - Finance Advisory Committee – SOTA CGC
    - **Parent Groups**
      - Outback Parents and Friends Association

College Committies (report to Senior Leadership Team)

- WHS Committee

- Professional Development Committee

- Grounds Committee (combined with Marden Senior College

- Intranet Governance and implementation Committee

Open Access College Strategic Plan 2013 - 2015

Our Vision
A community of connected, inspired learners.

Our mission
To develop learners with the knowledge, skills and dispositions to build purposeful, productive and resilient lives.

Our values
Inclusion, Excellence, Integrity, Innovation

Key Directions and Objectives

High Quality Learning and Teaching

- Targeted support for learners to achieve (literacy and numeracy)
- Personalised and connected learning
- Develop expert learners

Community of Professional Learners

- Active engagement in professional learning communities and network
- Critical reflection and sharing of practise

Leading for Success

- Improvement through sustainable development
- Foster culture of creativity and innovation

Learning Principles

- Learning is a social process.

- Learning is transferable.

- Learning is limitless.

- Learning is multi-dimensional.

- Learning is personalised.

- Learning has multiple starting points.

OAC context

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

- Leaders in on line language courses, including language partnerships with primary schools
- Innovation and a commitment to action research
- Connecting and empowering students
- Provision of technology, including internet access to all college-based students
- Designing learning materials for an on line learning environment
- Impact of Australian Curriculum
- Increasing enrolments of students at risk, particularly those with social / emotional needs
- Increasing isolation of geographically remote students with resulting impact on mental health
- Flexible staffing arrangements to cover fluctuating student numbers
- Cross campus complexity
- Partnerships with schools to meet specific needs
- Collaboration with other agencies

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 online resources and programs.

Educational services include:

- access to schooling for those students unable to access a local school (school age and adults)
- access to curriculum choice for school-based students (government, non-government)
- access to schooling for students excluded from other schools (Via negotiation with Regional interagency team)
- the provision of student, supervisor and teacher support materials to students and schools
- access to eWorx program for students who have not been attending school
- action research and development in curriculum, pedagogy and assessment to improve student learning
- RTO delivering nationally recognised VET Certificates

General Information

College Principal	Julie Taylor	julie.taylor@openaccess.edu.au
Head of Senior Years	Jeane Schocroft	jeane.schocroft@openaccess.edu.au
Head of SOTA & Primary Years	Pauline Smart	polly,smart@openaccess.edu.au
Business Manager	Mark Hill	mark.hill@openaccess.edu.au

Senior Leader	Robyn Cane – Learning Materials and Learning Technologies
Senior Leader	Paul Hennessy – Data and Information Systems
Senior Leader	Daniel Bayer – R-12 Student Welfare
Senior Leader	Sue Richards – Middle Years
Senior Leader	Nikki Nardelli – R-12 Learning Support (Marden)
Senior Leader	Ginny Chambers – Learning Support (SOTA)

Staffing (as at February 2013census)
Coordinators:
14.5 coordinators   9.5 female   5 male
Includes 4 student counselors and 0.5 Library Manager (shared with Marden Senior College)

Teaching Staff:
94(82.5 FTE) – 73 female, 21 male
(Includes 4 Itinerant teachers 3 female, 1 male)

Ancillary Staff:
SSO team - 35 (24 female, 11 male)

SSO5 Business Manager
SSO5 Data and IT Manager
SSO3 Client Services/Finance Manager
SSO3 Administration Manager / Principal's PA
SSO3 Network Manager
SSO3 Production Manager
SSO3 eWorx Manager
SSO 3 eMentoring Manager

Enrolment Trends & Student Wellbeing

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

- *College-based students* are those for whom the Open Access College is their principal school. This 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).
- *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.

In Years 11/12 school-based students outnumber college-based students 54% to 46%, but the FTE numbers indicate college-based outweigh school-based 64% to 36%. Adult re-entry student numbers have declined to 120 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 R-10 at Marden is a continual 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 3, roughly doubling in full time equivalents. The largest increase is in the middle years of schooling

Students who are enrolled at SOTA on geographically 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 gradual reduction in geographically 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 subject at their school. The College provides opportunities for students to learn languages, and is part of the DECD Languages Strategy in providing access to languages for students under compulsion. The College also has a system responsibility for students under exclusion, alternative placement and with medical conditions.

Support for college-based Indigenous students: The Senior Leader Student Welfare and the Literacy Coordinator have 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. Teachers of Indigenous students meet regularly to discuss and implement strategies which support and monitor student progress. Teachers work With our ACEO to support student learning.

The Open Access College Marden campus shares the Marden Education Centre site with Marden Senior College. The OAC School of the Air (SOTA) shares the site at Power Cresent with Augusta Park Primary School and the Remote and Isolated Children's Exercise (RICE). Staff at both campuses participate in joint facilities committees to manage the sites.

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 Australian Curriculum, SACE and SACSA 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 provides a strategy for redressing educational disadvantage by providing a diverse group of students with access to a broad, balanced curriculum.

Blended Learning

Teachers at the college develop a positive working relationship with students and use a blended teaching and learning approach that includes -
- virtual classroom lessons through CENTRA and WebEx
- a range of learning materials (online materials, DVD and CD materials, kits for practical subjects, some print material eg text books)
- visits by teachers to students
- workshops
- mini-schools, camps and field trips
- use of email, chatline, electronic bulletin boards
- telephone contact supporting learning

Central to the model of learning via distance education are;
- explicit, prepared and comprehensive on line learning materials,
- regular teacher-student interaction via weekly lesson
- differentiation of learning programs to reflect needs of individual students.

Student counsellors provide ongoing support and pathways advice in collaboration with year 10-12 Intervention Officers and teachers.

In addition to weekly lessons 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 practical lessons (eg in science laboratories) held in Adelaide and other central regional locations
- fieldtrips
- revision seminars held early in Term 4, principally to support students in preparing for exams and moderation in Stage 2 subjects.
- a mentoring program

Year 11 and 12 teachers offer evening lessons on Tuesday and Wednesday evenings 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. Usually these are for a period of 3 days.

The four Itinerant teachers are managed by the Head of SOTA (School of the Air). These teachers provide extra support to School of the Air and 8 -12 geographically remote and isolated students whom they visit at least once per term.

Student Voice

Student leaders and SOTA SRC are highly active and involved in gaining student opinions, organizing school wide events and support opportunities for face to face events (eg camps, discos, BBQ, come in days, special events).

Special programs

Literacy and numeracy

Our Literacy Coordinator works with all teachers to improve the teaching of literacy and numeracy. All teachers are OAC are expected to undertake the Stepping Out literacy program. Students with literacy and numeracy needs are supported through individual support provided by Learning Support SSO's and special education teachers. This support is through virtual CENTRA 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.

E-worx - Empowering young people to re-engage

E-worx is a state-wide program supporting students who are disconnected from school and learning to re-connect. The aim is to re-engage young people in learning by providing a secure non threatening online

environment to rebuild their confidence, self esteem and social skills and to transition into further education or employment. Students are supported by mentors who personalise the learning, a case manager who oversees the learning transitions, a learning leader and a technician. The program caters for approximately 60 students.

New Directions
An integrated program for year 10 students New Directions has 2 teachers working intensely with a group of 20 students. The program aims to re-engage and provide a supported learning environment for students who have previously not been successful at school. The program is accredited through Certificate 1 and 2 Education and Skills Development and the PLP. The students are connecting with their learning using secure groups in Facebook. This enables students to collaborate with each other on projects they value and share.

Language Partnership Program
The third year of the LPP has seen enrolments triple from 400 in 2012 to over 1200 this year. This partnership program between OAC and schools provides access to language learning for students R-9. Languages offered are: Chinese, Indonesian, Japanese and Spanish. OAC language teachers provide one synchronous language lesson each week and access is provided to specifically developed learning resources. The host school provides a class teacher and interactive whiteboard to bring the learning alive. Visits once per term engage the whole school in the target culture and language.

e-Mentoring
e-mentoring is available for schools with Years 5 -12 students. e-mentoring best supports students who regularly attend school and are in the partly to very engaged range of the Engagement Matrix – students with challenges, but who want to make changes or want to develop a plan for their future.
Referred students meet once a week for one lesson at a time mutually convenient to their school and to their mentor in the Centra on-line environment. All sessions are monitored and recorded by e-mentoring support staff.
e-mentors share skills and experience that reflect age, cultural and social diversity in order to build community connection. Mentors include tertiary students, community members or professionals. All e-mentors are committed individuals who give their time to build consistency and trust in mentoring relationships.

Parent Participation
Meetings of Governing Council are held twice per term by teleconference. Council is comprised of parents from both campuses, senior students, staff and community representatives. The finance Advisory committee provides financial advice and recommendations to the Governing Council.

A very active parent community at School of the Air represent primary geographically 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

Curriculum

All eight mandated areas of study are available to all students. The Australian Curriculum, SACE and SACSA frameworks are used for programming of courses.

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	Indonesian
French	German
Japanese	Chinese

In addition to R-7 physical education lessons, students participate in a 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 student learning in R-7. 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 Instrumental Music School.

In the senior years students are able to access a wide range of SACE and VET offerings consisting of:

- More than 30 Stage 1 and 40 Stage 2 subjects
- Community Studies and community learning
- Full certificate courses in Multimedia, Business, Community Services – Child Care, and Education Support.

Online technologies enable teachers to use a variety of pedagogies and tools to foster student interaction and engagement. CENTRA and WebEx, virtual classrooms, provide interactivity and enhance teaching and learning opportunities for students. Moodle learner management system is used to provide current resources and on-line interactivity. Teacher-based action research continues to promote the evaluation of teaching and learning in our flexible, online environment. FIR time is used to support teachers with the integration of innovative e-learning strategies.

Assessment procedures and reporting

Staff report against Australian Curriculum, SACSA and SACE standards. Teachers provide students, parents and OAC school coordinators with ongoing, detailed feedback through Daymap. Formal reports are provided each term.

Running record data is collected for all Year 1 and 2 students and is used to support programming and planning for all students.

Diagnostic testing is collected each year for students in years 3-10 and is used to support programming and planning for all students.

Staff and their Welfare

Staff Profile
Teaching staff approximates 85 FTE across the year, rising and falling with student enrolment numbers.

Leadership structure
The OAC has a College Principal, 2 Heads, five senior leaders and 14.5 Coordinators. Amongst the coordinator
group, 4 have student counselling responsibilities. In addition 3 Intervention Officers monitor and support student progress in years 10-12.

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 learning area, level of schooling, and performance development teams are the major units of professional support for teachers. These teams meet regularly, with a key focus on pedagogy and professional development. A team of pedagogy coordinators and senior leaders responsible for curriculum work with teachers to share practice and improve pedagogy. Induction is provided by a senior leader through a formal induction program, the staff intranet and a buddy system.

Performance Management
Each member of the leadership team has performance development responsibilities for a group of staff and all staff participate in a Performance Development Team and are required to have a Performance 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 online lessons, these include maintaining records and monitoring student attendance, engagement, work return and participation, provision of resources and assessment material and understanding and using information and communication technologies. OAC teachers are also required to spend at least half a day per week developing and maintaining courses and learning materials. In addition some release time is provided for the development of new courses or courses requiring major redevelopment. Expressions of interest are called when release time is made available.

Decision making structures
The current decision making policy was reviewed and approved in 2012. Regular staff meetings are held where major issues are discussed.
A Personnel Advisory Committee and OHS&W Committee meet regularly.

Other information

School Operations
Staff meetings, learning area meetings and level of schooling meetings are scheduled weekly on a cycle. A professional development program is provided in house and staff are supported in attending a wide range of PD off site. Performance Development Team meetings are scheduled 2-3 times per term.

Regular publications
The College produces two newsletters each term. The newsletter is published on the school website.
SOTA has a fortnightly newsletter titled SOTA Speak, which is emailed out to families.
The College also has a Facebook page where regular updates and information are provided for the college community.

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.

Multi Campus
As well as working with other schools to facilitate curriculum access, Open Access College operates across two campuses. Travel between campuses is part of leaders and teachers collaborative work across the college

Port Augusta Campus
The School of the Air shares a 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 shares the Marden campus with Marden Senior College (an adult re-entry site). Shared facilities include a library, boardrooms, video conferencing facilities, administration area and staff room. Whole college processes and distribution of materials from the Resource Unit is managed from the Marden campus.