



Open Access College 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Open Access College Number: 849

Partnership: Central East

Name of School Principal:

Julie Taylor

Name of Governing Council Chair:

Lynn Kelly

Date of Endorsement:

15/03/2017

School Context and Highlights

Open Access College is the state's sole distance education school, providing flexible online learning to students unable to access education from traditional schools. The college is a category 2 Index of Educational Disadvantage school and has an enrollment of approximately 1,250 FTE, consisting of more than 5,500 individuals. The balance of our student cohorts has shifted with an increase in primary language enrollments and a decrease in curriculum choice enrollments. We have also seen an increase in yr7-10 enrollments and in home schooled students enrolling in languages and music.

2016 saw the college celebrate its 25th year anniversary. OAC was created in 1991 with the amalgamation of the SA Correspondence School and the Port Augusta School of the Air. Celebrations spanned the whole year (refer to Governing Council report for more details).

In October we visited our sister school in Japan, Oki Dozen School for the first time to strengthen our partnership. We were also successful in signing a second sister school agreement with Koryo Middle School during this trip. In April, 2 of our teachers visited our China sister school - Jinan No 14 Middle School which included home stay and teaching experiences. The formation of a sister school committee will continue this work in 2017.

Our year 12 merit students included merits in Modern History and Psychology for the first time.

In 2016 OAC became one of 12 trial music focus schools. This is being consolidated in 2017 with 5 instrumental music teachers being based at OAC and being integrated into our staff.

The culmination of 2 years of professional learning (PLC) in four key areas was shared and celebrated late in 2016 and has informed planning and setting of new directions in our 2017-21 School Improvement Plan (SIP). Our 2016 self review was a critical process in developing our new SIP, the development of our Improving Teaching and Learning Framework and a restructure of our leadership team to provide increased collaborative leadership and coaching/mentoring of staff.

Governing Council Report

In 2016 Governing Council made significant progress in the planning and development of the new OAC Site Improvement plan. Process included examination previous years of research and the analysis of literacy and numeracy data. A consultant was employed to facilitate in the consultation and development of the SIP. The key focus of the SIP will be on teaching & learning; individual student growth; well-being and innovation.

Governing council was proud to share in the many wonderful events that were part of Open Access College's 25 year Anniversary Celebrations. The inspiring Webinar presentation by Professor Martin Westwell on creative thinking, challenged the listener to consider and explore creative possibilities and in turn laid the foundation for a series of workshops to improve student learning.

Past and present members of our school community gathered in Pt Augusta at SOTA for a big afternoon tea, with three generations of one family sharing their experiences and reflecting on the impact of the change in learning with the progression from radio to computer.

Success followed with the launch of the college's 25 years of OAC booklet and marketing video at the SALA Art exhibition and Open evening in August. A fascinating historical timeline illustrated the interesting changes in distance education; with displays of future technologies as well.

Celebrations continued with the very glamorous 'Bow Ties and Bling' 1920's styled formal. Excellent food, stunning outfits designed by the students themselves especially for the occasion and a very popular photo booth made it a memorable night. The Languages Day Out was a huge success with over 300 students attending various cultural workshops that highlighted the diversity of our language program.

This year Open Access College joined the Children's University Scheme and in a Graduation ceremony at Bonython Hall students Harley and Bree were presented with their National Silver certificates for accumulating 65 hours of learning outside of school hours. It is hoped many other students will follow in this wonderful program that rewards effort for extracurricular learning.

The Awards Ceremony recognised outstanding student achievements in all areas of the curriculum. Their commitment and dedication, often overcoming adversity, is most inspirational.

Thank you to all of Governing Council members for their contribution in 2016.

Lynn Kelly
GC Chair

Improvement Planning and Outcomes

Key Actions

All teachers have been engaged in professional learning communities with a focus on improving pedagogy through action research, reflection and sharing of practice. Flipping the Learning, Embedded Formative Feedback, Deep Learning Tasks and Learning Partnerships have been the areas of focus for the last two years. The key outcomes include recognition that:

- flipping the learning entails being explicit about the learning and teaching process before (I do), during (we do – collaborative) and after lesson (you do)
- the clarity of learning intentions (Learning Design) and the identification of SMARTAR goals focuses the learning and teaching for both students and teachers
- ensuring students do the thinking through transforming tasks improves learning outcomes
- students who are active partners in the learning through all of the above develop as expert learners.

Targeted support for students to achieve in literacy and numeracy has been achieved through a number of intervention and alternative programs:

- Quicksmart literacy and numeracy
- Intensive reading support program
- Individualized and personalized programs R-9
- Integrated learning programs 10-12
- Year 10 English teacher coaching

Key Recommendations

- continue to work toward embedding flipping, formative feedback, transforming tasks and collaborative moderation into all teachers work through targeted teaching support, professional learning teams and PD.
- The new SIP for 2017 and beyond has a key strategic direction of well being which will assist in the development of persistence, resilience and general wellbeing in students. This will include an increased focus on student voice in learning.
- Numeracy and literacy plan is continuing to focus on monitoring and tracking the growth for individual students and target teaching using SMARTAR goals and more informed use of PAT data.
- Continue to use Professional Learning teams as a means of researching improvements to pedagogy for improved learning outcomes. In 2017 teachers will be provided with some research options as well as have the opportunity to explore an area of interest that relates to the SIP.

OAC attained baseline PAT data in 2015 and therefore two years of data collection will not be attained until 2017.

The small numbers of students in R-6 and transient nature of our students (relatively few students transition from one year to the next at OAC) means that the data is not statistically reliable.

Years 7-10 the initial trend in both Literacy and Numeracy is positive.

Comparing year 9 literacy and numeracy from 2015 to 2016 there is a growth of 5% and 24% respectively. Comparing cohorts ie the achievement of year 8 students in 2015 with year 9 students in 2016 the improvement is: 9% literacy and 7% numeracy.

Target: Student well being as measured by the MDI to be the same as the State.

Social and emotional wellbeing of OAC students sits on average 10 or more percentage points below the state.

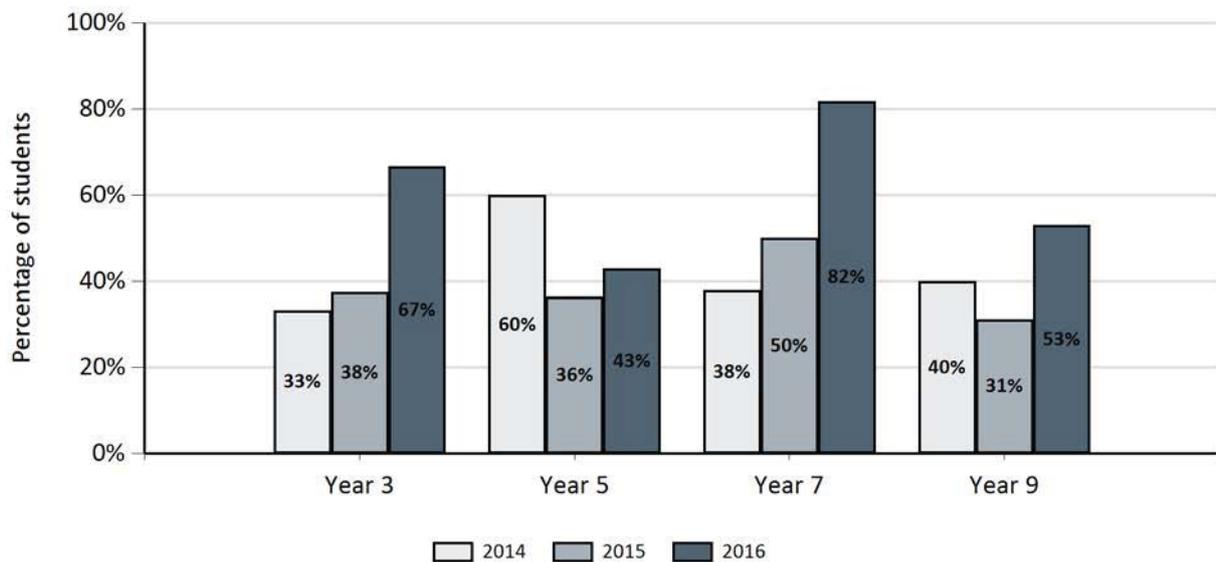
Relationships and learning in school, OAC students exhibit significantly higher connectedness with an adult at school, engagement with teachers and school climate. Areas of cognitive engagement and academic self concept are on a par with the state. The results reflect the reasons why students enrol at OAC and the personalized structure of learning and teaching.

Performance Summary

NAPLAN Proficiency

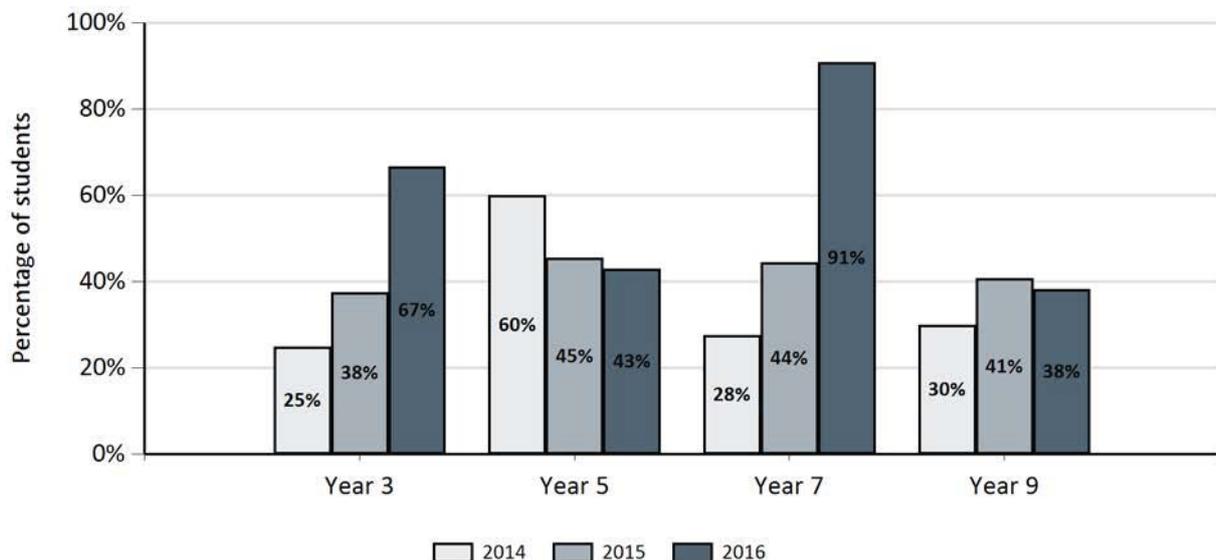
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	0%	50%	10%	25%
Middle progress group	100%	0%	50%	50%
Upper progress group	0%	50%	40%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	0%	0%	30%	25%
Middle progress group	0%	67%	60%	50%
Upper progress group	100%	33%	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	9	9	5	4	56%	44%
Year 3 2014-16 Average	9.7	9.7	3.3	2.3	34%	24%
Year 5 2016	7	7	3	1	43%	14%
Year 5 2014-16 Average	9.3	9.3	3.0	2.0	32%	21%
Year 7 2016	11	11	5	6	45%	55%
Year 7 2014-16 Average	19.3	19.3	4.7	3.0	24%	16%
Year 9 2016	34	34	7	5	21%	15%
Year 9 2014-16 Average	42.0	42.0	6.3	3.7	15%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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).

2014	2015	2016
86%	89%	90%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	2%	2%
A	5%	5%	8%
A-	12%	12%	10%
B+	12%	15%	13%
B	15%	15%	14%
B-	16%	13%	13%
C+	12%	11%	12%
C	9%	12%	10%
C-	6%	4%	6%
D+	5%	4%	3%
D	2%	2%	1%
D-	3%	2%	2%
E+	1%	1%	1%
E	1%	2%	1%
E-	1%	0%	1%
N	1%	1%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
92%	96%	93%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	29%	26%	37%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	41%	41%	42%

School Performance Comment

As a school with less than 20 students in many primary year levels and with many students not sitting NAPLAN, small changes in student population can cause significant changes to the percentages shown in the data. This and the fact that students at OAC do not necessarily transition from year to years makes it difficult to use percentage and trend data to draw reliable conclusions about changes in performance.

OAC NALPLAN data is therefore unreliable for the above reasons.

Running Records: Target Year 1 – 55% at standard and Year 2 – 75% at standard.

With only 4 students at year 1 and six in year 2 the sample is not large enough to provide accurate percentage or trend data. Of the 5 students tested in both terms 1 and 3, moderate growth was shown by 4 students with the remaining student showing low growth.

PAT Target:

Improved processes have seen more students tested. Significant improvements in the number of students at year level or above in both numeracy and literacy in years 7 to 10 and for numeracy in years 5 to 6. Highlights were 16% improvement in year 8 PAT R and 24% in year 9 PAT M.

Passing Grades: Target of 90% students achieving passing grades.

R-7 small numbers of students make the trend data unreliable. years 7 - 9 saw minor improvement and at year 10 a slight decline. Teacher understanding and application of the standards through collaborative moderation has provided a more consistent baseline for future growth.

SACE - no change in passing grades.

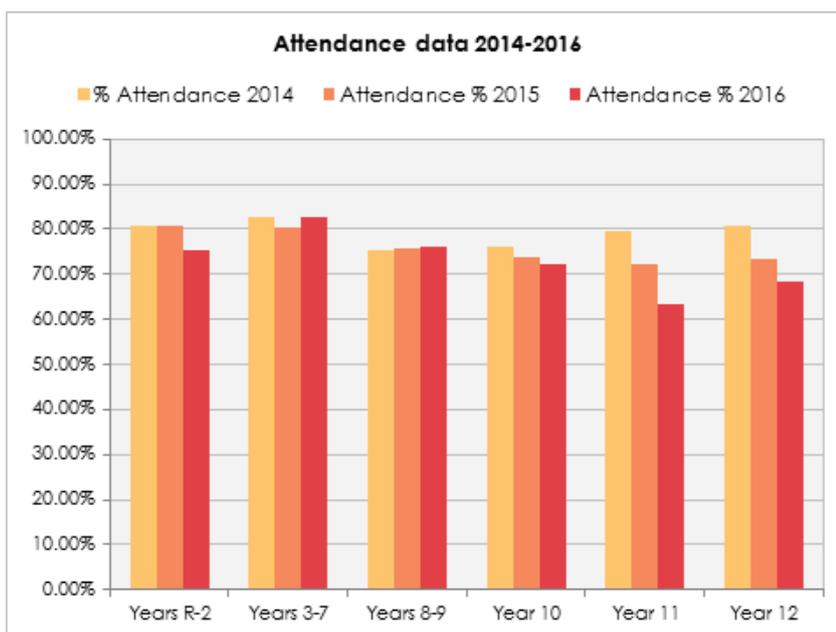
SACE Stage 2 saw slight improvements in the numbers of students in the A and C bands with a corresponding decline in the B and failing bands.

SACE Literacy and Numeracy target of 100% pass at Stage 1. Retention of students in English improved by 9% in 2016 with a corresponding 8% decline in pass rate. Mathematics also saw a decline of 9% from 2015.

Retention: Target 85% at Stage 2 and 95% at Stage 1

While retention at Stage 2 is steadily improving (5% improvement from 2015 to 2016) the target has not been achieved. Retention at Stage 1 remains stable.

Attendance



Data Source: Open Access
College

Attendance Comment

Due to the nature of OAC, attendance is recorded as individual lesson attendance. The nature of our student cohort often results in high levels of absence due to medical and travel issues.

In 2016 we saw a slight increase in attendance in year 3-7 with a decline in R-2 and years 10-12. Over the past 3 years there has been a gradual increase in attendance in middle years attributable to integrated learning and team approach used in middle years and the consistent approaches in monitoring and recording attendance by the middle years teams.

Behaviour Management Comment

OAC developed a number of policies resulting from the Cossey report on violence in schools and the increase in cyber bullying. This year the Anti-Bullying and Harassment policy and Mandatory Notification policies were reviewed and a Support and Safety policy developed.

As a distance educator lessons and communication occurs through the use of information/communication technologies. Cyber bullying has been and is the greatest concern and OAC staff are as vigilant in this area. This year there have been 2 incidents of Cyber bullying reported -an increase of 1 over the last 3 years. In both cases teacher, students and families were supported by the OAC Counsellor and incidents were successfully resolved.

Client Opinion Summary

Parents:

Seventy-seven parents completed the survey. Approximately 80% of parent responses indicated general satisfaction with their children's education at Open Access College. This represents a 5% increase over the past 4 years.

The average responses for all questions asked rated 4.2 (out of 5), a slight increase on the 2015 average response of 4.1. The top three responses are very pleasing. Teachers having high expectations, students feeling safe at school and students enjoy being at school.

In 2017 there will be a continued focus on providing quality information to parents about the way we operate as a College. This will include the continued distribution of partnership documents to families and schools outlining how we can work together to support student learning.

Students:

The student survey was completed by 201 students. On average there was an 75% positive agreement from the student respondents in the categories surveyed.

The average responses for all questions asked rated 4.0 (out of 5) which compared favourably to the 2015 average response of 4.1. The responses aligned quite closely with the survey results from the parents with the top responses being; Teachers having high expectations, students feeling safe at school and teachers treating students fairly.

In 2017 Professional Learning Teams will have greater flexibility in focusing on pedagogical improvement specific to teacher needs, with the intention of generating more interesting learning opportunities for students.

Staff:

Seventy-seven staff completed the survey. On average there was an 79% positive agreement from the staff respondents in the categories surveyed. This represents a 4% increase from 2015 and a 9% increase over the past four years.

The average responses for all questions asked rated 3.8 (out of 5) or above. An increase in positive staff opinion was evident in three of the 4 areas of the staff survey; Support of Learning, Leadership and Decision Making and Relationships and Communication. The fourth category, Quality of Teaching and Learning maintained a very pleasing rating of 4.3 (out of 5) as was the case in 2015.

Intended Destination

Leave Reason	School	
	Number	%
Employment	2	5.9%
Interstate/Overseas	2	5.9%
Other	3	8.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	1	2.9%
Transfer to Non-Govt School	8	23.5%
Transfer to SA Govt School	17	50.0%
Unknown	1	2.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

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

OAC maintains all records related to DECD employees on the Human Resource System on the Eduportal. OAC ensures all DECD employees, third party providers (as indicated in the policy), volunteers including Governing Council members and members of its sub-committees hold appropriate clearances.

Teacher Qualifications 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	191
Post Graduate Qualifications	89

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	93.5	1.0	29.6
Persons	1	104	1	32

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	15,188,195.46
Grants: Commonwealth	62,331.64
Parent Contributions	829,874.90
Fund Raising	13,533.07
Other	543,448.55

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	NA	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	NA	
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Students catered for in targeted programs ie Individualised Learning (1:1) program (R-9); intensive reading program. 1:1 learning support provided for identified senior students Aboriginal students ACEO 31 hours/week working with student, parents and counsellors to appropriately enroll students. Works with teachers to provide each aboriginal student with a Transition Plan to be included on their ILP. Employment of 3 tutors. Alternative Pathways and Learning Difficulties R-9 – Individualised and personalized programs, + intervention programs. 10 -12 packages of integrated subjects taught by team of 2 teachers. Individual wrap around services as identified	Improvement in literacy and numeracy. Improvement in retention sen yrs students • 97% retention rate of aboriginal students. • 100% of year 10 students transitioning to SACE Stage 1 • All 6 students wanting APAS tutoring are being tutored
Program Funding for all Students	Australian Curriculum	AC primary years funding used for PD for 30 + language teachers - planning using a conceptual understanding framework.	
	Aboriginal Languages Programs Initiatives	NA	
Other Discretionary Funding	Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students	Quicksmart Lit and Num; Intensive reading program or alternative programs for identified students. Programs provided by teachers and trained SSO's. NA NA	80% targetted students achieved level17 or higher in reading
	Primary School Counsellor (if applicable)	The counsellor assists development of all students NLP with the teacher, parent and student. She case monitors students' progress, intervenes early and liaises with relevant agencies and personnel to support the student.	Case management with Psychologist and Youth Worker have produced positive result