



Open Access College

2020 annual report to the community

Open Access College Number: 849

Partnership: Central East

Signature

School principal:

Ms Julie Taylor

Governing council chair:

Lynn Kelly

Date of endorsement:

4 February 2021



Government
of South Australia

Department for Education

Context and highlights

Open Access College is a Category 4 (reclassified from Cat 2) school, consisting of 2 campuses (Marden and Port Augusta). In 2020 our enrolment continued to grow reaching 1430 FTE. Our student population includes approximately 33% school card holders; 16% students with a verified disability and 5% Aboriginal students.

As the state's only distance education provider, OAC continues to cater for students who are unable to access their learning from mainstream schools.

Our complexity continued to grow with more than 60% of college-based students enrolling due to medical and psychological reasons. With this growing complexity, we continued our work as a TAsi school with all teaching staff completing the first 2 days of the Berry Street Education Model and support staff completing training with Connected Self. This training will conclude with a further 2 days in 2021 and ongoing work to embed trauma aware strategies in our day to day teaching and student support.

The disruption created by COVID 19 was kept to a minimum with our online lessons proceeding as usual. However, anxiety was experienced by many of our students and some staff. This heightened anxiety for our students did impact achievement in some areas, but it was minimal which is a credit to the way our teachers continued to work with and support our students.

With many staff successfully working from home during this period we have begun developing a voluntary Working from Home Policy for our staff to be implemented in 2021. OAC was recognised as a leader in online learning and provided advice and professional learning to staff in other schools to support colleagues with online learning for their own students.

Many of our planned face to face events had to be cancelled due to Covid but we still managed a number of successful events including SOTA Camp, Marden R-9 camp at Narnu Farm, SOTA school experience week and Get Together and a number of year level specific and subject specific excursions and incursions. A first was our successful virtual College Awards Ceremony in December and our year 12 Graduation Dinner at Ayers House.

We look forward to a hopeful return to normality in 2021 enabling us to resume all of our face to face events which are a critical and valued part of learning for our students.

Governing council report

In 2020 recent changes to the Education and Children's Services Act required Governing Council to conduct an online parent poll to determine support for recommended Materials and Services charges for the 2021 school year. The outcome of the poll relates to the legally recoverable amount and as a direct result our ability to maintain our current level of resourcing and standard of excellence. Three groups were polled, SOTA, Marden Primary and Marden Secondary with all three returning a majority "yes" vote and the resulting data was tabled.

Site Improvement Plan progress was regularly reported and reviewed with updated actions for 2021 focusing on Goal 2, improving achievement in mathematics and refinement of current Literacy actions.

Ongoing Covid19 measures prevented some of our face to face council meetings but provided an opportunity to participate in the DfE online governing council forum on parent engagement in learning (chairpersons only). Particular interest was expressed in future forums providing potential opportunities for more mentoring, training and networking. The comprehensive overview of the key themes of the forum were tabled for all council members.

Discussions were conducted concerning our community representatives process with a proposal that organisations be decided on and contacted between the first meeting of the year and the AGM to ask for a representative to serve for a two year period. The proposal was voted and unanimously accepted.

Governing council received confirmation that OAC has been reclassified as a Category 4 on the Index of Educational Disadvantage until the next DfE review.

Additional items of note include the transfer of funding management of the ECD Partnership to Burnside Primary School as of the end of July with budget variances noted. Also updated was the Governing Council approval for OAC Financial Delegations to reflect the changes to the finance team.

The Interim 2021 budget was tabled and as advised, the current method of reporting results in an apparent deficit.

However, with further explanation of projects covered by existing SASIF funding the Interim budget result comes close to reaching the desired total balance. Further updates are expected with confirmation of funding and enrolments.

Quality improvement planning

Each student's sense of self-worth and wellbeing influences their connectedness and engagement in all aspects of their lives. Open Access College is a member of the Trauma Aware Schools initiative (TASi) and it is through this work we are acknowledging and actively innovating changes to support students and their families as they confront a range of issues that impact mental health and wellbeing. All Staff in the college have been engaged in Connected Self or Berry Street Professional Learning which will continue into 2021. As a result agreements have been made to incorporate improving educational environments for students, managing staff self-care and developing healthy relationships.

Short term outcomes for students which underpins work of Learning Design, Assessment and Moderation (LDAM) included:

- Improved academic growth and social/emotional wellbeing
- Greater ability to maintain relationships
- Increased teacher knowledge and capacity
- Improved completion of schooling and post school options participation

What has occurred? Implementation of strategies in lesson structures across the college to ensure we are nurturing a safe and inclusive class or lesson supporting the development of self-regulation techniques for students. Implementation of consistent, predictable, routines for lessons beginning with a greeting, ready to learn scale to check in, brain breaks and closing lessons with what worked well. Relationships and using language to alleviate blame are valued by all staff as they recognise their role as key determinants of student connectedness, academic engagement and outcomes.

A range of evidence of student growth has been sourced in demonstrating growth. The work in creating safe, connected lessons has impacted approaches used by teachers in improving the goals of the SIP.

Our literacy improvement focused on achievement in writing for all students R-12 by explicitly teaching the key elements of writing and oral language. Each section of the College developed and implemented specific actions and success criteria.

Primary teachers were trained in the use of Brightpath as a measuring tool and as resource in identifying targeted teaching. All Primary teachers are beginning to embed the strategies of Writing Plus into teaching. An analysis of Narrative and Persuasive writing has shown a 75% and 68% increase from term 1 to term 3.

Language teachers were trained in Writing Plus and are beginning to embed this into their teaching practice with the support of a literacy coach. Work samples are being collected to track growth.

Secondary teachers focused on explicit teaching of specific text types, paragraph structure and vocabulary. Samples of work were collected to track growth.

Senior years teachers also focused on improving the passing grades of at-risk students by improving engagement in all aspects of the learning process. Teachers scaffolded learning and feedback and used specific teaching strategies that provided a safe structure for students to take a risk.

To maintain this work in 2021, teaching teams have clearly defined quality differentiated teaching practice and will achieve this through regular, focused discussion using explicit examples of student work.

Numeracy development using the cycle of learning will be a whole of College focus in 2021. All teams have identified key aspects of numeracy specific for their students learning as the first step in the process.

Introduced in 2020, was a focused, structured and measurable Intervention procedure. Led by a Senior Leader, a process of identifying students in need of intervention, identifying the specific intervention required through comprehensive diagnostic testing, implementing the specific intervention, monitoring and tracking student learning growth has been established. Three teachers with release time supported colleagues with strategies and activities to support this work. Two SSOs worked 1:1 and with small groups on MacLit and Minilit.

Improvement: Aboriginal learners

The College aimed to ensure every College based ATSI student had a current One Plan that identified strengths and goals for improvement. The Aboriginal Community Education Officer and Aboriginal Education Teachers worked side by side with teachers to support the development of One Plans. Close to 90% of students with a plan. Where a one plan was not developed the reasons were clear eg recent enrolment, students who had left or not attending or engaging with the school were the most common reasons.

Two potential SACE completers successfully completed. In term 4 the Aboriginal Education Team noted one of these students was 10 points short of achieving SACE. Knowing the students' circumstances, the ACEO recognised the work she did as a carer, which was then used as self-directed learning for 10 Stage one points.

Eligible students were provided the option of APAS tutoring, which was used by most students as a support in interpreting and completing assignment tasks.

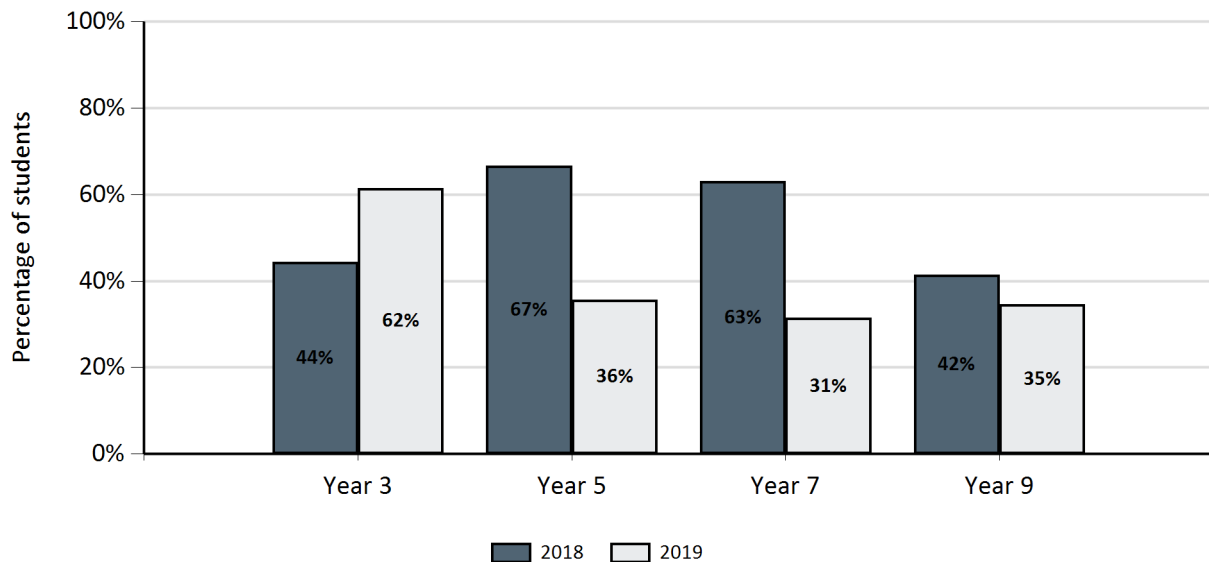
A tracking system was established for all ATSI students using power BI. This enabled the team to see in real time each students' attendance, One Plan status, A-E grades, with links to DAYMAP for more detailed information. The team will further develop and use this data to track students and support learning in 2021.

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

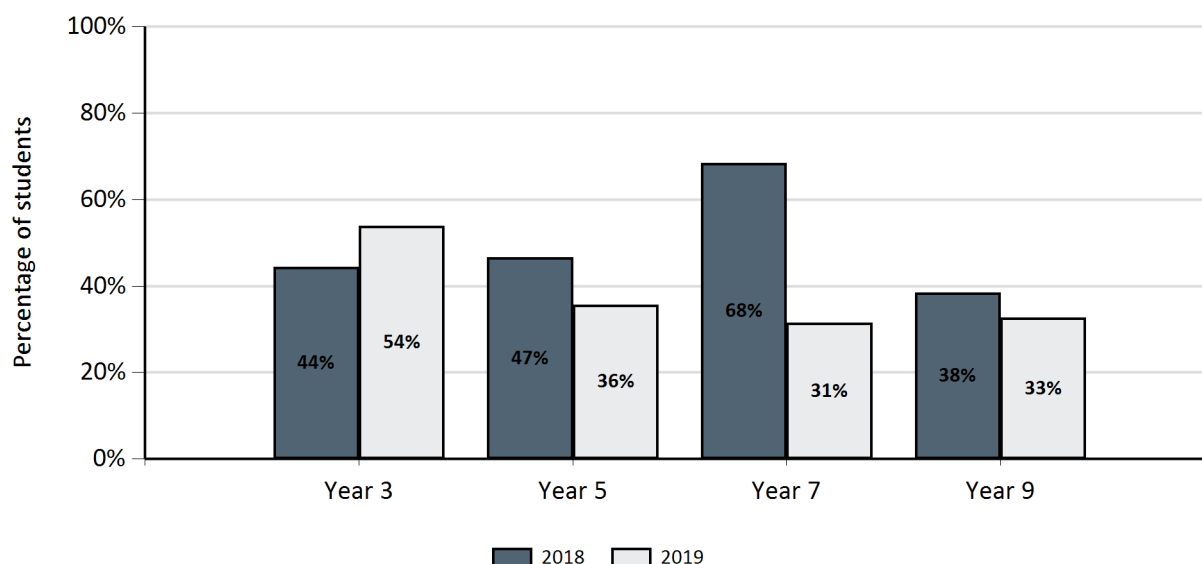


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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	*	*	58%	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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%.

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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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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 2019	13	13	5	4	38%	31%
Year 3 2017-2019 Average	9.3	9.3	3.7	3.3	39%	36%
Year 5 2019	14	14	2	2	14%	14%
Year 5 2017-2019 Average	14.0	14.0	4.7	1.7	33%	12%
Year 7 2019	35	35	5	5	14%	14%
Year 7 2017-2019 Average	23.0	23.0	4.3	3.7	19%	16%
Year 9 2019	55	55	8	6	15%	11%
Year 9 2017-2019 Average	49.0	48.7	7.3	4.0	15%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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)

2017	2018	2019	2020
92%	94%	95%	94%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	2%	3%	2%	4%
A	4%	6%	10%	11%
A-	8%	15%	12%	15%
B+	14%	13%	16%	12%
B	16%	14%	15%	16%
B-	12%	13%	13%	12%
C+	15%	12%	13%	10%
C	13%	12%	9%	10%
C-	7%	5%	5%	6%
D+	3%	3%	2%	3%
D	2%	2%	1%	2%
D-	1%	0%	1%	0%
E+	1%	0%	1%	1%
E	1%	0%	1%	1%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020
97%	98%	97%	95%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	47%	47%	42%	44%
Percentage of year 12 students undertaking vocational training or trade training	42%	41%	52%	46%

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

SACE

SACE completion was 94.7% of potential completer's slightly down from 98% completion in 2019. For the second successive year there has been a 4% increase in the percentage of students with a grade in the A band for stage 2, although the overall percentage of passing grades fell by 4% from 2019.

Four merits were awarded to students: 1 in Child Studies, 2 in Health and 1 in Specialist Mathematics.

Two-hundred and forty Special Provisions applications were registered with the SACE Board. This is a sharp rise from 2019 and continues the upward trend over the previous few years as teachers utilise the full range of adjustments to support student learning.

Forty-eight students received an ATAR, down from sixty-five students in 2019.

For the compulsory SACE elements: 80.3% of students achieved a C grade or above in Stage 1 Personal Learning Plan, 76.9% of students achieved a C grade or above in Stage 1 Literacy, 65.0% of students achieved a C grade or above in Stage 1 Numeracy, and 100% of students successfully completed Stage 2 Research Project.

43.66% of students completed the SACE and would not have done so without VET, significantly above the stage average of 21.84%.

46.48% of students completed the SACE with the inclusion of VET, also above the state average of 42.38%.

Literacy and Numeracy

Running Records

Between 2019 and 2020, there was a significant decrease in Year 1 students achieving SEA or above from 70% to 13%. This data is unreliable due to the small cohort of students in 2020. 2 students are under intensive Case Management to support attendance and engagement and 2 are in Intervention programs for Literacy. Three students show growth of 2-3 reading levels over a 6 month period.

There was an increase in Year 2 student achievement by 18% (in 2019 45% of students were reading at or above SEA, and in 2020 this increased to 63%).

PAT Reading 4-6

Between 2019 and 2020, all year levels (with comparative data available) showed significant growth in PAT reading scores:

84% of Year 4: 89% Year 5: 64% Year 6

Of our continuing students (those that sat PAT R in 2019 and 2020) there was an increase in the number of students achieving at or above SEA. In 2019 83% of students achieved at or above SEA, and in 2020 this increased to 88% of students.

PAT M4-6

In 2020 students achieving at or above SEA in PAT Math:

84% Year 4 : 82% Year 5 : 64% Year 6

Across Years 4-6, 62% of our continuing students showed an improvement in their PAT Math scale score from 2019 to 2020.

PAT Reading 7-9

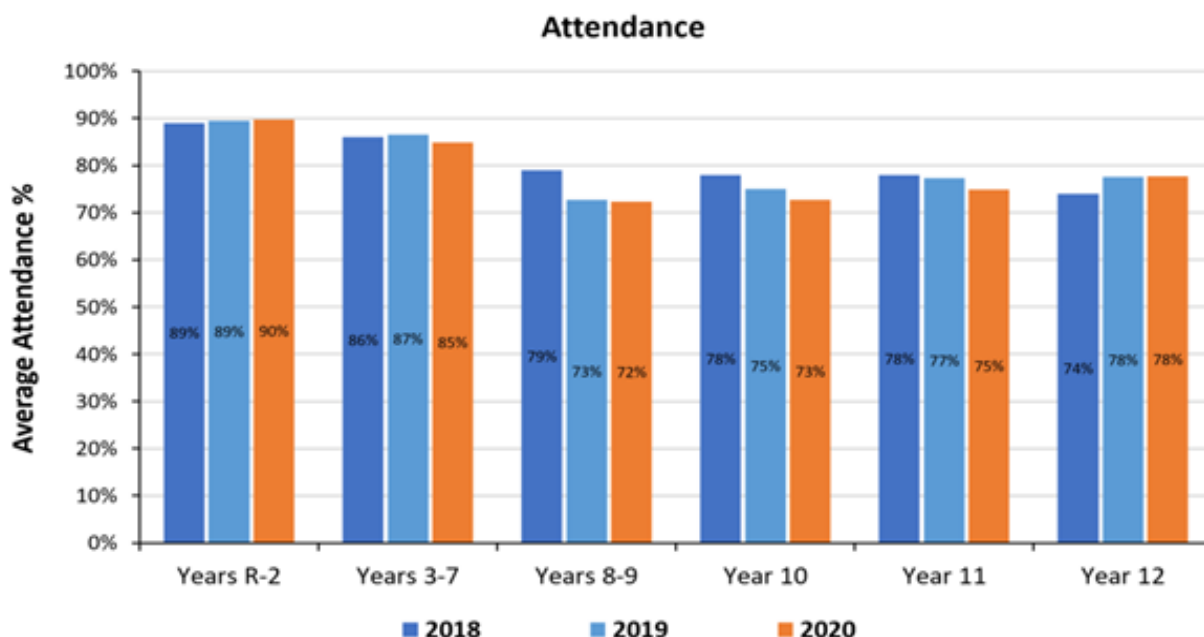
Between 2019 and 2020, all year levels maintained their previous PAT Reading scores:

71% Year 7: 88% Year 8: 81% Year 9

PAT Maths 7-9

Between 2019 and 2020, all year levels showed growth in PAT Maths scores: 78% of Year 7 students up 11% on 2019 results, 79% of Year 8 students up 11% on 2019 results, 73% of Year 9 students up 2% on 2019 results.

Attendance



Data Source: Open Access College

Attendance comment

OAC's attendance is recorded as individual lesson attendance due to the nature of students' timetables. Medical students (60%) and travellers result in increased absences through illness or inability to connect to lessons. Attendance has continued to decline 1.06% lower than 2019, possibly attributable to COVID disruption. R – 2 attendance sees the only improvement of 1% while all others have declined either by 1 or 2% until year 12 which has maintained the improvement gained during 2019. There are significant differences in attendance between year levels.

- Years R - 2 and years 3 – 7 a 5% decrease
- Years 3 – 7 and years 8 – 9 a 13% decrease.
- There is a gradual increase in attendance of 6% by year 12.

Chronic non-attendance is managed by Student Wellbeing Team.

Behaviour support comment

In line with DfE's requirements OAC monitors, implements and reviews its Child Protection Policies. This year the Anti Bullying and Harassment and Responsible Behaviour Support policies were reviewed and renewed to include trauma aware strategies and approaches. Bullying and harassment have not been an issue during 2020 with nil cases reported. This compares favourably with 2019 where there was one report. Reporting to Governing Council occurs twice a year, once in each semester. As a provider of online education and communication cyber safety is of concern. Material which is critical in the context of the college is delivered as part of Keeping Safe: Child Protection Curriculum. Case management by the Student Wellbeing Team has been effective in working with students who present with complex behaviours.

Client opinion summary

102 parents completed the survey this year, a decrease of 56 responses from last year. Approximately 94% of parent responses indicated neutral to positive satisfaction with their children's education at Open Access College. This is on par with the 93% of neutral/positive responses shown last year and continues an upward trend in parent satisfaction levels across the past three years.

The top three positive responses remain the same as last year; Teachers having high expectations, Students feeling safe at school and Students being treated fairly by teachers. Two questions where positive responses increased by 4% or more from last year were; This school takes parents' opinions seriously, and My child's learning needs are met at this school. These five responses, in particular, support the schools focus on student wellbeing.

The student survey was completed by 187 students, down on the 283 responses last year. On average there was a 93% positive agreement from the student respondents in the categories surveyed. A slight increase from the 92% positive responses last year.

The average responses for all questions asked rated 4.1 (out of 5), slightly up from the 4.0 in 2019. The responses aligned closely with the survey results from the parents with high positive perception in the following areas: Teachers having high expectations, students feeling safe at school, teachers treating students fairly and the school being well maintained.

The positive perception of students with respect to teacher feedback increased from 86% in 2019 to 92% this year. 80 staff completed the survey this year, an increase from the 56 completed last year. On average there was an 78% positive agreement from the staff respondents in the categories surveyed, up 4% from 2019.

The average responses for all questions asked rated 4.1 (out of 5), slightly up from the 3.9 average rating in 2019. Questions in the category of Support of Learning showed an increase in positive responses of 8%. This increase corresponds with the sites re-structure of student intervention and learning support programs. Questions in the category of Leadership and Decision Making also showed a pleasing increase in positive responses of 9%.

Intended destination

Leave Reason	Number	%
Employment	2	0.7%
Interstate/Overseas	1	0.4%
Other	2	0.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	2.9%
Transfer to SA Govt School	53	19.5%
Unknown	206	75.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

OAC follows all DfE Child Related Employment Screenings 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	191
Post Graduate Qualifications	117

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	106.5	1.0	30.6
Persons	1	123	1	35

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$19,514,613
Grants: Commonwealth	\$251,264
Parent Contributions	\$915,978
Fund Raising	\$53,947
Other	\$181,855

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

2020 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 2020 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 wellbeing and engagement	Targeting Primary Years by employing a Student Wellbeing Leader with focus on attendance and achievement. Individual case management including Allied Health workers.	Supporting families, referrals to outside agencies, students returning to F2F.
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
	Inclusive Education Support Program	Funds used for individual support and individual intensive learning programs, small group programs for students requiring substantial support. Allied Health Workers. Identification of students requiring intervention	One plans, social/emotional growth. literacy & numeracy growth
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Numeracy and Literacy</p> <p>Resourcing provided identified students supplementary support in Literacy and/or Numeracy. Primary Literacy Coach; PL and working with Primary teachers to develop bespoke spelling program and Literacy Agreement. All Primary teachers trained in Writing Plus and embedding functional grammar in English teaching.</p> <p>IESP support for students R – 12.</p> <p>Targeted work in numeracy and literacy.</p>	<p>81% Primary student growth in Narrative and Persuasive text types on Brightpath scale.</p> <p>Year 1 students' Running Records scores 70% or above SEA</p>
Program funding for all students	Australian Curriculum	Not applicable	Not applicable
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Funding used to provide release time and resourcing to improve results in literacy and numeracy	81% Primary student growth in Narrative and Persuasive text types on Brightpath
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable