



# Open Access College

## 2021 annual report to the community

Open Access College Number: 0849

Partnership: Central East

School principal:

Ms Julie Taylor

Signature

Governing council chair:

Lynn Kelly

Date of endorsement:

28 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Open Access College is a Category 4 index of disadvantage school. The college consists of 2 campuses (Marden and Port Augusta School of the Air). In 2021 our enrolments continued to grow reaching a high of 1460 FTE. Our student population includes approximately 35% school card holders; 18% of 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 conventional schools.

The complexity of our college-based student cohort continues to grow, with large numbers of students presenting with medical and psychological issues. To support this work, staff completed the 4 day Berry Street Education Model (trauma aware schools) training in 2021. During 2022 we will continue to support new and returning staff to undertake this critical training.

As Covid entered its second year, we were able to minimize any disruption to student learning by continuing to deliver our online learning programs throughout the year. Whilst we held online meetings and some staff were able to work from home, from a student perspective it was business as usual in regard to learning. Whenever possible we continued to offer a range of face to face programs and events to support student engagement and learning. The highlight for the year was when this culminated in our inaugural Wellbeing Week. With the support of a \$20,000 federal community grant, our students from regional, remote and metro SA attended a range of wellbeing activities throughout the R-12 Wellbeing week. Sessions included a Japanese Tea Ceremony, Silent Disco, Indigenous Garden Project, and making Happiness Boxes – just to name a few. Feedback from Wellbeing Week was overwhelmingly positive and plans to run a second event in 2022 began in earnest.

A second very successful virtual Awards Ceremony was held in December and we look forward to resuming our usual face to face Award events in 2022.

## Governing council report

During 2021 governing council meetings Site Improvement Plan progress was regularly reported and reviewed with a new plan for 2022-2024 developed focusing on two goals- Primary-All Primary Students improve their achievement in reading and Secondary-All secondary students achieve at or above their year appropriate level in all subjects. The Strategic Plan was also reviewed and updated in consultation with staff and Governing Council members with a new plan finalised for 2022-2026. Both the SIP and the Strategic Plan are available on the College website.

Federal grant community funding allowed the College to hold its first Wellbeing Week in September. It was wonderful to see so many students (and parents) attend the variety of sessions though out the week. A highlight for me was the painting of an indigenous mural and planting of an indigenous garden. As it was such a success with our students and families, the College has decided to hold the event again in 2022.

Governing Council tabled and accepted Financial Delegation updates for the year to reflect an updated leadership structure.

Due to the impact of COVID-19 in prior years, both the 2019 and 2020 annual financial audits were performed in early 2021. In a report presented to Governing Council following the audit, it was noted that only four minor findings were identified across both years, and that all issues had been resolved or corrected during the auditor's visit.

The College's Resources Plan circulated with Governing Council, forecasted future use of the school's resources for projects and initiatives. Among the projects identified were significant planned updates to the College's teaching and student spaces in the coming years.

The 2022 Initial Budget, tabled at the end of the year, incorporated an expected increase in student numbers in line with results over the past few years, technology upgrades to maintain the school's key services and spending on the projects included within the College's Resource Plan – expected to be drawn down from the site's SASIF holdings.

After 8 years as Governing Council chair, I am stepping down and wish the future Governing Council all the best.

# Quality improvement planning

In 2021 the College implemented actions that were consistent across the site such as the use of PLCs (Professional Learning Communities) as key vehicle for SIP (School Improvement Plan) work, backed up by Teaching Teams and with regular and consistent review and reflection strategies at leadership level.

There were also actions and responsibilities identified for different teams within the College that were specific to their students' circumstances and needs. This was important in ensuring all teachers and students were visible and active participants in the improvement process.

In 2021 all areas of the College focused their improvement work on improving teaching practice with a specific focus on students' achievement in Mathematics, while also continuing the work on literacy improvements from the last two years.

What worked:

- Co-constructing challenges of practice, success criteria and actions with teachers
- PLCs with clear alignment to the improvement work in improving pedagogy of intentionally teaching Mathematics and English skills.
- Focus on evidence of student learning showing growth
- Targeted intervention programs
- Tracking student growth – specifically, regularly, collaboratively (in the Primary team)
- Whole school professional learning focused on Numeracy and metacognition, Berry Street Educational Model.

Improvements for 2022 –2024:

- Co-constructing SIP goals with teams of teachers
- Line of site for goals from leadership, to teachers to students
- PLC guidelines and support structures clearly established
- Data literacy, clarifying big data and small data, establishing baseline data, developing analytical skills
- Gradual Release of Responsibility is the agreed pedagogical framework, providing consistency and common language with space for differentiation.

PAT reading data R-6 shows limited improvements across the cycle. Phonics screening data indicates students are working at level, while Running Records data indicates there are gaps in students learning. For 2022 to 2024 this has led to a focus on improving students reading through targeted programs and intervention.

PAT reading data 7-10 for shows a significant improvement in students reading, with a 10% increase in the number of students reading at a very high level for their age group.

Continuing students up to year 6 showed a marked increase in their PAT Math scores from 2020- 2021. 86% of students who sat PAT Math this year and last year increased their scale score by an average of 2.4. National Numeracy learning progressions were used by teachers to track student progress across the year showing more than 1 years growth for 1 years learning for these students:

22% of students showed more than 1 years growth between Terms 1-3 in Number and Place Value

44% of students showed more than 1 years growth between Terms 1-3 in Number Pattern and Algebraic Thinking

In summary, 33% of students showed more than 1 years growth for 1 years learning in Number.

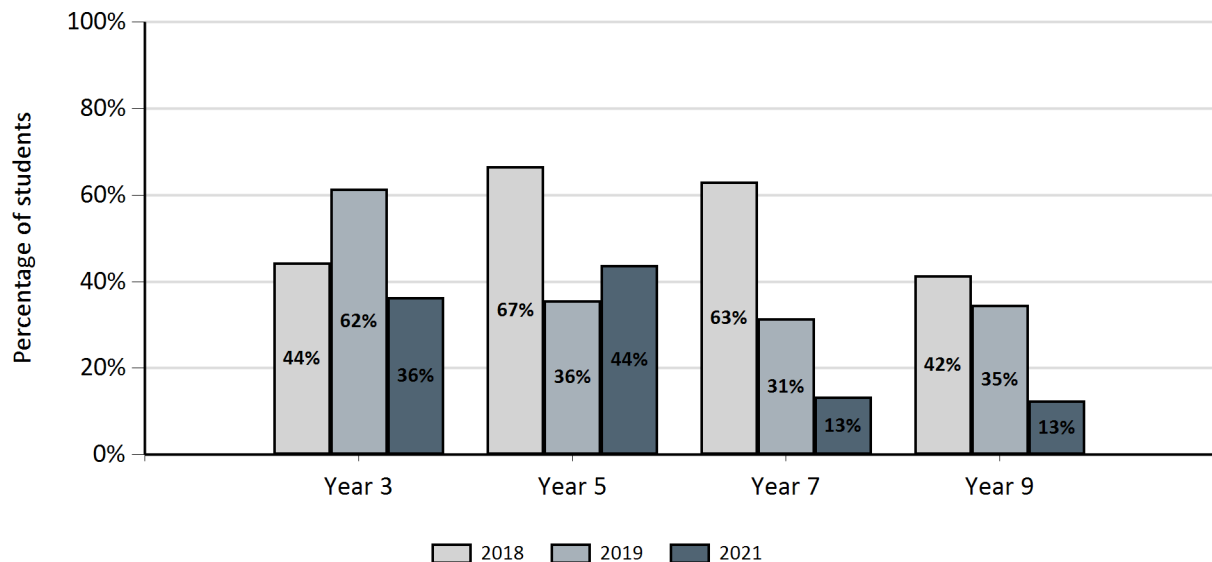
There was an overall improvement in passing grades in year 10 from 65% to 75% across the three years. The learning areas of HPE and Science had the most significant improvements. At year 11 passing grades overall decreased from 75% to 68%. The HASS learning area improved from 66% to 76%, Mathematics and English decreased and most other learning areas stayed the same.

# 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

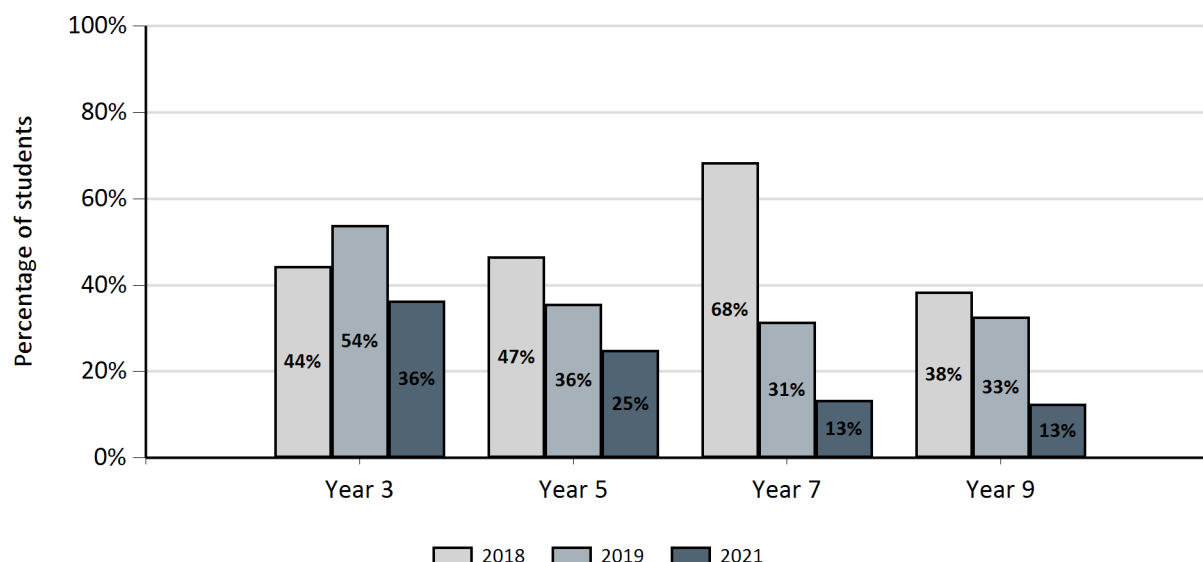


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	*	*	*	34%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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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# 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	11	11	3	2	27%	18%
Year 3 2019-2021 Average	12.0	12.0	4.0	3.0	33%	25%
Year 5 2021	16	16	2	1	13%	6%
Year 5 2019-2021 Average	15.0	15.0	2.0	1.5	13%	10%
Year 7 2021	15	15	1	0	7%	0%
Year 7 2019-2021 Average	25.0	25.0	3.0	2.5	12%	10%
Year 9 2021	32	32	1	0	3%	0%
Year 9 2019-2021 Average	43.5	43.5	4.5	3.0	10%	7%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>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)

2018	2019	2020	2021
94%	95%	94%	92%

Data Source: SACE Schools Data reports, extracted February 2021

\*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	2018	2019	2020	2021
A+	3%	2%	4%	2%
A	6%	10%	11%	10%
A-	15%	12%	15%	13%
B+	13%	16%	12%	0%
B	14%	15%	16%	15%
B-	13%	13%	11%	14%
C+	12%	13%	10%	0%
C	12%	9%	9%	12%
C-	5%	5%	6%	4%
D+	3%	2%	3%	0%

D	2%	1%	2%	2%
D-	0%	1%	0%	1%
E+	0%	1%	1%	0%
E	0%	1%	0%	2%
E-	0%	0%	0%	1%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

\*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

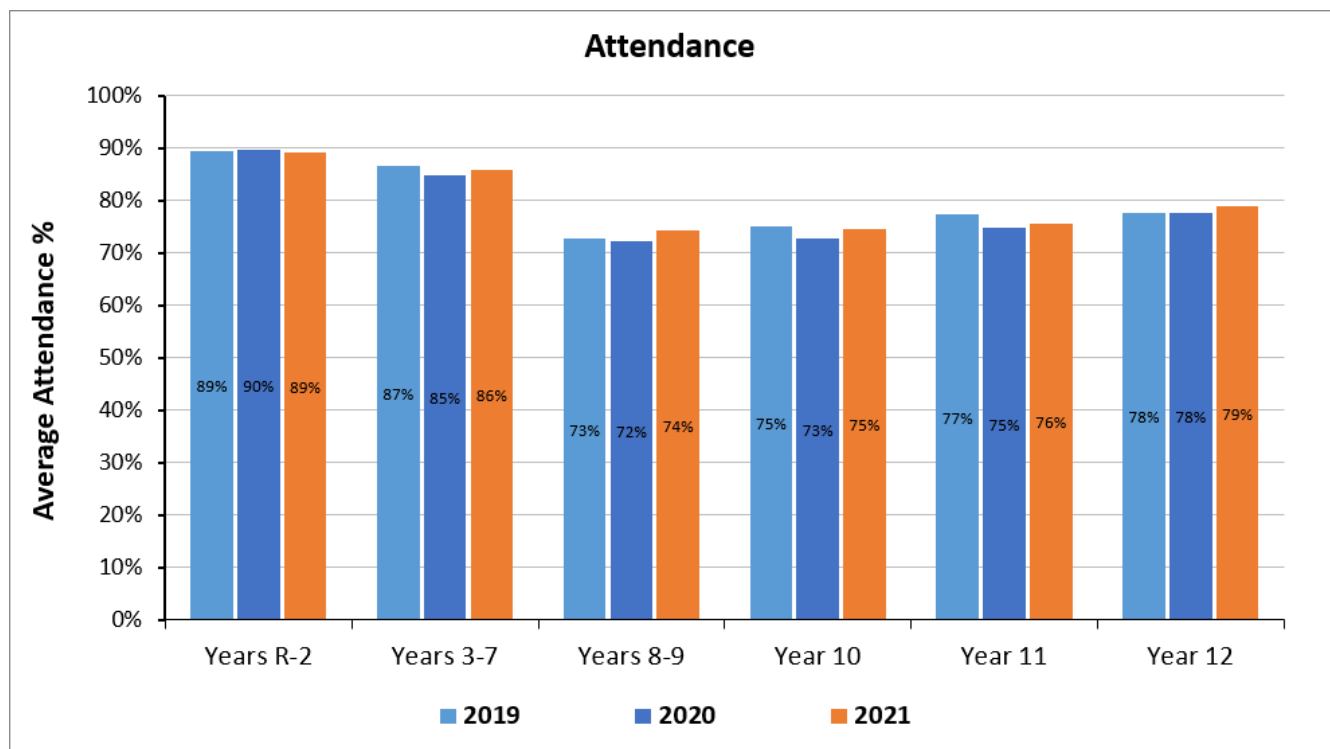
2018	2019	2020	2021
98%	97%	95%	96%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students undertaking vocational training or trade training	42%	41%	52%	46%	44%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	47%	47%	42%	44%	40%

## Attendance



Data Source: Open Access College (school supplied)

# School performance comment

SACE completion was 96% of potential completer's slightly up from 94.7% completion in 2020. There was a 5% decrease in the number of students with a grade in the A band for stage 2, and the overall percentage of passing grades fell by 2% from 2020. Three merits were awarded to students: 1 in Biology, 1 in Health and Wellbeing and 1 in Child Studies. Forty-five students received an ATAR, slightly down from forty-eight students in 2020. For the compulsory SACE elements: 77.2% of students achieved a C grade or above in Stage 1 Personal Learning Plan, 74.5% of students achieved a C grade or above in Stage 1 Literacy, 62.8% of students achieved a C grade or above in Stage 1 Numeracy, and 100% of students successfully completed Stage 2 Research Project.

40.28% of students completed the SACE and would not have done so without VET, significantly above the stage average of 24.43%.

## NAPLAN

At year 3 and 5 30% of the student cohort were present for the assessments and at years 7 and 9 the students present represented 4% and 8% respectively, of the student cohort. This is in line with previous years, with SOTA having the highest representation. At year 7 and 9 over 50% of students are exempted from the test and 20% absent on the day.

Therefore, NAPLAN is useful in terms of tracking individual student progress rather than cohort. In the Primary years most students who sat NAPLAN either maintained or improved in reading, spelling, and language conventions.

Phonics Screening results indicate that 13Year 1 students 62% met SEA or above, 38 below are at standard.

Term 3 Running Records indicate that:

58% Year 1 students are at or above standard

50% Year 2 students are at or above standard

## PAT

Primary years continuing students showed a marked increase in their PAT Math scores from 2020- 2021. 86% of students who sat PAT Math this year and last year increased their scale score by an average of 2.4.

In years 7-10 75% of students who sat PAT M were at or above SEA, this continues the steady improvements from 2018 (68%) to 70% in 2020 and 75% in 2021.

PAT R has a more erratic pattern; 84% of students tested were at or above SEA, a 5.6% increase from 2020, and an overall flat line from 2019. The number of students tested represented 83% of total students in years 7 to 10 a significant improvement in students tested.

## Passing Grades years 1-11

There were no consistent patterns in passing grades across the levels.

Primary data showed an increase in passing grades R-6, English (from 73% to 82%), The Arts (from 84% to 87%) and Mathematics (from 85% to 90%).

Years 7-10 the following subjects showed an increase in passing grades of 3 to 5%: The Arts, English, Health, while other subjects showed a less than 3% shift in either direction.

In year 11 the improvements in passing grades were minimal, with HASS showing the greatest growth from 69 to 76%. Mathematics has the lowest passing grades with 59% a decrease from the 63% in 2020.



## 2021 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 2021 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	Increasing the number of Student Wellbeing Leaders to cater for the increased number of students needing support and case management. Developed trauma informed practices using the Berry Street Educational Model.	Case management of students increased student engagement with wellbeing programs
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Funding was used to provide students with targeted programs and personalised learning support R-12. MiniLit and MacLit Intervention programs and reading support for R-7 students.	Students demonstrated learning growth in individualised SMARTAR goals
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Targeted intervention, and Macqlit training for SSO enhanced the literacy support for students.</p> <p>IESP funding was used to provide The Targeted Learning Community Program, SACE Launch/SACE integrated, Transition and New Directions.</p>	<p>All but one student achieved benchmark in Phonics Screening.</p> <p>80% of students achieved at or above SEA for Reading. 70% of students achieved at or above for Math</p>
Program funding for all students	Australian Curriculum	A Literacy Coach supported teachers of Primary students. The first full year of the Assessment Schedule in the Literacy Agreement was implemented for R-6 Marden Primary students.	Australian Curriculum units developed in years 5 and 6.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Funding used to provide release time and resourcing to improve results in literacy and numeracy.	Refer to NAPLAN and achievement data in this report
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

