SCHOOL CONTEXT STATEMENT

Updated: 12/03/2021

School number: 0849

School name: Open Access College

School Profile:

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

Students access the learning through engaging in on-line interactive lessons and tasks both synchronously and asynchronously. Use of learning technology to support teaching and learning is essential to the success of our college. Significant investment in learning technology is made annually through extensive professional learning, a 6 member learning technology support team, provision of laptops to all fulltime college based students, and state of the art technology facilities.

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

- students not attending a traditional school due to distance, medical, travel, elite athletes (sport, dance etc), work commitments

- secondary school students accessing one or more OAC subjects, including VET;

- Indigenous students

- Adults returning to complete their secondary education

- Primary school students accessing language learning (currently approximately 4000 students from 50 schools) through our Language Partnership Program

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

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

Open Access College partners with Marden Senior College to provide certificate courses in VET.

1. General information

- **School Principal name:** Ms Julie Taylor

- **Deputy Principal name:** Ms Jeane Schocroft

- **Year of opening:** 1991

- **Postal Address:** 1-37 Marden Road, Marden

- **Location Address:** 1-37 Marden Road, Marden (Main campus) and 59 Power Crescent, Port Augusta (SOTA campus)

- **DECD Region:** Central East Partnership

- **Geographical location** Main campus at Marden is 7km from GPO

- **Telephone number:** 08 8309 3500

- **Fax Number:** 08 8362 0045

- **School website address:** www.openaccess.edu.au

- **School e-mail address:** info@openaccess.edu.au

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

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

February FTE student enrolment:

February FTE Enrolment	2016	2017	2018	2019	2020
Primary Special, N.A.P. Ungraded etc.					
Reception	39	42	36	44	36
Year 1	36	62	59	51	41
Year 2	43	58	66	50	54
Year 3	49	66	75	58	50
Year 4	50	72	85	59	63
Year 5	43	77	83	63	64
Year 6	52	69	97	79	73
Year 7	50	70	89	84	75
Secondary Special, N.A.P. Ungraded etc.					
Year 8	27	31	40	45	63
Year 9	46	48	60	71	89
Year 10	101	106	116	123	149
Year 11	217	210	240	261	251
Year 12	338	329	313	355	299
Year 12 plus					
TOTAL	1091	1239	1359	1343	1309
July total FTE Enrolment	1205	1250	1316	1401	1392
Male FTE	548	552	597	604	627
Female FTE	658	698	756	740	683
July School Card (Persons)	252	192	289	316	326
NESB Total (Persons)		17			
Students receiving ESL support					
Aboriginal FTE Enrolment	44	61	46	50	46

Student enrolment trends:

The increase in years 8-10 reflects a growth in students with complex needs enrolling with OAC.

School of the Air enrolments have been steady for the past 3 years.

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

Staffing numbers (as at February census):

Teaching Staff: 123.9 total FTE

- Principal

- Deputy Principal

- Head of Campus – SOTA

- 5 Assistant Principals

- 19 B1 and B2 Leaders

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- Teacher Librarian (shared with Marden Senior College)

- 3 Itinerant Teachers

- 93.5 FTE teachers

Non-Teaching Staff:

- Systems Innovations Leader

- Business Leader

- Finance and Asset Leader

- Learning Technology Leader

- Student Services and Business Intelligence Leader

- Administrative Services Leader

- Executive Services Manager

- 33.6 SSOs (Including Ancillary leaders)

- ACEO

Allied Health Professionals:

- Psychologist

- Social Workers

- Youth Worker

- Speech Pathologist

Public transport access:

N/A

Special site arrangements:

OAC Marden campus is on a shared site with Marden Senior College (MSC) and OAC SOTA campus is on a shared site with Augusta Park Primary School (APPS).

Operational arrangements are in place at both sites with our co-located schools.

2. Students (and their welfare)

General characteristics

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

- *College based students* are those for whom OAC is their principal school. This group is made up of a range of enrolment types: remote and isolated, medical, travellers, adults re-entry students to name a few. Students accessing OAC for the first time are placed on a 10 week trial and referred to as "school based enrolment" for this period. On completion of a successful trial, they are then converted to college-based enrolment.

- *Curriculum choice students* (predominantly year 11 and 12) are enrolled at another school (public, private or Catholic sectors) and access some of their learning (usually one or two subjects) through the college.

- *Language Partnership Program* (LPP) students are enrolled via their school to study a language.

- *Home schooled students* (with an exception from DfE to attend a traditional school) in Year 1- 9 may enrol at OAC for language and music and from year 10 may enrol fulltime in preparation for SACE.

In 2020 the FTE for female students in the senior years is nearly double that of males.

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

School of the Air at Port Augusta enrolls students who are geographically isolated. These students are generally retained from reception to year 6/7 when they often transition to a boarding school in Adelaide. In 2020, 43 students were enrolled at SOTA.

Student well-being programs

Students in years R-10 participate in a care group program as part of their learning. The program is coordinated by their primary teacher, central studies (years 7-9) or advisory teacher (year 10). Care and advisory teachers are responsible for One Plans and are supported by our Learning Intervention Team and Student Wellbeing Leaders.

Student support offered

- Face to face events and programs provide additional support for students. This includes home or school visits to students; camps, excursions/incursions, workshops; practical laboratory sessions; mini schools and school experience weeks. In addition, Itinerant Teachers regularly visit School of the Air students and at times, year 8-12 geographically remote and isolated students.

- The College psychologist supports identified students by evaluating, identifying student's social, emotional and cognitive strengths and weaknesses. Psychological assessments to assist in planning the learning program are provided where required.

- The Social Worker and Youth Worker support individual case management of identified students by engaging school and community services, brokering flexible learning programs and developing stronger and broader community links.

- The Speech Pathologist works with our Learning Intervention Team to identify specific learning needs and advise of appropriate strategies to support learning.

- Aboriginal Community Education Officer (ACEO) provides advocacy and support for identified Aboriginal students. The ACEO organises ATSI tutors, promotes career development and builds connections with community and partnership organisations. ATSI Tutors are offered to eligible College based Indigenous students to assist with time management, work organisation, revision or clarification of work. The ACEO works closely with our Aboriginal Education Team to develop One Plans and support improvement in learning outcomes

Student management

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

Student government

Student leaders and SOTA SRC are highly active and involved in gaining student opinions, organising school events and support opportunities for face to face events including camps, come in days, and the College formal. Students are also represented on the OAC Governing Council.

Special programs

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

3. Key School Policies

Site Improvement Plan

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

The agreed strategic objectives for 2017 - 2021 are;

- Learning growth for students and staff

- Wellbeing and resilience

- Developing an innovative culture

For other key statements and policies please refer to college website.

Recent key outcomes:

Refer to the college Annual Report on our website

4. Curriculum

Subject offerings:

All learning areas of the Australian Curriculum are provided R-10.

Curriculum in the Primary years (R-6) is organised by English, Mathematics, Language (Japanese) and Integrated learning.

Middle Years 7-9 is organised into Central Studies, focusing on the core compulsory subjects such as English, Health, Science and Mathematics and then students can choose specialist subjects across The Arts, Technologies and at year 9, Humanities and Social Sciences.

In the Middle Years students have a choice of three Languages: Japanese, Spanish and French.

Year 10 is the transition year into the senior school. Students are provided flexibility and choice based on their skills, abilities and interest. The standard Australian Curriculum package provides all of the AC compulsory subjects and a range of specialist subjects across Languages, The Arts, HASS and Technologies. Students who are not ready for the AC year 10 Mathematics are offered the same package but with SACE Mathematics Essentials as an alternative. SACE Launch is a packaged program for students at year 10 who would benefit from focusing on less and at a slower pace to support their learning, enabling them to complete the Stage 1 compulsory units of the SACE in year 10.

Senior students select from over 70 SACE Stage 1 and Stage 2 subjects as well as VET certificates. Refer to the College website for a detailed list of all the options.

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The flexibility of the SACE is used to ensure the best possible chance of SACE completion for our students and includes using Special Provisions, Community Learning and Self-Directed Learning. Many students choose to complete the SACE over 2 or more years.

Special needs:

The College uses Universal Screening and diagnostic testing R-10 to determine the specific learning needs and most appropriate intervention for each student. There are a range of approaches from in class differentiated teaching practices, to a process of ensuring students have the knowledge and skills for a specific learning sequence, individualised reading programs, specific literacy and numeracy intervention programs and specialised programs for small groups and individuals with the highest identified learning need.

Senior Year students (10 to 12) can also access packaged programs focused on SACE completion and / or transition to further study and work.

Special curriculum features:

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

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

OAC provides access to vocational education and training certificates for school-based students and adults across SA. In 2020 45% of year 12 students were studying a VET certificate as part of their study.

Teaching methodology:

Teaching is online with a blend of synchronous and asynchronous learning. Teachers use the gradual release of responsibility model where content is provided by the teacher to the student prior to the lesson. In the synchronous lesson a small group of students are taught by one or two teachers. This time is used to problem solve, critically analyse and to collaborate with each other. By the end of the lesson teachers aim to know what each student understands and can do in preparation for completing follow-up work in the independent learning space.

Platforms used to support learning include WebEX for synchronous lessons, google classroom for independent and collaborative work and Moodle for resource sharing.

Student assessment procedures and reporting

Assessment is ongoing, formal and informal and provides invaluable information in determining the next steps in learning for each student and class. Formal assessment is recorded and feedback provided through google classroom and DAYMAP.

The College reports formally 4 times each year. In terms 2 and 4 A-E grades are used as an indicator of learning across each subject and program. In terms 1 and 3 reports track students in learning, participation and self-management. Parents are encourage to discuss student progress with teachers at any time and Primary, Middle and packaged programs informal reporting occur regularly on an as needed basis.

Partnerships

The OAC Language Partnership Program provides language learning to over 4000 students in over 50 primary and area schools across the state. Our specialist language teachers design the learning programs, provide a weekly synchronous lesson and resources for a second asynchronous lesson.

OAC is the host school for Inventorium, an online program for disengaged youth in years 10 to 12. Each year about 20 students are enrolled and engage one on one with a mentor who tracks their progress in their individually tailored program.

Youth Inc provides a transition pathway for students from school. OAC has partnered with Youth Inc in 2021 to support Year 11 students looking to transition from school into work.

5. Sporting Activities

Not Applicable

6. Other Co-Curricular Activities

OAC students are able to join the Children's University. The Children's University offers learning opportunities outside of school hours program to children aged 7-14 and volunteering 15-18. The students collect hours in their passports for the experiences they attend in non-formal learning settings whilst developing their self- efficacy, confidence and expanding their knowledge and commitment to learning.

Open Access College joined the CUA in 2016 and supports students to formally graduate at a ceremony held at Bonython Hall – University of Adelaide each year.

Duke of Edinburgh award has been introduced at OAC for the first time in 2021. Over 25 year 9 and 10 students have signed up for the program that the College is running in partnership with Growing with Gratitude. Growing with Gratitude will provide the personal skill development aspects of the program.

7.   Staff (and their welfare)

Staff profile

Teaching staff FTE ranges from 120 to 135+ through the year due to the increase in enrolments across the year. To cater for the fluctuation in enrolments and the variation and unpredictable pattern of subject choice the college has a number of part time and contract teachers.

Approximately 22% of teachers in 2020 were in the first 3 years of their career. These teachers are supported by an Early Career Teachers PLC lead by an Assistant Principal. Access to DfE professional learning is also actively encouraged and supported for ECT.

The college has a large team (37) of support staff and allied health professionals to cater for the complexity of our student cohort, the reliance on learning technology for delivering our learning programs, and the requirement to re-enrol students annually and managing 5,500+ (1400 FTE) enrolments.

Leadership structure

Please refer to our website for our leadership structure.

Staff support systems

Teachers work in collaborative teams with two different foci:

- Teaching Teams – teachers teaching in a specific level of school or subject areas work in teaching teams to collaboratively plan, teach and assess learning. They focus on what is working for student learning and what needs to change based on student participation, engagement and learning outcomes. Each team is supported by teaching and learning leaders who collaboratively plan for the development and improvement of teaching and learning.

- Professional Learning Communities are a subset of teaching teams – teachers are involved in regular reflection using the learning design cycle and professional learning linked to the College Site Improvement Plan.

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

Levels of Schooling are forums for all teachers of the same cohorts of students to discuss relevant issues, and plan for improved teaching. This forum also provides time and support for the development and review of One Plans that make a difference for specific students.

Professional Learning is planned to support the achievement of the goals of the site improvement plan. There is a significant focus on developing pedagogy and trauma

informed practice in the online environment that engages and improves the learning experience for all learners.

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

Performance Management

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

Staff are encouraged to identify only two goals: each goal is directly related to improving the student learning experience and one links directly to the Site Improvement Plan. Performance observation and feedback is an integral part of the process.

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

Staff utilisation policies

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

Access to special staff

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

The college also employs a fulltime psychologist, social worker, youth worker and speech pathologist who support students with wellbeing and learning needs.

8. Incentives, support and award conditions for Staff

- Complexity placement points: N/A

- Isolation placement points: N/A

- Shorter terms: N/A

- Travelling time: N/A

- Housing assistance: N/A

- Cash in lieu of removal allowance: N/A

- Additional increment allowance: N/A

- Designated schools benefits :N/A

- Aboriginal/Anangu schools: N/A

- Medical and dental treatment expenses: N/A

- Locality allowances: available to teachers appointed to our Port Augusta Campus

- Relocation assistance: available to teachers appointed to our Port Augusta Campus

- Principal's telephone costs: N/A

9.   School Facilities

Buildings and grounds

The college consists of 2 campuses – Marden and Port Augusta. Both campuses are on shared sites with other DfE schools and have some shared facilities. Marden campus facilities consist of 4 teaching buildings of varying sizes, 8 recording and teaching studios including 4 sound proof studios, a school hall, student services and distribution centre.

Shared site access to a library, staffroom, reception area, canteen and boardrooms.

Our Port Augusta campus consists of a teaching area, 3 studios, staffroom, reception area and small library. The Outback Centre is used for F2F events and is hired out to other schools.

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

Heating and cooling

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

Specialist facilities and equipment

The college provides a library in conjunction with MSC and an online library service.

All fulltime college based students are provided with a laptop. Specialist science laboratory facilities are accessed through MSC.

Student facilities

An on site canteen is available Monday to Wednesday for staff and for students when on site for F2F events.

Staff facilities

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

Access for students and staff with disabilities

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

Access to bus transport

Not applicable

10. School Operations

Decision making structures

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

The college has a consensus based Decision Making Policy.

Regular publications

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

SOTA publishes SOTASpeak several times per term.

Other communication

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

School financial position

The college's 2020 RES was over $19 million. A further $1 million in revenue was raised from fees and fundraising.

Special funding

The college receives additional funding for;

11. Local Community

General characteristics

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

Parent and community involvement

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

Parent volunteers support a range of F2F events.

Feeder or destination schools

NA

Other local care and educational facilities

NA

Commercial/industrial and shopping facilities

NA

Other local facilities

NA

Availability of staff housing

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

Accessibility

NA

Local Government body

Norwood, Payneham & St Peters

12. Further Comments

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