



## SCHOOLCONTEXT STATEMENT

Updated: 19/09/2025

**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-6 campus based at Port Augusta.

Students access 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 learning technology support team, and state of the art technology facilities.

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

- Indigenous students
- 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
- Primary school students accessing language learning (currently approximately 2000 students from 35 schools) through our Language Partnership Program
- Adults returning to complete their secondary education

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.

# 1. General information

- **School Principal name:** Ms Jeane Schocroft
- **Deputy Principal name:** Mr Paul Hennessy
- **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](http://www.openaccess.edu.au)
- **School e-mail address:** [dl.0849.info@schools.sa.edu.au](mailto:dl.0849.info@schools.sa.edu.au)
- **Child Parent Centre (CPC) attached:** nil
- **Out of School Hours Care (OSHC) service:** nil

February FTE Enrolment	2020	2021	2022	2023	2024	2025	2026
Primary Special, N.A.P. Ungraded etc.							
Reception	36	29	40	26	24	18	14
Year 1	41	54	39	34	27	29	25
Year 2	54	46	54	35	34	35	28
Year 3	50	67	54	40	35	37	30
Year 4	63	61	66	40	37	36	37
Year 5	64	73	64	50	40	33	38
Year 6	73	71	81	51	45	42	35
Year 7	75	85	47	55	37	32	16
Secondary Special, N.A.P. Ungraded etc.							
Year 8	63	53	83	89	87	78	56
Year 9	89	99	103	117	145	120	109
Year 10	149	162	218	235	243	245	184
Year 11	251	260	342	324	396	395	346
Year 12	299	316	295	291	378	450	403
Year 12 plus							
<b>TOTAL</b>	<b>1309</b>	<b>1376</b>	<b>1486</b>	<b>1387</b>	<b>1528</b>	<b>1550</b>	<b>1321</b>
July total FTE Enrolment	1392	1352	1533	1531	1623	1516	
Male FTE	627	650	664	642	678	617	537
Female FTE	683	725	822	888	945	896	808
July School Card (Persons)	326	266	362	300	314	272	196
NESB Total (Persons)							
Students receiving ESL support							
Aboriginal FTE Enrolment	46	50	68	81	94	74	94

## February FTE student enrolment:

### Student enrolment trends:

Student enrolments show no clear trends. There was an increase in enrolments in the past 2 years and in 2026 we have returned to previous lower numbers. This reflects the shifts in students with complex needs enrolling with OAC.

Lower numbers in primary and year 7 reflect the decline in schools enrolling with OAC for Languages Partnership Program.

School of the Air enrolments have been steadily declining with current enrolments at 28.

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

## **Staffing numbers (as at February census):**

### Teaching Staff:

- Principal - A9
- Deputy Principal – B6
- Head of Campus – SOTA – B3
- 5 Assistant Principals – B4 x 2, B3 x 3
- 25 B1 and B2 Leaders
- Teacher Librarian (shared with Marden Senior College) – B1
- 2 Itinerant Teachers
- 161 staff (FTE 134.44) including leadership listed above

### Non-Teaching Staff:

- Business Leader – SSO6
- Student Services Leader – SSO4
- Finance and Facilities Leader – SSO4
- Administration Services Leader – SSO4
- Learning Technology Support Manager – SSO3
- 8 Learning Support SSOs
- 2 ACEOs
- 8 Youth Workers
- 59 staff (1643.24 hours) including those listed above

### Allied Health Professionals:

- Social Worker

Public transport access:

N/A

Special site arrangements:

OAC Marden campus is on a shared site with Marden Senior College (MSC). The SOTA campus has recently moved and is co-located with Royal Flying Doctor Service in Port Augusta.

Operational arrangements are in place at both sites with our co-located school and RFDS.

## 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, adult re-entry students to name a few.
- *Curriculum choice students* (predominantly year 11 and 12) are enrolled at another school (public, Independent or Catholic sectors) and access some of their learning (usually one or two subjects) through the college.
- *Language Partnership Program (LPP)* primary students are enrolled via their school to study a language.
- *Home schooled students* (with an exemption 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 and completion of the SACE.

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 when they often transition to a boarding school in Adelaide.

Student well-being programs

Students in years R-12 participate in a care group program as part of their learning. The program is coordinated by their primary teacher, care group teacher (years 7-12). Care teachers are responsible for One Plans and are supported by our IESP Leader 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 Social Worker and Youth Workers 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 Aboriginal Community Education Officers (ACEO) provide advocacy and support for identified Aboriginal students. They organise and promote career development and build connections with community and partnership organisations. They work closely with our Aboriginal Education Team to develop One Plans and support improvement in learning outcomes.

### Student management

Our 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.

An additional two B2 SWLs have R-12 student support focus in the area of IESP/One Plans and the other in Trauma Informed practice (BSEM).

### 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, Wellbeing Days and the College formal. Students are also represented on the OAC Governing Council.

### Special programs

The college offers a wide range of intervention programs 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 Learning Plan

Open Access College is committed to providing equitable access to learning for every student, and embody the college values of Respect, Resilience, Responsibility and Inclusion.

The agreed strategic objectives for 2026 are to develop all learners as effective learners and supporting students to develop their wellbeing and resilience. encompassing;

**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), Child Protection Curriculum and Integrated learning.

Middle Years 7-9 is organised into Central Studies, focusing on the core compulsory subjects of English, HASS, HPE, Science and Mathematics. 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 four Languages: Auslan, Japanese, Spanish and French.

Year 10 is the transition year into 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. RISE is an integrated program for students at year 10 and 11 who benefit from project-based learning and are on a path to transition to the workplace.

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

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 3 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 ranging from in class differentiated teaching practices, to a process of ensuring students have the knowledge and skills for a specific learning sequence, 1:1 reading programs, specific literacy and numeracy intervention programs and specialised programs for small groups and individuals with the highest identified learning needs.

Senior Year students (10 to 12) can also access 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.

### Teaching methodology:

Teaching is online with a blend of synchronous and asynchronous learning. Teachers use the gradual release of responsibility (GRR) 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.

MS Teams (or class for teams) is used to support learning for synchronous lessons, and for independent and collaborative work.

### 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 via MS Teams 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 encouraged to discuss student progress with teachers at any time.

### Partnerships

The OAC Language Partnership Program provides language learning to over 2000

students in over 35 primary and area schools across the state. Our specialist language teachers design the learning programs, provide a weekly synchronous lesson and face to face teaching at the host school each term.

OAC offers the Inventorium program - an online program for disengaged youth in years 10 to 12. Each year about 150+ students are enrolled and engage one on one with a mentor teacher who tracks their progress in their individually tailored program.

## 5. Sporting Activities

Not Applicable

## 6. Other Co-Curricular Activities

### Access Gazette

The *Access Gazette* is the student-run magazine at Open Access College, showcasing the creativity and talent of students. Each edition is packed with artworks, creative writing, poetry, articles, puzzles, and more. The Gazette team meets once a fortnight to brainstorm ideas, share their work, and collaborate on building each edition, while also forming connections and friendships. Students can join at any time during the year, and the team always welcomes fresh ideas and contributions.

### Crafternoons

*Crafternoons* is a fun and supportive group for students in Years 7–12 who enjoy hands-on creativity. Meeting twice a term, each session focuses on a different craft activity designed not only to spark creativity but also to build valuable life skills. Each session has an underlying skill that is being developed through the activity and connection with student and staff. Through these activities, students can strengthen teamwork, resilience, time management, and social skills while enjoying a relaxed and welcoming environment. *Crafternoons* is all about learning and growing together while having fun.

### OAC Online Gym

The *OAC Online Gym* is a space for students in Years 7–12, as well as staff, to connect over a shared interest in resistance and strength training. The group offers a supportive environment to discuss training, share tips, motivate one another, and celebrate progress. Members also gain access to unique opportunities, including special incursions and excursions. The *OAC Online Gym* is a great way to stay active, build confidence, and connect with others who share similar fitness goals.

### Prism

*Prism* is a student-run group established in 2019 to create a safe, inclusive, and supportive environment at OAC for LGBTQIA+ students, allies, and staff. The group provides a space where students can connect, share experiences, and celebrate diversity while working together to promote acceptance across the school. Whether students identify as part of the LGBTQIA+ community or want to be an ally, *Prism* is about building understanding,

support, and pride within the OAC community.

### **Monday Social**

*Monday Socials* is a weekly online session open to all secondary students at OAC. Held each Monday from 3–4pm during term time, the group offers fun and engaging activities based on student interests, creating opportunities for connection and friendship. Whether it's games, discussions, or creative activities, *Monday Social* provides a relaxed and welcoming space where students can log in, meet new people, and enjoy a sense of community. Students are free to join any time and participate whenever it suits them.

### **Student Leaders**

The *Student Leadership Council* provides students with the opportunity to represent their peers and have a say in shaping the OAC community. While it is led by students in Years 10–12, younger year levels also have the chance to get involved. Through this group, student leaders can voice ideas, contribute to school decisions, and work on projects that make a real impact. It's a chance to develop leadership skills, connect with other motivated students, and take on an active role within the school. Examples of student involvement include designing senior jumpers, representing the student voice at Governing Council, organising the Senior Years Formal, and running activities that promote connection during Wellbeing Days.

### **T+**

T+ is a group dedicated to supporting gender diverse students in Years 7–12, including those who identify as transgender, non-binary, gender fluid, or questioning. The group offers a safe and inclusive space to connect with peers, share experiences, and access support and resources tailored to the needs of gender diverse young people. Meetings are held once per term and are available online, ensuring accessibility for all. T+ is all about fostering connection, empowerment, and belonging for students as they navigate their unique journeys. A recent initiative raised in T+ was the addition of pronouns on lanyards during onsite visits to help prevent accidental misgendering.

## 7. Staff (and their welfare)

### Staff profile

Teaching staff FTE ranges from 120 to 125+ 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 6% of teachers in 2026 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 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 3,500+ (1350 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 in a specific level of school or subject area 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.
- Communities of Inquiry 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 Learning 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 learning 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. People new to leadership are mentored by an AP to support their transition.

### 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 two goals: each goal is directly related to improving the student learning experience and one links directly to the Site Learning 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, learning support ancillary staff 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 youth workers, and a social worker 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 and have some shared facilities. Marden campus facilities consist of 6 teaching buildings of varying sizes, 8 recording and teaching studios including 4 sound proof studios, a school hall, and student services.

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

Our Port Augusta campus consists of a teaching area, studios, staffroom, reception area and small library.

### 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.

Specialist science laboratory facilities are accessed through MSC.

### Student facilities

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

### Staff facilities

Staff workspaces are equipped with laptop, docking station, monitor, noise cancelling headphones, 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 a news update weekly.

### 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 2026 RES was over \$23.3 million. A further \$789,000 in revenue is raised from fees and fundraising.

### Special funding

The College receives special funding for isolated students, and students with IESP status.

## 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

Statewide provider

### 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 2023 our SOTA campus celebrated its 65th anniversary.