Open Access College
2018 annual report
to the school community

Government of South Australia
Department for Education

Open Access College Number: 849
Partnership: Central East

Name of school principal: Julie Taylor

Name of governing council chair: Lynn Kelly

Date of endorsement: 06/03/2019

School context and highlights

As the state's sole distance education provider, OAC continues to utilise flexible on-line teaching and learning approaches to engage students who are unable to access education from traditional schools. As a category 2 level of Educational Disadvantage School, we cater for a highly complex and diverse student cohort. 54% of students with verified disabilities within our Central East Partnership, are enrolled at OAC. In addition to providing learning programs to cater for the range of disabilities, we also have a significant focus on wellbeing strategies and programs.

Our continuous enrolment policy means that our enrolments increase throughout the year, particularly in years R-10, which provides an added complexity for our teachers in accommodating new students joining classes on an almost weekly basis. In 2018 our average FTE enrolment was 1,310 (an increase of 70 FTE). This consisted of an average of 5,674 individuals at any point, with the total number of distinct students enrolled at some time during 2018 reaching 7667.

Professional learning continued through action research in the work undertaken by all staff in their Professional Learning Teams. The focus of this work ranged from embedding formative assessment, to trialling wellbeing programs. We embarked on a 3 year professional learning journey with Lee Crockett from the non-profit Global Digital Citizens Foundation. Lee's work centres on transforming education globally and in 2018 we focused on the Essential Fluencies - solution, information, collaboration, creativity and media fluency.

In September we underwent our first External School Review. The panel of 3 spent 3 days at the school interviewing, observing and reviewing documentation and resources. Their final report was affirming of the service we provide at OAC; "The panel would like to acknowledge the outstanding work of the College in bringing about a reconnection of so many disengaged and vulnerable young people with the learning agenda, and agrees this achievement makes a difference to the future of these students. A strong commitment to the students in their care and to making adjustments to increase potential was evident." The 3 directions for improvement provided by the panel (please refer to our website for the full report) will inform our planning and work in implementing our Site Improvement Plan over the next 3 years.

Governing council report

In 2018 Open Access College experienced another year filled with many successes and accomplishments.

OAC's external school review report identified three key directions to implement as a school community to ensure the our Site Improvement Plan goals are met. The panel acknowledged the outstanding work and strong commitment of the college to the educationally disadvantaged students in our care.

Early in the school year, our governing council members were engaged in discussions on the merit selection process for the advertised OAC Principal vacancy and reflected on the qualities we felt best suited to the role. Governing council would like to congratulate Julie Taylor on her reappointment as Principal of Open Access College.

This year I had the opportunity to attend a number of key Open Access College events in my capacity as Governing Council Chairperson, the first being the SOTA 60th birthday celebrations at the Port Augusta campus. It was a wonderful experience to learn how this part of the college operates and the very valuable contributions of all those involved.

I was fortunate to take part in the first Marden R-9 Camp at the Roonka Scout Water Activity Centre in Blanchetown. Over 30 students and their families participated in team building activities on and off the water that amounted to a most memorable experience for all. I am very grateful to have had the opportunity to share with other families in celebrating the new skills, friendships and fun moments of this wonderful event. This was made possible by the tremendous efforts of our very dedicated OAC teachers and staff. The success and positive feedback from the camp has encouraged planning and inclusion as a regular calendar event.

Later in the year, I was also pleased to present our Children's University graduates on stage at Bonython Hall during the formal cap and gown graduation ceremony. Inclusion in this program encourages further education choices with students receiving national certificates while engaging in fun learning activities.

The year concluded with the OAC Awards Ceremony, held at Norwood Concert Hall, which highlighted the achievements of students from year 7 -12. The occasion showcased many talented student performers. We were also encouraged by inspirational messages of gratitude and resilience from student leader, Mikayla Stone-Talbot .

Improvement planning and outcomes

The improvement focus for the year has been improving pedagogy through embedding Learning Design principles consistently across the College. All teachers now plan with and teach using learning intentions and success criteria although there are variations in the quality and mode of use. Increasing collaborative planning and teaching in 2019 with the introduction of small focused collaborative planning teams will support the development of consistency and also increase the use of peer observation and feedback as a way of developing a shared understanding. Professional Learning has focused on the 10 shifts of practice and in particular connecting learning to learners by developing topics that matter to students.

Increase in the passing grades years 1-10 from term 2 to term 4.
The core subjects of English, Mathematics, Science and Health and Personal Development in years 7 to 10 all had improvements in passing grades from term 2 to term 4, except year 7 English and Science and Year 10 HPD. The most significant growth was seen in Science in years 8-10 with an increase of between 16 and 22 percent.
Also worth noting is the improvement in Year 10 passing grades (other than HPD). This may in part be attributed to the collaboration between teachers teaching the same group of students.
Year 8 science had a growth of 22 percent. This group of teachers have been planning units of work based on connecting students with concepts that matter and authentic tasks. Tasks are then moderated and grades verified and tasks improved.
In primary years the enrollment numbers per year level are low making percentage comparisons unreliable.

All SACE students achieve a C grade or better.
Passing grades in Stage 1 Literacy, Numeracy and PLP improved by 3, 9 and 7 percent.
Stage 1 and 2 passing grades overall increased by 2%.

All VET students complete the certificate in the allocated time.
There have been improvements in some Certificate outcomes. Early Childhood Education and Care in 2017 had a large number of students not complete competencies in a timely manner. Changes to how the competencies were taught and expectations for students has seen a significant improvement with 4 of the first year students completing the full Certificate III (18 month program) in one year. While there is variation between certificates the average completion rate is 40%, with 50% continuing in the following year and 10% withdrawing. Following the progress in Early Childhood Education and Care the organisation of competencies and expectations for completion will be reviewed in 2019.

SACE Completers and retention - refer to section on school performance.

Performance Summary

NAPLAN Proficiency

The Dept. 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.
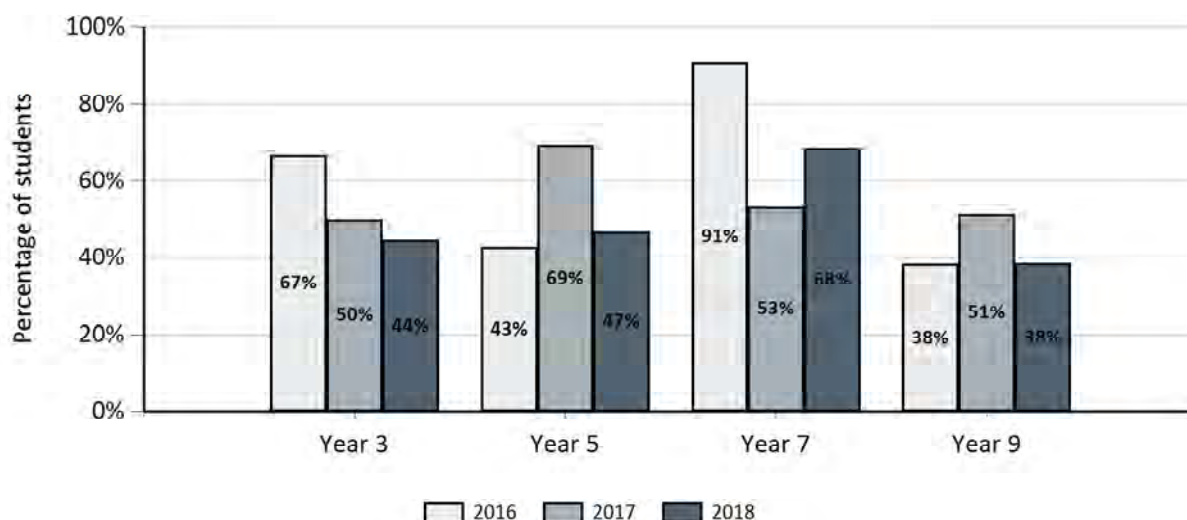
Reading
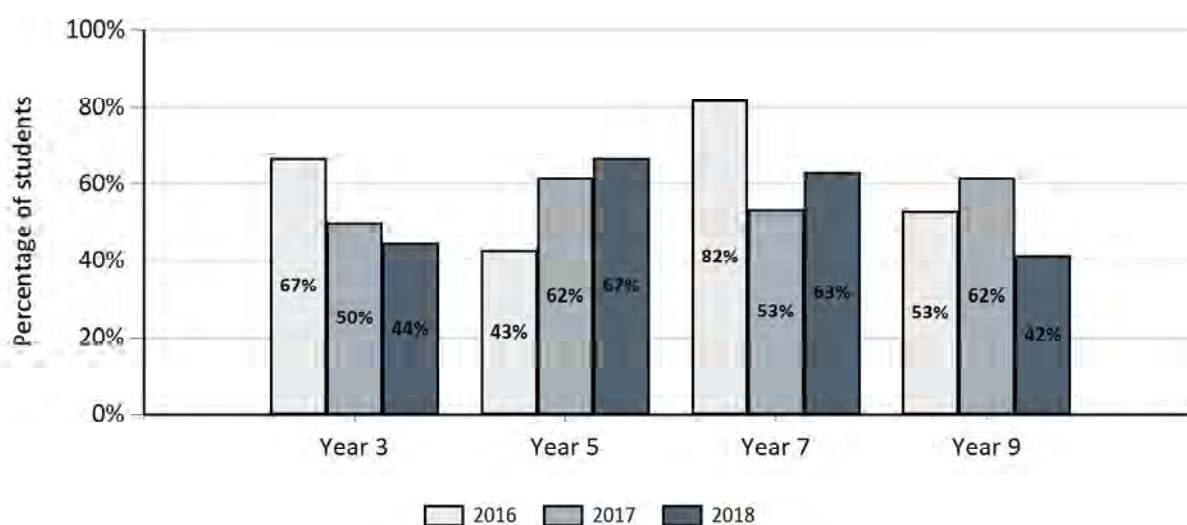
Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.
*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 2016 to 2018 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	38%	33%	32%	25%
Middle progress group	50%	56%	42%	50%
Lower progress group	12%	11%	26%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	12%	38%	15%	25%
Middle progress group	38%	38%	40%	50%
Lower progress group	50%	25%	45%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	9	9	4	4	44%	44%
Year 3 2016-18 average	8.0	8.0	3.7	3.3	46%	42%
Year 5 2018	15	15	5	1	33%	7%
Year 5 2016-18 average	11.7	11.7	5.0	1.3	43%	11%
Year 7 2018	19	19	5	4	26%	21%
Year 7 2016-18 average	15.0	15.0	4.3	4.0	29%	27%
Year 9 2018	53	52	8	5	15%	10%
Year 9 2016-18 average	42.0	41.7	7.0	3.7	17%	9%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.
^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)

2015	2016	2017	2018
89%	90%	92%	95%

Data Source: SACE Schools Data reports, extracted February 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	2%	2%	2%	3%
A	5%	8%	7%	8%
A-	12%	10%	10%	15%
B+	15%	14%	13%	12%
B	15%	14%	15%	14%
B-	13%	13%	12%	13%
C+	11%	12%	14%	12%
C	12%	11%	12%	12%
C-	4%	5%	7%	6%
D+	4%	3%	3%	4%
D	2%	1%	1%	1%
D-	2%	2%	1%	0%
E+	1%	1%	1%	0%
E	2%	1%	1%	1%
E-	0%	1%	0%	0%
N	1%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.
*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

2015	2016	2017	2018
96%	95%	97%	97%

Data Source: SACE Schools Data reports, extracted February 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	26%	37%	42%	41%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	41%	42%	47%	47%

School performance comment

NAPLAN
As a school that has fewer than 20 students 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 difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Passing Grades
Variation in patterns of passing grades is indicative of inconsistency in approach across teachers and subjects.
In Middle Years the core subjects of English, Science, Mathematics and Health are taught to the same group of students by the same teachers. In year 7 100% of students passed mathematics and 80% passed Health while only 50% passed English.

In contrast at year 8 and 9 passing grades for English were 80 and 74%, Mathematics 75 and 60% and Health 90 and 97% respectively.
Introducing integrated learning across subjects using topics of importance to students has supported an improvement in passing grades in Science at year 9 to 92% up from 82% in 2017.

Years 7-10 students undertake electives in the Arts, Technologies and some HASS subjects. Electives are taught across 7/8 band and 9/10 band. There is a consistent pattern of passing grades for subjects within the Arts: 88% at 7/8 and 92% at 9/10. However, within Technology, Design and Technology passing grades are 70 and 80% respectively, whilst Digital Technology requires renewal in 2019 due to passing grades being 60 and 65% respectively. HASS electives are only offered in the 9/10 band with passing grades at 80% across HASS subjects.

SACE
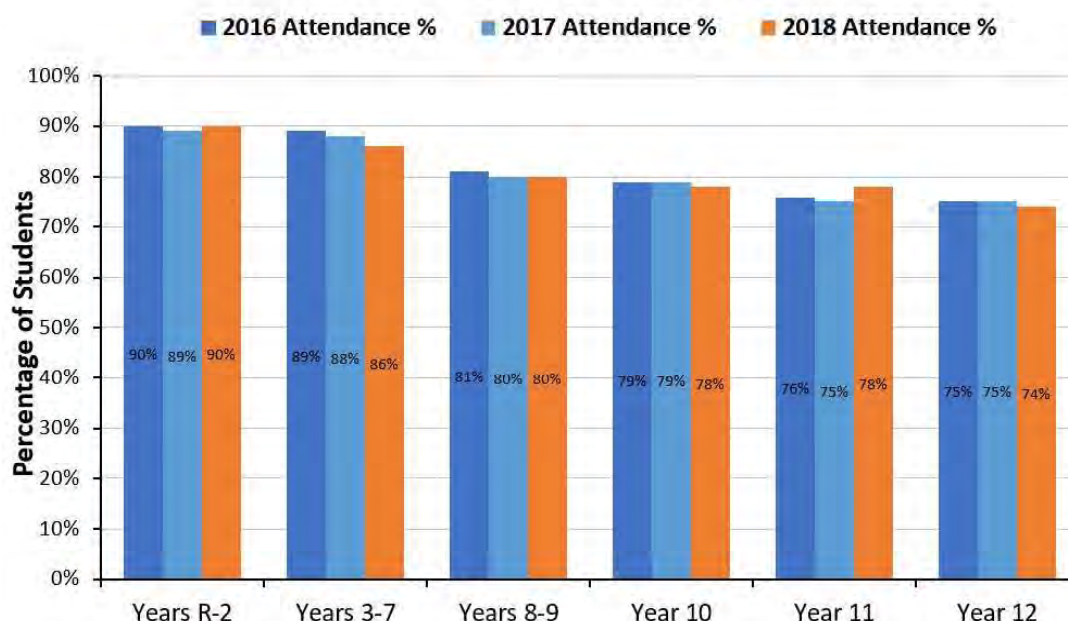SACE completion continues to be steady at around 97% of potential completer's in October and is comparable with the state. There has been an increase in the percentage of students with a grade in the A band for stage 2 in 2018 and a slight increase in passing grades overall.

While there has not been any significant shift in overall retention in the senior years, (Stage 2 average retention is static at 70%) there have been some gains in some subjects. The science and mathematics team this year have focused on retention as a key strategy to improve student achievement. Toward the end of term 2, teachers in partnership with Student Wellbeing Leaders identified students at risk and strategies to support their retention and achievement. Psychology had a 23% increase in retention, Mathematical Methods 13%. Physics and Mathematics Specialist, however decreased by 8 and 13% respectively. This has highlighted the need for early intervention, as a College in term 1 and processes are being developed.

VET continues to contribute to SACE outcomes for a large percentage of students with 47% of SACE completer's using VET as part of their completion strategy, compared to a state average of 42%.

Attendance

Attendance Data 2016 - 2018

■ 2016 Attendance %   ■ 2017 Attendance %   ■ 2018 Attendance %

Year	2016	2017	2018
Years R-2	90%	89%	90%
Years 3-7	89%	88%	86%
Years 8-9	81%	80%	80%
Year 10	79%	79%	78%
Year 11	76%	75%	78%
Year 12	75%	75%	74%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance comment

OAC's attendance unlike a face-to-face school is recorded as individual lesson attendance due to the nature of students' timetables. The high number of medical students and travelers result in a high level of absences through illness or inability to connect to the online lesson platform due to their location.
The SMS service to parents and OAC School Coordinators has improved communication and a continued decrease in the number of overall unexplained absences. Attendance is an OAC focus and teachers look at ways to encourage and engage students to attend and engage.

Behaviour management comment

In line with DfE requirements OAC monitors, reviews and implements its Child Protection policies. This year the Anti-Bullying and Harassment, Mandatory Notification, Student Behaviour Management policies were reviewed using a whole school community consultation.
As a distance education provider with lessons and communication occurring on-line and students off site, cyber bullying is a concern and staff are vigilant in this area. Data is provided to Governing Council twice a year, mid term 2 and early term 4
There have been no reported incidents of bullying this year. Teacher, students and families are supported by the OAC Student Wellbeing Leaders when concerns arise, including a home visit.

Client opinion summary

Parents:
One hundred and three parents completed the survey this year, a significant increase from last year. Approximately 89% of parent responses indicated neutral to positive satisfaction with their children's education at Open Access College this year. This is in line with the 88% recorded last year, and is on par with parent satisfaction levels across the past four years.
The average responses for all questions asked rated 4.1 (out of 5), a increase on the 2017 average response of 3.8. The top three responses remain the same from last year and are very pleasing. Teachers having high expectations, students feeling safe at school and students being treated fairly by teachers. These responses support the extra focus and resourcing allocated to student wellbeing in 2018 and also is in line with the site Strategic plan.
In 2019 there will be a continued focus on providing quality information to parents and other stakeholders about the way we operate as a College.

Students:
The student survey was completed by 290 students, more than double the 112 responses last year. On average there was an 93% positive agreement from the student respondents in the categories surveyed. This is in line with the 94% positive student perception in 2017.
The average responses for all questions asked rated 4.1 (out of 5), slightly down from the 4.3 in 2017. 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 and teachers treating students fairly. These three responses scored highest in 2016 as well.
It was pleasing to see the 2018 (and 2017) results have shown considerable increases in the positive perception of students with respect to teacher feedback and the opportunity for students to do interesting things. This aligns closely with our teaching and learning focus of Learning Design.

Staff:
Sixty-nine staff completed the survey. On average there was an 77% positive agreement from the staff respondents in the categories surveyed. This figure has remained consistent over the past few years.
The average responses for all questions asked rated 4.0 (out of 5), in line with the 4.1 average rating in 2017. The category of Quality of Teaching and Learning remains, at 91% positive response, an area where strategic directions and associated professional development are taking hold with teachers.

Intended destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	1	1.6%
Seeking Employment	1	1.6%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	21.9%
Transfer to SA Govt School	46	71.9%
Unknown	2	3.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

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.

Teacher qualifications and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	227
Post Graduate Qualifications	109

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	101.5	2.0	25.6
Persons	1	114	2	27

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	16,842,427
Grants: Commonwealth	153,114
Parent Contributions	835,983
Fund Raising	44,705
Other	247,570

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

2018 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 2018 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 behaviour management and engagement	N/A	
	Improved outcomes for students with an additional language or dialect	N/A	
	Improved outcomes for students with disabilities	Provision of targeted programs Individualised Learning Program (R-7)1:1 1:1 Intensive Reading program and learning support sessions for identified students R -12	Improvement in RR levels
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	OAC has 16 School based, 34 College based and 3 adult re-entry Aboriginal students this year. There is a 31 hour/week ACEO who works with student, parents and with • student well-being leaders to appropriately enrol aboriginal students. • teachers to provide each aboriginal student with a Transition Plan to be included in their OCOP. • psychologist and Youth Worker to support identified students in need. Tailored packages and programs, 1 hour online tutorial per week per allocated student, non graded progress reports. Individual strategies to improve participation and achievement. Liaise with teachers, case managers and outside agencies.	69.44% retention rate of aboriginal students. 57.14% of year 10 students transitioning to SACE Stage 1
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Quicksmart Lit and Num; Intensive reading program or alternative programs for identified students. Programs provided by teachers and trained SSO's.	30% students achieved one years growth in the program they engaged with
Other discretionary funding	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	The Primary Student Wellbeing Leader-assists teachers,parents and students with students' OCOPs -monitors students' progress and intervenes early -liaises with relevant agencies/personnel to support student's learning.	Case management with Psychologist and Youth Worker produced positive results.