

SCHOOL CONTEXT STATEMENT

Updated: 12/03/2021

School number: 0849

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

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| February FTE Enrolment | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------------------------------------|------|------|------|------|------|------|
| Primary Special, N.A.P. Ungraded etc. | | | | | | |
| Reception | 36 | 44 | 36 | 29 | 40 | 21 |
| Year 1 | 59 | 51 | 41 | 54 | 39 | 31 |
| Year 2 | 66 | 50 | 54 | 46 | 54 | 33 |
| Year 3 | | | | | | |

Staffing numbers (as at February census):

Teaching Staff: 144.9 total FTE

Principal

Deputy Principal

Head of Campus – SOTA

Public transport access:

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 Respect, Resilience, Responsibility and Inclusion.

The agreed strategic objectives for 2022-2026 are;

Learning growth for students

Wellbeing and resilience

Innovation

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, Science and Mathematics. HPE is taught by specialist teachers and is compulsory. 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: Indonesian, 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 an integrated 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. Refer to the College website for a detailed list of all the 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 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 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-

Platforms used to support learning include WebEX/TEAMS for synchronous lessons, google classroom 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 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 encouraged to discuss student progress with teachers at any time.

Partnerships

The OAC Language Partnership Program provides language learning to over 3500 students in over 48 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 a host school for Inventorium, an online program for disengaged youth in years 10 to 12. Each year about 50+ students are enrolled and engage one on one with a mentor who tracks their progress in their individually tailored program.

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 in year levels R-9. 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 each year.

Duke of Edinburgh award was introduced at OAC for the first time in 2021. Approximately 25 students have sign up for the program each year.

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 15% of teachers in 2023 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 5,500+ (1450 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 p

Additional increment allowance: N/A

Designated schools benefits :N/A

Aboriginal/Anangu schools:

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

Access for students and staff with disabilities

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 2023 our SOTA campus celebrated its 65th anniversary.