

Open Access

Open Access College Number: 0849

Partnership: Central East

Signature

School principal:

Ms Julie Taylor

Governing council chair:

Tracy-Lee Maslin

Date of endorsement:

24 March 2023



Quality improvement planning

An extensive review in 2021 identified Gradual Release of Responsibility (GRR) as our common pedagogical framework for teaching in the online context as this framework recognizes the transition in responsibility for learning from the teacher to the student, a significant factor in the success of students learning at OAC.

GRR was originally developed as a structure that supports the development of reading skills in young people. Improving literacy and specifically reading for our primary students was also identified through analysing our literacy data as the focus of our SIP(Site Improvement Plan) work in the Primary years.

Targets . all targets were exceeded for 2023.

70% of R-2 students will meet or exceed SEA (Standard of Educational Achievement) in Running Record levels: 2022 Actual (Marden): 76% (16/21 students); SOTA: 71.4% (10/14 students)

93% of Marden Years 3-6 students will achieve at or above the PAT-R scale score for their level: 2022 Actual (Marden): 96% (48/50 students)

70% of SOTA students achieve SEA standard or above in NAPLAN Reading: 2022 Actual: 83% (6/7 participants)

80% years 7-9 students achieve C grade or higher in English: 2022 term 4: 82%

78% years 7-9 students achieve C grade or higher in Mathematics: 2022 term 4: 81%

76% years 10-11 students achieve C grade or higher: 2022 term 4: 81%

Actions implemented:

Each SIP goal is aligned to a specific group of teachers (teachers of primary or teachers of secondary) which enabled structures, processes, and professional learning to be established in support of that group of teachers and their specific focus.

Clear links were established between the SIP goal, the work of teaching teams, PLCs (Professional Learning Community) and individual PDP (Professional Development Plan) goals to provide cohesion to a single improvement focus.

The year started with targeted professional learning early on Sheena O'Connell's Reading Comprehension Strategies for teachers of Primary and GRR teaching strategies for secondary teachers. PLCs were then created, with teachers identifying their main focus. A Microsoft team site was set up for PLC groups to use as a resource for their work and a repository for records of their actions, and evidence of outcomes. Each member of EL was assigned a group of PLCs to support and observe. Learning from 2022, the way PLC groups are formed in 2023 will be led by the teaching team to ensure strategic focus and leadership. Protocols for the recording of actions and evidence will be reviewed, seeking to establish routines earlier in the school year.

The quality and validity of the data collected throughout the improvement process and also by PLCs was variable.

Primary Marden established a perception survey of students as well as collected specific reading data regularly throughout the year.

A snapshot of the student perception data: Skill (reading more sophisticated texts):

~ R-2: Increase in students reading novels from 6.7% to 30% over the year

~ 2-4: Increase in students reading novels from 7% to 41% over the year

Literacy Pro was used to measure skill: There was an improvement seen across all year levels in aspects of reading for example, through the R-2 PLC the student group improved their ability to predict from 73% to 81%.

Primary teachers of languages used observational records to track improvement with a general sense that students are improving their use of metalanguage.

Contribution during lessons and a tracking process of students continued learning in the asynchronous space. Both measures showed marginal improvements. These tools were also adopted by the HUMS team late in the year.

Strengthening the data literacy and evidence collection process and establishing robust strategies early in 2023 will be a major focus.

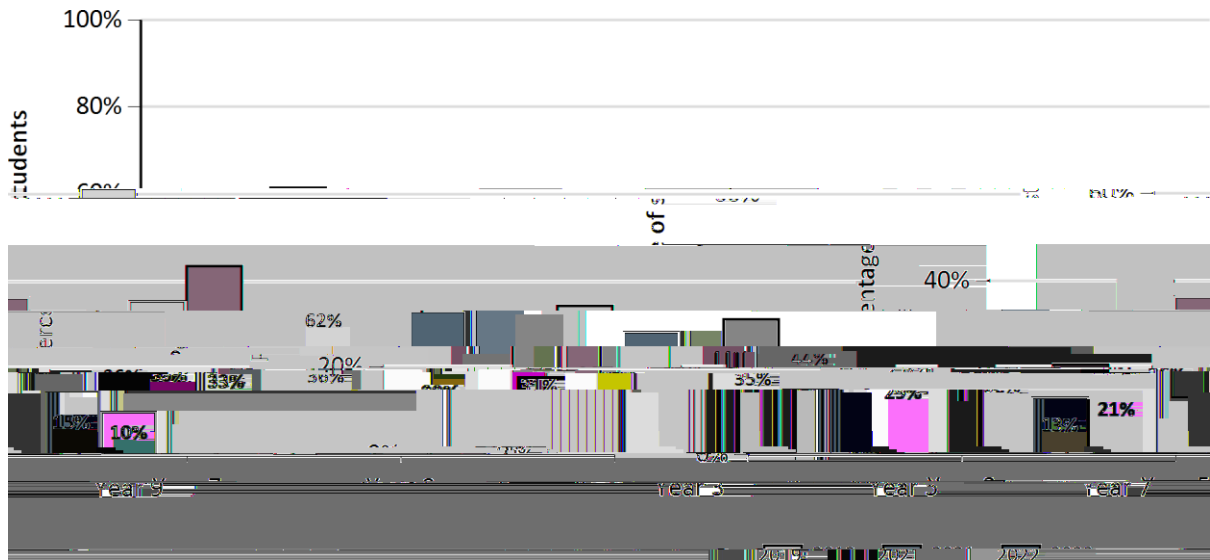
Using a challenge of practice protocol in term four where selected PLCs shared their journey and specifically a challenge they experienced in their PLC work, highlighted what were strengths for some groups and areas of improvement for others eg clarity, shared goals, group norms, staying on track, peer observation. Teachers were positive about the process and request more opportunities to share PLC work across teaching teams.

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 2022.

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.

*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 2022.

*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 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 03 2022	6	6	1	0	17%	0%

Year 03 2021-20216.104 r8 0.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

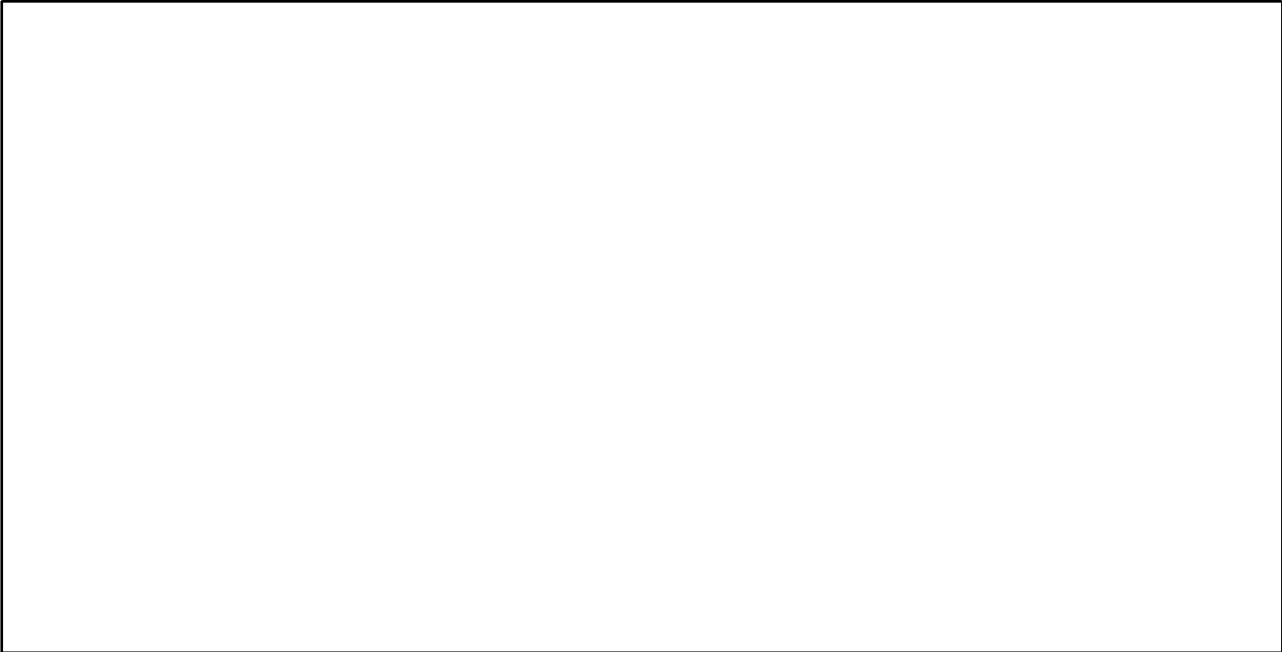
lished... monitoring student progress.
stu... (Teacher) as an advisory teacher.
ep... is not the appropriate... and supported transition to other
at both primary and middle years to... learning needs.

our management of 0.000008873 0 595.44 84... (m)-8(60 0 1 191BT/F

Attendance

timetables. In 2022, Year 7 attendance was included in the Year 8-9 cohort rather than Year 3-7 as in previous years. This accounts for the shift in both cohorts for 2022. Students enrolled under the medical/psychological criteria constitute more than 70% of college-based enrolments. The conditions faced by these students result in increased absences through illness. Travellers also contribute to the increased absence rate due to their inability to connect to lessons because of varying time zones and connectivity issues. Overall, there has been a slight decrease in Average Attendance across all year levels (2-3%) that can be attributed to the COVID 19 outbreak and consequent physical and mental illnesses including fatigue. The Year 10 cohort had the greatest decrease from 75% in 2021 to 69% in 2022. This shift is reflective of the challenges this cohort faces in terms of emerging mental health diagnoses and identity crises compounded by the COVID 19 pandemic.

Open Access College uses the Berry Street Education Model to provide a trauma informed approach to support positive student behaviour. The Student Wellbeing Team accesses Student Support Services on a case by case basis as deemed necessary through the case management process. At OAC, respectful relationships and cyber safety are modelled to students and explicitly taught in the delivery of the Keeping Safe: Child Protection Curriculum. As a result, a number of students have felt comfortable to discuss with teachers and/or student wellbeing leaders incidents where they may not have felt safe in the community and this has allowed teachers to provide support and guidance. There have been two reported cases in 2022 of bullying amongst the student cohort and in both cases the students were supported by the Student Wellbeing Team (SWL and psychologist) along with the Principal and Assistant Principals to engage in psychological services and/or restorative conversations to ensure the physical and psychological safety of all students involved. The student wellbeing team worked closely with students, families and teachers to effectively case manage students with complex needs.



*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
------------------------	--	----------------------

