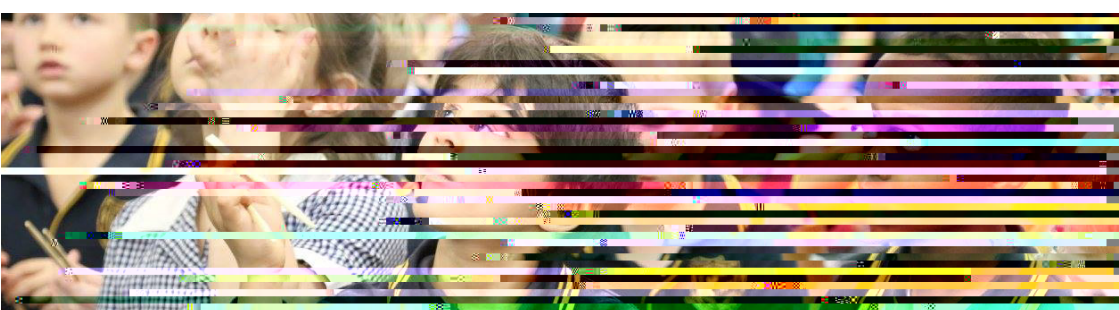
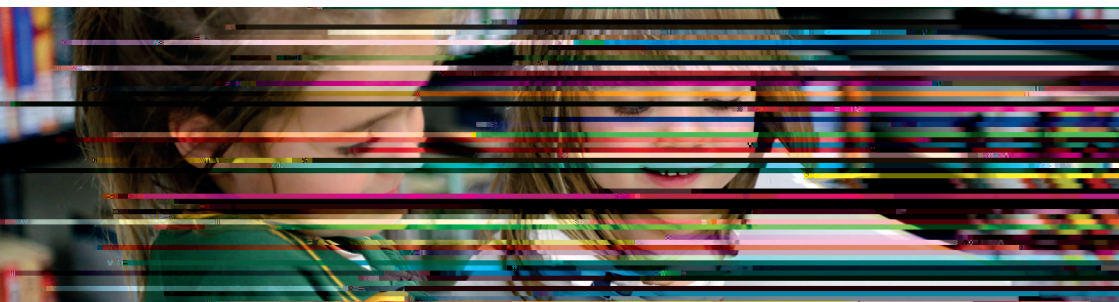


Student Stories





Student Stories

Hearing about the students of Open Access College is the best way to understand how our school is making a difference.

These stories written by our staff with words from our students and their families describes how Open Access College has helped them to be connected, engaged and successful in their learning.



Primary student living in remote regional SA

Student enrolled under geographically remote category in 2013 and

- ASD and anxiety
- Intellectual development delay
- Auditory processing delay and speech language disorder

The family lives more than an hour's drive from the nearest school.

Anxiety made attending face to face education challenging in terms of learning and socializing. Home schooling was tried for a short time prior to OAC enrolment.

The student was 10 years old and working at a level 4 to 5 years lower than her age therefore a highly modified program was put in place with

There have been gradual steps towards self-directed tasks including a Research Project based on her interests. The success has ignited confidence in such a way that she will give all new work a go; something not attempted in previous years.

The strategy of getting to know and understand the student including how they respond to a virtual classroom was important in defining an appropriate transition through school. Negotiating and developing a learning program with the student was important given the challenges faced. It has taken time for the student to flourish, however patience, engaging with support services and ongoing positive outlook from parents has seen success materialize this year. Services to benefit other family members have contributed to the success.

Primary years student – a story of long term success

"L" enrolled at OAC in June 2012 as a year 4 student, with siblings in year 1 and year 5. He was a referral from Disability Coordinator and Student

Primary student from country

"All his teachers are amazing and go above and beyond. But you understand him. Now his not his forced to go, there are no major meltdowns. He wants to be there and he tries. He wants to impress you and succeed. This C is even a new C to us. C has the most dry witted

Middle years student

Student referred to OAC by a country school on medical grounds.

- Student placed into Personalised Learning Program after a 10 week trial
- ASD, Social anxiety and self-doubt
- Attendance and engagement issues emerged

PAT indicated that student was functioning above age level, however reticence to engage with Personalised Learning Program continued. Home visits from teachers and a Student Wellbeing Leader resulted in a diverse range of strategies being implemented which were marginally successful. Attendance, engagement and work return remained erratic.

In 2018 "J" was transitioned into Central Studies from the Personalised Learning Program. Attendance and engagement did not improve and the parent became more frustrated and difficult to contact. The student Wellbeing Leader worked to make contact and with the support of OAC Social Worker planned a home visit for early in term 2.

The home visit was attended by the Social Worker and Assistant Principal, Alternative Programs to reach an agreed solution in accordance with OAC policy and process. The Social Worker and Assistant Principal collaborated during the home visit to elicit a better understanding of the situation. The Social Worker spent time with the family while the Assistant Principal spent time talking to "J" about his hopes and aspirations around education. "J" made it quite clear if things continued as they were he would not be attending lessons.

Moving forward, negotiated project based learning that focused on the Creative Industries and a continuation of QuickSmart Numeracy.

"I spoke to "J's" mother on 23/7 and she said she was extremely happy with progress in his current program, and that he's never talked so much in class, 'he's like a different child'.

"J" has become a more confident and positive role model in the class and amongst his peers which has also flowed into his commitment

and willingness to complete all tasks. His natural communication skills and willingness to have fun while learning has greatly benefited other students in the class.

“For the short time I’ve been teaching “J”, it’s been wonderful to see him develop his learning and at the same build resilience to better regulate emotions when faced with challenges in his learning.”

“J” has attended regularly and engaged positively for a term. Follow up by “J’s” teacher, Social Worker and Assistant Principal continues to ensure support is available.

Strategies used include listening and responding to student voice, belief in the student and being there to help talk through situations, assist with options for decision making and encouraging continuation with education by finding ways forward together. A mother and student who felt helpless have greater confidence and hope. Attendance and engagement have improved from 24% to 96% in the learning program and 100% in Quick Smart numeracy.

Other interests in literacy and music were maintained throughout with positive intent showing skill at writing. Patienioni8(i)-206(a)-10 .8 (di)-5.7d t(r)191 (e

Senior years student

"S" was referred when she was a 16 years old with a history of very poor

"The change I see in her for healing and getting her life back has been nothing short of phenomenal. Still a long road ahead but she's illuminating a light I haven't seen in a long time. So very grateful for all you have done to get this ball rolling for us, thank you! You are a gem.

"Warm regards"

"S" now has an 82% attendance in her OAC Cert 3 course.

Senior years student

Student referred by CAMHS Adolescent Outreach Service in 2014

- Social anxiety and self-doubt
- Behaviour issues
- Nonattendance and engagement in education
- Achievement stalled

It was three terms of working with the Youth Worker before there was significant change and willingness to engage with the mentor, and then it was unpredictable.

"T"'s commitment to achieve goals was low and coincided with low interest in education; however a long term goal to study science at university remained.

"T" began with small co-created projects based on student interest and aspirations around Science.

By the end of the year there was evidence of interest to complete SACE despite ongoing personal barriers.

In the second year "T" initiated a plere Q...!n I cl EeHG!Wq.hQycBnd SeM

Learning is connected with future aspirations in Science. "T" organized an enrolment appointment with Marden Senior College to discuss subjects and pathways for 2016 and beyond. Three subjects were selected – Stage 2 Geology, Stage 1 English and Stage 1 Maths. In 2017 "T" moved to a TAFE pathway (Laboratory Technician) with the intent of transferring credit to a university undergraduate program.

Attendance rates 2014 – 63%, 2015 – 98% and 2016 – 98%.

An effective strategy has been partnering with the student to develop an environment of trust in which self-efficacy and connectedness active

This year due to increased confidence, she has been able to realise a long term goal to volunteer at an op shop, and can gain further SACE credits through Self-directed Learning. The OAC Social Worker has continued to support "R" - and been a makeup model for a practical session at TAFE. Both are attending the Formal - with the agreement that the student does the Social Worker's makeup!

She has an achievable goal of working in the beauty industry, and will end this year with her qualification to do so - and SACE.

Once she discovered an interest area and a "spark" - working as a beautician - she was able to make enormous progress. Attending TAFE face to face (something which would have been impossible in 2016) and realizing the benefits of VET, made SACE completion a realistic goal.

She has continued doing Cert 3 Music via OAC and moved into Transition Stage 1 and 2 in 2017-18 with an OCOP.

"I" also studied Year 8 and 9 French, Music at OAC in 2013 - 14. When eligible in year 10 in 2015 "I" enrolled at OAC in the New Directions program. "I" is interested in computers as a career and benefited from the certificate aspect of the New Directions program. "I" also studied music via the VET Cert 3 course through OAC. "I" successfully completed the Stage 1 Transition Program in 2017 and is currently in the Stage 2 Transition Program. He has an OCOP.

The youngest 2 were enrolled as students at risk after intervention by the AP Student Welfare.

"A" enrolled as a student at risk in year 5 in 2017. He had been home schooled and had very little formal schooling. His mother said he was showing growth but was still very hard to engage at home as he lacked concentration as much as mother tried to work with him. He was enrolled in an Individualised Learning Program and has continued in this program.

He came to OAC with a non DECD verified intellectual disability for Autism but was assessed by the OAC Psychologist in 2016 which has been verified and has an OCOP. "A" has continued with Reading Support. SWL has organised for "A" to join the DECD SWD (Student With Disability) Swimming at The Parks Centre.

"J" enrolled as a year 1 college based student under the at risk category in 2016. He had been home schooled and had very little formal schooling. Further assessments were needed once we established his ability and engagement levels. Reading Support was put in place. He re enrolled as a student at risk year 2 and 3. "J" has no formal diagnosis but mother reports that she is seeking an assessment for possibly ASD or ADHD as she reports that "J" is "extremely active, has no off switch, no self regulation and has difficulty concentrating and staying focussed."

The family moved from a rural town to Adelaide in 2017. Father and mother separated and dad ended up in gaol in late 2017 due to family violence. The family lost their home mid-2018 and moved from

