



# O'Connor Cooperative School

## Annual School Board Report 2017



Community gather following Learning Journey for singing



Science investigations



Preschool transition visit to classroom

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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## School Board Chair Report

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O'Connor Cooperative School Board along with our parents, staff and students acknowledge the Ngunnawal people as the traditional owners and custodians of the land. We acknowledge their elders past and present and welcome Aboriginal and Torres Strait Islander people to our school and community events. We value our connections and continue to build relationships with local Aboriginal people and acknowledge that Ngunnawal people have been sharing their knowledge on this land for thousands of years.

Throughout 2017 the Board have been involved in overseeing the strategic direction of the school including review of school policies, the expenditure of the school budget which included upgrades to the outdoor learning environments. The Board worked collaboratively with the school community through the school executive, staff, parents and carers during 2017 and enjoyed a friendly and supportive relationship. In my continuing role as school board chair it is pleasing to see the children appropriately engaged in an investigation model of play based learning opportunities, a key component to the Early Childhood Learning Pedagogy linking the Early Years Learning Framework and the Australian Curriculum. The model of engaging and promoting learning has been noted in anecdotal evidence from parents and carers as being one of the major drawcards in children attending and thriving in our school. One of the many highlights of the year was our whole school interactive concert held in Llewelyn Hall. Providing an opportunity for young children to engage with their families and perform in such a special venue was a truly unique and highly valued experience for all. We thank Dr Susan West and the Music Engagement Program for their ongoing support.

As you will see later in this report the School Satisfaction Survey data once again showed a pleasing result with high levels of satisfaction by both parents and staff across many areas.

Finally, I'd like to acknowledge the outstanding work undertaken by the leadership team, and all of the school staff in maintaining a strong sense of community and belonging across the school.

## School Context

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As a thriving school community we acknowledge the Ngunnawal people as the traditional owners and custodians of the land. We acknowledge their elders past, present and emerging and welcome Aboriginal and Torres Strait Islander people to our school and community events. We value our connections and continue to build relationships with local Aboriginal people and acknowledge that Ngunnawal people have been sharing their knowledge on this land for thousands of years as we do today.

The O'Connor Cooperative School has a long history of providing innovative, high quality early childhood education to the children and families enrolled at the school. In 2017, the school had four classes, one each of preschool and kindergarten, and two Year 1 /2 multi age classes. Our school provides opportunities for children to investigate, research, take risks, ponder, wonder, experiment, experience, engage and express themselves every day. Through a play-based approach, children are able to engage in a wide variety of high quality learning experiences, that are supported with explicit teaching designed to meet each child's individual needs.

## Student Information

### *Student enrolment*

In 2017 there were a total of 49 students enrolled at this school.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	21
Female	28
Aboriginal and Torres Strait Islander	1
LBOTE*	7

\*Language Background Other Than English

Source: Planning and Analytics, December 2017

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2017. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

**Table: 2017 Attendance rates in percentages**

Year level	Attendance rate
K	94.0
1	95.0
2	94.0

Source: Planning and Analytics, December 2017

Parents are required to notify the school when children are absent. This may be in person, by phone or email. Absenteeism is monitored by the teacher of each class and the school executive as required.

Parents notify the school in writing if their child will not be attending for an extended period of time.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2017 Qualification of teaching staff in percentages**

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	50

Source: Teacher Quality Institute, 16 December 2017

### *Workforce composition*

The 2017 workforce composition of O'Connor Cooperative School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

**Table: 2017 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Head Count	7
Teaching Staff: Full Time Equivalent Permanent	5.60
Teaching Staff: Full Time Equivalent Temporary	0.00
Non Teaching Staff: Head Count	4
Non Teaching Staff: Full Time Equivalent	3.46

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are no Aboriginal and Torres Strait Islander staff members at this school.

Teaching staff is comprised of Principal, School Leader C, Kindergarten ,Year 1 and Year 2 teachers. Part time staff include the release from face to face teacher and part time preschool teacher. Non teaching staff include our Business Manager, Building Support Officer and Learning Support Assistants.

## School Review and Development

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

O'Connor Cooperative School will be reviewed in 2018. A copy of the most recent validation report can be found on the school website.

## School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2017 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2017, 97% of parents and carers and 100% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

A total of 8 staff responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of staff in agreement with each national opinion item**

National opinion item	
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	100
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	88
Students like being at this school.	100
This school looks for ways to improve.	88
This school takes staff opinions seriously.	88
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	100
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	75
Staff are well supported at this school.	100

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 29 parents responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of parents and carers in agreement with each national opinion item**

National opinion item	
Teachers at this school expect my child to do his or her best.	97
Teachers at this school provide my child with useful feedback about his/her school work.	96
Teachers at this school treat students fairly.	100
This school is well maintained.	100
My child feels safe at this school.	100
I can talk to my child's teachers about my concerns.	100
Student behaviour is well managed at this school.	100
My child likes being at this school.	100
This school looks for ways to improve.	97
This school takes parents' opinions seriously.	93
Teachers at this school motivate my child to learn.	93
My child is making good progress at this school.	93
My child's learning needs are being met at this school.	96
This school works with me to support my child's learning.	97

Source: 2017 School Satisfaction Surveys, August/September 2017

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

**Table: The O'Connor Co-Operative School PIPS 2017 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	56	117	39	52
ACT	51	124	39	55

Source: Planning and Analytics

In 2017, 86% of kindergarten students made expected or better than expected progress in reading and 71% made expected or better than expected progress in numeracy.

## Performance in Other Areas of the Curriculum

Through our investigations and play based learning approach, students have demonstrated dispositions for learning such as creativity, inquiry, curiosity, cooperation, confidence, commitment, enthusiasm, persistence, imagination and reflexivity. Through conversations, observations and interactions, teachers follow the lead of student inquiry and extend learning across the curriculum. Cultural awareness and connection with families and the broader community are embedded into our programs. Anecdotal evidence of families embracing this process of learning is highly valued by our community. Families have the option to enrol their children in neighbouring P-6 schools in close proximity to our however choose to enrol their children in our early childhood school.

Throughout 2017 students participated in interesting and engaging experiences in key learning areas. To complement this learning, teachers used a number of Canberra resources for excursions and incursions to bring history, geography, the arts, science, health and PE alive for the children. Excursions included visits to the local shops, local wetlands, Tidbinbilla Nature reserve, a live performance at the Canberra Theatre, the National Museum of Australia and Calthorpes House. Preschool participated in a Jamboree with other preschool groups at Southern Cross Early Childhood School. Students across the school also participated in the National Simultaneous Story Reading, Book Week, the Chief Minister's Reading Challenge, Science Week and Children's Week activities, the latter with a group of students from Black Mountain School. School incursions to support classroom learning included parents sharing their knowledge and skills relevant to the learning in the classrooms, and a local ANU scientist conducting science experiments each week as part of the Scientists in School program. On several occasions, we engaged local Aboriginal people to share their stories and knowledge with students and families. Students took part in the North Canberra Cluster Indigenous cultural celebration day. These experiences were exceptionally valuable for students and staff in making connections with Indigenous people and developing a greater sense of the land and belonging to place.

Science and Visual Arts are part of the learning each week, delivered by the release teachers. All year one and two students achieved the Green award in the CSIRO Crest program. Students provided input into the 'Craft your Park' project in the redevelopment of the park behind our school.

In PE / Health we had visiting specialists working with the students teaching tennis. All students participated in a Bike safety program at Southern Cross Early Childhood school. Year 2 took part in the 10 day AquaSafe Swim and Survive program, with Kinder and year 1 students participating in a 10 day Water Safety and Awareness program. We introduced the Fresh Taste program launched by Mr Tim and the Food Detective. Throughout the year all students participated in Friendly School Plus program as part of our KidsMatter mental health learning.

Technology featured in all classrooms with students engaging with interactive boards, iPads and Chromebooks to record and share their learning. Preschool families engaged with the Seesaw App receiving regular feedback on their child's learning. Design technology continues to be a regular part of our investigations, science and HaSS programs with students planning, creating and evaluating their designs and constructions.

In performing arts, all students participated in the whole school interactive performance led by Dr. Susan West from the Music Engagement Program in our term 3 Community Outreach at Llewelyn Hall in the ANU School of Music. This outreach included not only our school community but also member of the alumni and their families, the Belconnen Community group and Directorate colleagues. Every Friday we engage in a weekly community singing through the Music Engagement Program (MEP), various 'Outreach' performances including Morshead retirement village. During term four all students participated in a 'Giving' project donating gifts at Christmas time to Marymead.

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

**Table: Financial Summary**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	127279.57	47345.58	174625.15
Voluntary contributions	940.00	0.00	940.00
Contributions & donations	12.00	349.10	361.10
External income (including community use)	467.72	750.01	1217.73
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2148.69	2274.18	4422.87
<b>TOTAL INCOME</b>	<b>130847.98</b>	<b>50718.87</b>	<b>181566.85</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	4379.63	6643.06	11022.69
Cleaning	18162.76	15194.10	33356.86
Security	471.45	0.00	471.45
Maintenance	51042.96	1685.57	52728.53
Administration	1010.80	1953.23	2964.03
Staffing	0.00	0.00	0.00
Communication	4231.77	748.55	4980.32
Assets	2214.23	6872.11	9086.34
Leases	0.00	0.00	0.00
General office expenditure	2807.46	2785.64	5593.10
Educational	11165.28	4641.48	15806.76
<b>TOTAL EXPENDITURE</b>	<b>95486.34</b>	<b>40523.74</b>	<b>136010.08</b>
<b>OPERATING RESULT</b>	<b>35361.64</b>	<b>10195.13</b>	<b>45556.77</b>
<b>Actual</b> Accumulated Funds	79152.71	16507.32	16507.32
Outstanding commitments (minus)	-295.45	0.00	-295.45
<b>BALANCE</b>	<b>114218.90</b>	<b>26702.45</b>	<b>61768.64</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was **\$1411**.

## Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2017.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Site Enhancement - Painting - Toilets - Costs associated with new shed (concreting, rubbish removal , labour)	\$60 000	2020
I.T Equipment – Use to purchase additional Chromebooks if required	\$7 500	2020
Furniture – Use in refurbishment if needed	\$8 000	2020
Sheds	\$25 000	2020
	= \$105 000	

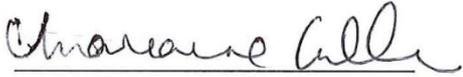
## Endorsement Page

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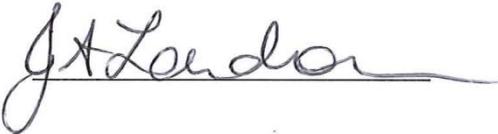
### Members of the School Board

<b>Parent Representative(s):</b>	Peter Jones
<b>Community Representative(s):</b>	Colin Rea
<b>Teacher Representative(s):</b>	Rose Patrick
<b>Board Chair:</b>	Marianne Cullen
<b>Principal:</b>	Jenny Loudon

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature:  Date: 06 / 04 / 2018

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2017.

Principal Signature:  Date: 06 / 04 / 2018