



O'Connor Cooperative School

Annual School Board Report 2016



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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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The school website is <http://www.coop.act.edu.au>.

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Contents

School Board Chair Report	2
Context	2
Student Information	3
Student enrolment	3
Student attendance	3
Staff Information	3
Teacher qualifications	3
Workforce composition.....	4
Volunteers	4
School Review and Development.....	4
School Satisfaction.....	5
Overall Satisfaction.....	5
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment.....	6
Performance in Other Areas of the Curriculum	7
Progress Against School Priorities in 2016	8
Financial Summary	9
Professional Learning	10
Voluntary Contributions.....	10
Reserves.....	10
Endorsement Page.....	11
Members of the School Board.....	11

School Board Chair Report

O'Connor Cooperative School Board worked collaboratively with the school community through the school executive, staff, parents and carers during 2016 and enjoyed a friendly and professional relationship. We 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.

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 improvements to the indoor and outdoor learning environments. The school has continued to strengthen relationships with families and the broader community while continually striving to improve the already high standards of education offered to all children.

As a parent it is pleasing to see the children are 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.

As you will see in this report the School Satisfaction Survey data once again showed a pleasing result with high satisfaction scores provided 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 sense of community and belonging at the school. I look forward to another fantastic year in 2017.

Context

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 2016 the school had four classes, one each of preschool, kindergarten, year one and year two. 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 2016 there were a total of 53 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	26
Female	27
Indigenous	2
LBOTE	8

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	93.0
1	96.0
2	94.0

Source: Planning and Analytics, December 2016

Parents are required to notify the school when children are absent. 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 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	56

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of O'Connor Cooperative School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	6
Teaching Staff: Full Time Equivalent	5.4
Non Teaching Staff: Head Count	4
Non Teaching Staff: Full Time Equivalent	3.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There are no indigenous staff members at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 650. Parent and family assistance in the classrooms was the major component of volunteering that occurred in the school. Time was spent supporting the school through many activities including classroom assistance, attending excursions, community singing, committees, working bees, helping with the chickens and the vegie garden and in organising and running the fete.

School Review and Development

In 2016, 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 new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

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 2016 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 2016, 100% 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.

The results for the 8 staff who took part in the survey are tabled below.

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.	88
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.	100
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	100
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.	63
Staff are well supported at this school.	88

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 47 parents who took part in the survey are tabled below.

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.	98
Teachers at this school provide my child with useful feedback about his or her school work.	91
Teachers at this school treat students fairly.	98
This school is well maintained.	98
My child feels safe at this school.	98
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	94
My child likes being at this school.	94
This school looks for ways to improve.	96
This school takes parents' opinions seriously.	93
Teachers at this school motivate my child to learn.	98
My child is making good progress at this school.	96
My child's learning needs are being met at this school.	96
This school works with me to support my child's learning.	95

Source: 2016 School Satisfaction Surveys, August/September 2016

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: The O'Connor Co-Operative School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	57	122	49	121
Mathematics	40	54	39	54

Source: Planning and Analytics

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.

Throughout the year 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, a live performance at the Canberra Theatre, the Canberra Museum and Gallery, the National Library, Corroboree park, Calthorpes House, the Materials Recovery Facility at Hume and the Governor Generals Sports day. Students also participated in Book Week, Science Week and the Chief Minister's Reading Challenge. School incursions to support classroom learning included parents sharing their knowledge and skills relevant to the learning in the classrooms, CSIRO displays and a local ANU scientist during science week. We also had an Olympian come and share her experiences with students. On several occasions, we engaged local Aboriginal people to share their stories and knowledge with students and families. They accompanied Year 2 on a guided walk on Black Mountain, led a smoking ceremony for the whole school as we planted out our garden with native trees donated by Greening Australia, and accompanied our Preschool and Year 2 groups on our Bush School excursions on O'Connor Ridge. 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. In PE / Health we had visiting specialists working with the students teaching tennis, soccer and gymnastic skills. Year 2 took part in the 10 day AquaSafe Swim and Survive program, with K-2 students participating in Water Safety and Awareness program.

In performing arts, all students participated in the whole school drama and dance production led by Mr Tim in term 3 and presented for the community at Turner school, the Music Engagement Program (MEP) with weekly community singing, various 'Outreach' performances including Morshead retirement village and The Big Gig at Llewelyn Hall. Our whole school (including preschool) participated in the Instrumental Music Program (IMP) program throughout the year which culminated in a performance at Bandstravaganza at Llewelyn Hall in November. All year two students achieved the Green award in the CSIRO Crest program. During term four all students participated in a 'Giving' project donating gifts at Christmas time for Domestic Violence Crisis service in our community.

Progress Against School Priorities in 2016

Below is O'Connor Cooperative School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	79525.00	46261.95	125786.95
Voluntary contributions	5390.00	375.00	5765.00
Contributions & donations	110.75	0.00	110.75
Subject contributions	0.00	0.00	0.00
External income (including community use)	504.55	170.91	675.46
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1953.12	1881.60	3834.72
TOTAL INCOME	87483.42	48689.46	136172.88
EXPENDITURE			
Utilities and general overheads	10907.73	5604.57	16512.30
Cleaning	15025.62	12973.40	27999.02
Security	191.46	0.00	191.46
Maintenance	1719.56	3084.13	4803.69
Administration	1987.34	810.34	2797.68
Staffing	0.00	0.00	0.00
Communication	4478.21	1817.55	6295.76
Assets	10565.38	1972.29	12537.67
Leases	0.00	0.00	0.00
General office expenditure	3143.18	2284.20	5427.38
Educational	15723.49	13063.98	28787.47
TOTAL EXPENDITURE	63741.97	41610.46	105352.43
OPERATING RESULT	23741.45	7079.00	30820.45
Actual Accumulated Funds	48081.42	75907.34	48480.70
Outstanding commitments (minus)	-646.49	0.00	-646.49
BALANCE	71176.38	82986.34	78654.66

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$2678.00.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Photocopier – for the replacement of the school photocopier	\$5149.00	This is an ongoing reserve
Site Enhancement – for improvements to the outdoor learning spaces.	\$11383.00	December 2017
IT Equipment – purchase of additional IT equipment for classroom learning	\$7500.00	December 2018
Furniture – replacement/purchase of school furniture for both students and staff	\$8000.00	December 2018
Sheds – to improve storage of school resources	\$6303.00	December 2018
Playground – to repair/replace playground equipment	\$10000.00	This is an ongoing project

Endorsement Page

I declare that the O'Connor Cooperative School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
 - a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
 - a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

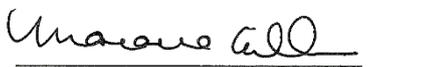
Members of the School Board

Parent Representative:	Peter Jones
Community Representative:	Colin Rea
Teacher Representative:	Caroline Doverly
Board Chair:	Marianne Cullen
Principal:	Jenny Loudon

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 2016.

Principal Signature:  Date: 30 / 04 / 2017

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

Board Chair Signature:  Date: 30 / 04 / 2017