



The O'Connor Co-Operative School Board Report 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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

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School Board Chair Report

The School Board has worked collaboratively with the O'Connor Cooperative School community through the school executive, staff, parents and carers. 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 acknowledge that Ngunnawal people have been sharing their knowledge on this land for thousands of years.

The working partnership with Jenny Loudon and staff has continued to shape the development and implementation of policies that underpin the achievements of the school, including reviewing Directorate policies and procedures.

Policies and procedures reviewed by the Board this year included: Enrolment; Interactions with Children; Promoting Positive Relationships; Sunsmart; and School Clothing. We also commenced a process of review for our Gifted and Talented Programming Policy.

In addition to our policy responsibilities, the Board also managed the school's discretionary budget. This included undertaking and planning for capital improvements and upgrades to the learning environments, grounds and buildings of the school, while also ensuring that there are sufficient funds held in reserve for 2016 and beyond.

The Board is also pleased to have supported the professional development of staff, noting that all teaching and classroom support staff attended the three day Australian Literacy Educators Association national conference held in Canberra in 2015.

The Board acknowledges the close relationship with the Parents and Citizens Association and the strong community engagement with the parent community of O'Connor Cooperative School.

Introduction to School

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. The school has 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 enrolment

In 2015 there were a total of 54 students enrolled at this school (K-2)

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	34
Female	20
Indigenous	1
LBOTE	8

Source: Planning and Performance, December 2015

We also operate a preschool for 21 students within our school community.

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	91.0
1	94.0
2	94.0

Source: Planning and Performance, December 2015

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 has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	29

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

All teaching staff have a minimum four year degree qualification. In our school all classroom teachers have qualifications in Early Childhood education.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	7
Teaching Staff :Full time Equivalent Permanent	5.3
Teaching Staff :Full time Equivalent Temporary	0
Non Teaching Staff (Head Count)	5
Non Teaching Staff :Full time Equivalent	3.0

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

Teaching staff head count includes four classroom teachers, science teacher, executive teacher and principal.

Non-teaching staff include the Business Manager, Building Services Officer, preschool assistant educator, library technician and learning support assistant.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was approximately 815 hours. 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 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

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

School Satisfaction

Schools continually 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 2015 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 2015, 98% of parents and carers and 100% of staff at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the 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 10 number of staff who took part in the survey are tabled below.

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

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.	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.	90
Staff are well supported at this school.	90

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 43 number of parents who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	91
Teachers at this school provide my child with useful feedback about his or her school work.	88
Teachers at this school treat students fairly.	93
This school is well maintained.	100
My child feels safe at this school.	98
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	85
My child likes being at this school.	93
This school looks for ways to improve.	98
This school takes parents' opinions seriously.	95
Teachers at this school motivate my child to learn.	83
My child is making good progress at this school.	93
My child's learning needs are being met at this school.	93
This school works with me to support my child's learning.	95

Source: 2015 School Satisfaction Surveys, August/September 2015

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 school plan and the development of annual operating plans. The school 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 one and two.

Detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities, found later in the report.

All teachers regularly assessed all children's literacy and numeracy using spelling inventories, PM benchmark reading assessments and Schedule for Early Number Assessment (SENA) numeracy assessment as well as analysing students' work to inform their teaching and scaffold students' learning.

Performance in other areas of the curriculum

Throughout the year the school has worked to provide interesting and engaging experiences in other key learning areas. Teachers used a number of Canberra resources for excursions and incursions to bring history, geography and science alive for the children. Excursions included visits to the local shops, local wetlands, the Canberra Museum and Gallery, the Glassworks and the National Botanic Gardens. Students also participated in Book Week Science week, the Chief Minister's Reading and Physical Activity Challenges. School incursions to support classroom learning included parents sharing their knowledge and skills relevant to the learning in the classrooms. Incursions included CSIRO insects display during science week, Constable Kenny Koala, ACT Fire services, a local Indigenous elder – sharing stories and artefacts of the Aboriginal and Torres Strait Islander people. Year two took part in the Aquasafe Swim and Survive program as well as Learn to Swim for all K-2 students.

The Arts curriculum remained a focus for teaching and learning in 2015. The depth and breadth of artistic engagement was highlighted through a wide variety of visual arts including glassworks, clay, painting and drawing with various media. The year two students produced a collection of ceramic cylinders which culminated in a series of totem poles being placed in our garden. This project was led by a parent who was also culminating eight years of involvement with the school. Another parent led project was a mural where every student designed and painted an insect on the wall at the entrance to our school. In performing arts, all students participated in the whole school drama and dance production

in term 3, the Music Engagement Program (MEP) with weekly community singing, a shared public performance *Music Count Us In* at Llewelyn Hall and various Outreach performances including Moreshead retirement village and Mount Rogers school. 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. All students participated in the Chief Minister's reading and physical activity challenges which included a whole school bike riding event and a park Fun Run. During term four all students participated in a "giving" project where they collected food and donations from a crazy hair day to donate to Companion House-a charity voted for by the children to support refugees in our community.

Progress against School Priorities in 2015

Strategic Priority 1:

Improve the quality of learning and teaching to improve student outcomes.

Desired Outcomes: Shared knowledge, understanding and practice in the teaching of literacy and numeracy

Targets

By the end of 2015

Increase the proportion of students achieving benchmark reading levels, demonstrating a range of reading behaviours at different developmental stages

Achieve an increase on the 2014 four year average of the percentage of students making expected growth in PIPS reading and maths.

Increase the proportion of students improving their English A-E grade between Year 1 and 2 by five percentage points from 2014 cohort data

Increase the proportion of students improving their Maths A-E grade between Year 1 and 2 by five percentage points from 2014 cohort data

80% of students achieving Individual Learning Plan goals

90% of staff satisfaction survey data related to support for practice and professional opportunities

Progress

In 2015 the school continued to action four key improvement strategies within this Priority

- Develop teacher capacity in teaching literacy and numeracy.
- Build teacher capacity to support children with additional needs.
- Ensure differentiation of teaching and learning is across the school.
- Ensure assessment data is relevant, understood and used as a basis for all teaching

To **develop teacher capacity in teaching literacy and numeracy** the staff of the O'Connor Cooperative School undertook a wide range of professional learning in 2015. At the beginning of the year staff identified areas of strength and needs in professional learning. With a whole school focus on Daily 5 (read to self, read to someone, listen to reading, work on writing, word work) and CAFE (Comprehension, Accuracy, Fluency, Expanding vocabulary) all teaching staff, support educators and executive attended the three day Australian Literacy Educators' Association national conference held in Canberra during July stand down. Feedback from the conference was very positive - staff found the Daily 5 / Reading Café workshop useful as our prior knowledge of the structure had come from personal professional reading, trialling the structure and in school PL and professional dialogue.

Classroom teachers conducted Action Learning in collaboration with staff from Turner school and this was presented at a learning fair in term four. The focus for the Action Learning was the development of oral language through children's literature and singing and using talk and rich texts as a basis for writing experiences.

The North Canberra Gungahlin network continued the PALLs (**Principals As Literacy Leaders**) work from 2014 with classroom teachers and executive, meeting at Turner School to introduce Learning Walks. Staff conducted their own self audit and had time to visit other classrooms. This is an area we need to continue working on, an open sharing of ideas across classrooms and schools.

The Daily 5 structures have been embedded in the K-2 classes with teachers gaining confidence in using these strategies to enhance student outcomes. In preschool, along with listening to reading each day, students use read to self and read to someone as well as self-initiated work on writing through investigations.

Aboriginal and Torres Strait Islander perspectives are embedded in authentic learning experiences. Teachers have included Aboriginal and Torres Strait Islander perspectives in areas such as history, geography and science. This has been achieved through the use of storytelling, identifying Australia as a land of many cultures, acknowledging the contributions of Ngunnawal people and the sense of place we feel as we work on Ngunnawal land is apparent in all classrooms. Ngunnawal elders have visited our school and

spoken with the children sharing artefacts and stories of their lives, schooling and how they live in our world today.

K-2 teachers use spelling inventories as a formative assessment tool. We used writing samples from the Australian Curriculum along with samples shared by Turner School staff to moderate writing across our school. Across the learning experiences, the teaching of spelling is embedded in everyday learning. This is evident through the use of sight words, word walls, 'bump it up' samples, word tier charts, personal dictionaries, modelled writing, 'have a go' spelling, self-editing, spell check, whole class reading and word work in Daily 5. We continue to see spelling and writing as areas for development and intend to focus our professional learning in this area in 2016.

To **build teacher capacity to support children with additional needs**, each staff member attended professional learning in their area of need. On the recommendation of staff who participated in 2014, other staff identified personal needs and undertook professional learning in online courses in Speech, Language and Communication Needs. Other areas of identified need included developing oral language in early years, the use of visuals in preschool and gifted and talented education.

Throughout the year staff participated in a range PL which included the Daily 5 and CAFE through ALEA, Classroom Learning Walks at Turner school, Essential Skills for teachers, Gifted and Talented education, Stepping up For our Kids, Differentiated Curriculum, Online learning in Speech, Language and communication needs, Dance and Singing, African drumming and Understanding Trauma. All staff participated in the Bluearth program, Everyone Everyday Inclusive education, the Music Engagement Program and the Instrumental Music Program.

Action learning took place in collaboration with staff from Turner School. Using data from their own classes teachers identified a question of practice, undertook professional reading, planned and executed a teaching / learning sequence to meet the needs of students in order to build on student outcomes.

To **ensure differentiation of teaching and learning is across the school**, the use of SMART (Specific, Measurable, Achievable, Relevant, Timely) goals were unpacked. All students receiving support through Disability Ed along with students identified through class data (learning support and Gifted and Talented) had personalised learning goals set up through an individual or personalised learning plan.

Regular discussion took place throughout the year with the student, their family, classroom teacher and executive. Goals were evaluated and reset as targets were achieved. These plans were passed on to 2016 classroom teachers to continue this personalised learning.

Teachers plan and document strategies to cater for a wide variety of student learning needs within each class. Learning support takes place in the form of in class support, small group work, personalised learning goals within tasks as well as open ended task to demonstrate acquisition of skill and application and extension of learning.

School based administrative support staff attended relevant professional learning throughout the year to support specific learning needs of identified children.

Data collection is embedded as a regular part of teaching and learning cycle to ensure assessment data is relevant, understood and used as a basis for all teaching. Formative, anecdotal, qualitative and quantitative data is collected regularly by all members of staff and is a standing item on the agenda at all staff meetings. Summative data is formally recorded on the school data base each term and analysed by the teaching team. Data is used to plan for future teaching and learning experiences. It is used to reflect on the effectiveness of programs and interventions in place at the school.

Collaboration between schools has taken place across the year through learning walks, shared action learning meetings and discussions, a common writing moderation task and discussions with the Year 3 executive about the progress of our 2014 students.

These combined actions saw the following results against our identified targets for this priority.

In 2015 5% of kindergarten students made above expected progress in reading and 26% in numeracy as measured by Performance Indicators in Primary Schools (PIPS). This is below our target of a five percentage points from 2014 cohort figures of 25% in reading however the cohort had 94% expected or better than expected growth in maths as shown in the table below.

Table: Proportion of students achieving Growth in PIPS

Year and Level of Growth	Reading	Maths
2014 Expected Growth	50	50
2015 Expected Growth	37	68
2014 Above Expected Growth	25	44
2015 Above Expected Growth	5	26

Source: CEM Centre Data, December 2015.

The target to increase the proportion of students improving their English A-E grade between year 1 and 2 by five percentage points from 2014 cohort data was achieved as shown in the table below. A greater proportion of students in year 2 achieved A and B Grades by more

than five percentage points compared to the results in 2014 as year 1 students. This resulted in a subsequent decline in the percentage of students achieving C-E grades.

Table: Proportion of students achieving A-E Grades in English

Grade	Year 1 2014	Year 2 2015
A	0.5%	35%
B	44%	28.5%
C	27%	28.5%
D	22%	7%
E	0	0

Source: School Data, December 2015

The target to increase the proportion of students improving their Maths A-E grade between year 1 and 2 by five percentage points from 2014 cohort data was achieved as shown in the table below. With a reduction in the percentage of students achieving a D and E grade more students achieved grades C and above by the target range.

Table: Proportion of students achieving A-E Grades in Maths

Grade	Year 1 2014	Year 2 2015
A	0	28%
B	22%	50%
C	72%	14%
D	5%	8%
E	0	0

Source: School Data, December 2015

Strategic Priority 2:

Build and grow a safe and supportive school environment that fosters learning

Desired Outcomes: Every student will be provided with a safe and engaging learning environment and develop skills and attitudes to lead a responsible life

Targets

By the end of 2015

- Maintain the proportion of parent satisfaction survey data related to community partnerships, expectations, safety, fairness, concerns and improvement
- Establish student survey data related to satisfaction with the teaching and learning program and safety at school

In 2015 the school continued to action four key improvement strategies within this Priority

- Continue to grow community capacity to support whole child well-being
- Improve year 2 to year 3 transitions
- Improve communication with key stakeholders
- Build closer links and share quality pedagogy and practice with key partners

Continue to grow community capacity to support whole child well-being was achieved through the implementation of Component 2 Social and Emotional Learning of the KidsMatter (Primary) initiative - a comprehensive social and emotional learning curriculum across the school. Social and emotional development impacts on a child's sense of who they are and how they feel about themselves. Through professional learning staff have been able to build on their knowledge to implement in-class discussions and role play. Through acknowledgement of positive behaviours, students were able to recognise and regulate emotions, show care and concern for others, make responsible decisions, establish positive, effective relationships and negotiate challenging situations effectively.

Through this component we were able to provide positive, responsive and predictable relationships between staff and children and opportunities for children to develop socially and emotionally.

All staff participated in Everyone Everyday disability awareness professional learning to create a cultural shift in community attitudes towards disability. This was achieved by equipping students with the knowledge, skills and confidence to take personal and collective action to enhance the inclusion of people with disability, especially children, in everyday life.

Ross Dennis from Bluearth delivered PL to teachers whilst leading classes each fortnight. Teachers were able to embed their learning with their own class in between weeks. As a school we provide an environment that encourages and values physical activity. Through professional learning and in class sessions Bluearth has enhanced teacher capacity to use physical activity to support learning and development, developing themselves for role models of active living, providing relaxation and release from mentally demanding, sedentary work as well as providing opportunities for teachers to be physically active with colleagues. In addition Bluearth builds student's physical literacy – the confidence, motivation and competence to lead an active life. By providing opportunities for students to experience success and enjoyment as well as learning through experience and self-reflection we help build the foundation for an active life.

At the beginning of the 2015 school year executive staff visited Turner School to reconnect with the 2014 Year 2 students and chat with their teachers about how they have settled in to their new environment. To continue to **Improve year 2 to year 3 transitions**, families were also asked to complete a survey about the transition experience and how the Cooperative school had set the children up for success.

A timeline has been established to include all transition activities that take place across the year for our year 2 students and their families. This is accessible via the school handbook and is also published on our website.

Families are asked to think about transition from the commencement of the Year 2 school year to enable strong links to be established with the receiving school. Staff continue to liaise with executive at each of the receiving school throughout the year.

To **improve communication with key stakeholders** our school website underwent a major overhaul during 2015 with additional information being added regularly. The most significant of these being the front page banner which has photos reflecting the five areas of the Early Years Learning Framework and the 'What's Happening' segment showcasing significant class or whole school events. It is anticipated these will promote our school and the programs we offer to the wider community. We have also established the framework for a school Facebook page to be launched in 2016.

We continued to **build closer links and share quality pedagogy and practice with key partners**. Our community continued to be engaged in many school based and broader community activities and events, all of which were well attended and supported.

At the end of 2015 we were advised that we have achieved Five Star accreditation through ACTSmart Sustainable schools and we are one of only five schools in the ACT to achieve this. This award is the culmination of eight years of commitment to save energy, conserve water, increase recycling, protect biodiversity, cut greenhouse gas emissions and integrate sustainability into the curriculum. We are very proud of this achievement.

Outreach singing continued to grow with students and families participating in the Anzac Day service at Morsehead home during April school holidays and Remembrance Day in November. Preschool and kindergarten led a singing Outreach at Black Mountain school. K-2 classes took part in the MEP ACT Outreach Day with Mt Rogers School and the 'Big Gig' at Llewelyn Hall which included Music: Count Us In.

Our staff participated in professional learning with colleagues in neighbouring schools. Our students joined two network schools for swimming, athletics and cross country carnivals and this formed part of their year three transition program. Music groups from these schools also participated in our school fete bringing the communities together and enabling families to make connections.

Following the National School Improvement Tool (NSIT) training we connected with Mt Rogers School to look collaboratively at how we can continue to improve our practice. Using NSIT as a lens, executive across the two schools were able to reflect and share areas for improvement.

Throughout the year Ngunnawal elders along with school families were invited to share their knowledge, experience and artefacts with staff and students providing a rich link with a variety of cultures who form part of the O'Connor Cooperative School community.

We have also developed a 'Brag Book' which highlights many of our outstanding achievements which cannot necessarily be measured. These brags are linked to our Annual Operating Plan, the NSIT, ELYF, Professional Learning Plans and student learning.

We are very proud our work was affirmed by Australian Children's Education and Care Quality Authority (ACECQA) assessment and rating process with our preschool achieving an overall rating of Exceeding the National Quality Standards in all seven quality areas including

1. Educational program and practice,
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

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	57457.13	61564.15	119021.28
Voluntary contributions	1195.00	0.00	1195.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	0.00	131.82	131.82
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1389.57	1706.68	3096.25
TOTAL INCOME	60041.70	63402.65	123444.35
EXPENDITURE			
Utilities and general overheads	2567.76	5695.22	8262.98
Cleaning	11325.45	17290.71	28616.16
Security	274.67	66.58	341.25
Maintenance	1511.35	1362.72	2874.07
Administration	6965.48	666.24	7631.72
Staffing	0.00	0.00	0.00
Communication	451.66	899.20	1350.86
Assets	168.30	866.23	1034.53
Leases	0.00	0.00	0.00
General office expenditure	2564.44	2806.65	5371.09
Educational	31496.73	4986.27	36483.00
TOTAL EXPENDITURE	57325.84	34639.82	91965.66
OPERATING RESULT	2715.86	28762.83	31478.69
Actual Accumulated Funds	46207.43	46409.43	46409.43
Outstanding commitments (minus)	-1284.62	0.00	-1284.62
BALANCE	47638.67	75172.26	76603.50

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 1172.06

Voluntary contributions

The school received \$1195.00 in voluntary contributions in 2015. These 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 2015.

Reserves

Name and purpose	Amount	Expected Completion
Photocopier	\$6591.00	January 2016
Site Enhancement	\$11383.00	This is an ongoing project
I.T. Equipment	\$3631.00	March 2016

Endorsement Page

I declare that The O'Connor Co-Operative School Board has operated in accordance with the provisions of the 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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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-
- be present when the board considers the issue or
 - 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: Tracy Duncansen
 Community Representative: Colin Rea
 Teacher Representative: Caroline Doverty,
 Board Chair: Adam Friederich
 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 2015.

Principal Signature: J A Loudon Date: 19 May 2016

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

Board Chair Signature: A Friederich Date: 19 May 2016