



O'Connor Cooperative School
together we learn, together we grow

O'Connor Cooperative School

Annual School Board Report 2022



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

2022 was another highly productive year for the School and Board. Towards the end of 2022, we farewelled Daniela Binder and Evan Gilson and thank them for their time on the O'Connor Cooperative School Board. We had the pleasure to welcome Benjamin Field, Phong Ngo and Sally Rose to the board to begin the 2023 year.

During 2022 the school has seen further improvements of the school's infrastructure making the O'Connor Cooperative School an even more fabulous place to learn and play. An outdoor learning area (COLA) has been added including a basketball and netball hoop, the school championed many discussions and modelling to design a new Fort which is now an integral part of the play area. The work on the outdoor learning areas outside the Kindergarten and Preschools rooms have been completed and support further use of the school's indoor and outdoor learning, inquiry and play.

The staff have continued to work with Kath Murdoch which has increased ownership and agency to both staff and students. Through the inquiry model, students and teachers worked together to improve the student leadership model and have implemented a new system that involves all students in a leadership role on their selected committee through the school term.

The board appreciates high level of involvement given to the board and it is a pleasure to see the school continue to be highly successful. We are small and great!

School Context

O'Connor Cooperative School is committed to excellence in early childhood education. We learn and grow together to create sustainable and cultural connections with each other and our environment. We acknowledge the Ngunnawal people as the traditional owners and custodians of this land. We acknowledge their elder's past, present and emerging and welcome Aboriginal and Torres Strait Islander people to our school and community. 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 over 60 000 years, as we do today.

As a community of learners, we foster creative, personal, social, emotional, physical, language and cognitive identities and skills. We promote **Positive Behaviours for Learning** and provide quality education and curriculum for children from preschool to year two.

We value and you will see:

- a thriving collaborative school community where staff and families openly contribute as partners in our children's learning;
- a safe, inclusive setting with flexible learning environments where wonder and curiosity are nurtured.
- Strengths, identity and cultures of all members of our school community are recognised, respected and valued through positive community partnerships.
- healthy and sustainable learning practices
- staff as educational leaders committed to flexible teaching and learning through play-based and inquiry learning approaches.
- a whole school community approach to Positive Behaviours for Learning (PBL) where children, staff and families have the right and responsibility to be a safe and respectful citizen.

Our learning curriculum delivers quality, evidenced based early childhood practices and ensure explicit teaching links to child led investigation sessions. The principles, practices and outcomes of the Early Years Learning Framework form the foundation for curriculum delivery across the school. In Kindergarten to year two Australian Curriculum content is planned and delivered in a way that caters for the varying abilities, interests and cultural backgrounds of our children and families. In recognition of a variety of learning styles our classroom experiences are delivered individually, in small groups, as a whole class, in multi age groups or as a whole school. Many of our experiences are open ended and take place in both our indoor and outdoor environments, ensuring learning for each child is continuous and expanding. Staff add to their professional knowledge by engaging in professional learning conducted by a range of early childhood and inquiry specialists and by forging links with other exemplary early childhood programs across ACT and Australia.

The O'Connor Cooperative School has high expectations for all students and meets the needs of all learners including exceptional learners across the range of the learning spectrum. Although we are a small school, we provide practices of quality learning across the curriculum. Throughout the year we engage specialists and visiting experts who work with our staff to deliver meaningful learning experiences. Our Arts program is a strong component of learning where children engage in a range of singing, visual arts, instrumental music and drama experiences.

As our school song reminds us: We are, we are the Cooperative school - small and great.
What do we do at the Cooperative school? We cooperate!

Student Information

Student enrolment

In this reporting period there were a total of 53 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	30
Gender - Female	23
Aboriginal and Torres Strait Islander	0
LBOTE*	14
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	87.0
2	90.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.

- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 153 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	4.16
Teaching Staff: Full Time Equivalent Temporary	1.00
Non Teaching Staff: Full Time Equivalent	4.62

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school will be reviewed in 2023

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff, and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 83.3% of parents and carers and 100.0% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

A total of 7 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 give useful feedback	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.	86
Staff get quality feedback on their performance	75
Staff are well supported at this school.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 36 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.	83
Teachers give useful feedback	72
Teachers at this school treat students fairly.	81
This school is well maintained.	100
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	72
My child likes being at this school.	89

This school looks for ways to improve.	92
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	69
This school works with me to support my child's learning.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Table: O'Connor Cooperative School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	72	153	45	64
ACT	65	122	40	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

INCOME	January-December
Directorate Funding	121119.38
Contributions and Donations	3784.00
Subject Contributions	0.00
Hire of Facilities	5507.91
External Revenue	190.31

Sale of Assets	0.00
Interest Received	7620.02
Other School Revenue	5278.15
TOTAL INCOME	143499.77
EXPENDITURE	
Utilities and General Overheads	12649.81
Security and Caretaking	913.82
Maintenance	19208.29
Administration	5279.91
Staffing Expenditure	0.00
Communication	831.33
Assets & Leases	34734.45
General Expenses	7005.48
Educational Resources	13104.79
Subject Consumables	0.00
Directorate Funded Payments	121.57
Other Payments	5144.60
TOTAL EXPENDITURE	98994.05
OPERATING RESULT	44505.72
Accumulated Funds	236198.82
BALANCE	280704.54

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Facilities Upgrades – Improvements to Playground and Buildings	\$30,000	2023

Members of the School Board

Parent Representative(s):	Daniella Binder,	Evan Gilson.
Community Representative(s):	Sally Rose	
Teacher Representative(s):	Lorenza Van Der Kley,	Christie Rankine.
Student Representative(s):		
Board Chair:	Jennifer McGann	
Principal:	Deborah Lowrey	

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

2022 Board Chair Signature: Jennifer McGann Date: 20/ 11/ 2023

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Deborah Lowrey Date: 20 / 11 / 2023