



O'Connor Cooperative School

Annual School Board Report 2021



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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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Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	2
Student Information	2
Student enrolment.....	3
Student attendance	3
Supporting attendance and managing non-attendance.....	3
Staff Information.....	4
Teacher qualifications.....	4
Workforce composition	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
NAPLAN	Error! Bookmark not defined.
Outcomes for College Students	Error! Bookmark not defined.
Post School Destination	Error! Bookmark not defined.
Financial Summary	7
Voluntary Contributions	8
Reserves	8
Endorsement Page	9
Members of the School Board	9

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
- annual action plans
- newsletters
- other sources such as My School.
- Student semester progress reports.

Summary of School Board activity 2021

2021 saw the Coop Community band together through the continuation of the COVID-19 pandemic to provide rich learning opportunities for our students. For much of the year things were managed differently with at home learning, and limited access to excursions or visitors to our school. Together with Coop families the Board wishes to acknowledge and thank the staff for their tremendous effort to ensure that home learning was well prepared, and importantly focused on well-being at the forefront of communications.

Children were delighted to return to school and the staff were amazing, adapting back to cohorting requirements and helping the children to feel comfortable in the school environment again.

Students worked hard on a Jack and the Beanstalk presentation which involved learning songs and practicing routines. Families were able to experience videos of their children participating and heard many songs being practiced at home.

The board was able to oversee building works in which the front office had a revamp that enabled some more storage and an upgrade to the entry area of the school. The outdoor learning area near what is now the After School Care program was started and completed in early 2022 is a beautiful addition to the school.

The board reflected on issues with Year 2 transitions and discussed ways for this to be improved/enhanced when COVID restrictions ease. The board looks forward to seeing work go ahead for new playground equipment.

2021 also brought some final changes as Jenny who has been an amazing leader for the O'Connor Cooperative school has decided to bid us farewell. The community will miss her passion, calmness, and experience. Enjoy retirement Jenny! We congratulate Deb Lowrey who was selected as the new principal. and offer her congratulations as she will bring enthusiasm, energy and a wealth of knowledge to her first full time appointment as a principal.

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 thousands of 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 programs 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 programs deliver 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 a program 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.

O'Connor Cooperative School is an accredited ACTSmart School and successfully implements a wide range of sustainable schools' initiatives with a focus to save energy, conserve water, increase recycling, protect biodiversity, cut greenhouse gas emissions and integrate sustainability into the

curriculum. The school has implemented water conservation and waste management programs across the school. Other initiatives over past years have included 'The Co-op Coop' hen house, installation of solar panels and vegetable gardens.

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 48 students (kindergarten- year 2) enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	29
Gender - Female	19
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	1
LBOTE**	13

Source: ACT Education Directorate, Analytics and Evaluation Branch

* 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.

** Language Background Other Than English

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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	97.0
2	84.0

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, 135 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	4.74
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	3.30

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 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 was reviewed in 2018. A copy of the Report of Review can be found on our school website.

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, 88.5% 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 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 6 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	
Parents at this school can talk to teachers about their concerns.	100
Staff get quality feedback on their performance.	75
Student behaviour is well managed at this school.	100
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	75
This school is well maintained.	100
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 26 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	
My child feels safe at this school.	100
My child is making good progress at this school.	89
Student behaviour is well managed at this school.	96
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	92
Teachers give useful feedback.	89
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
This school is well maintained.	92
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	77
This school works with me to support my child's learning.	85

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 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	71	149	43	63
ACT	58	125	38	56

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	90894.53
Contributions and Donations	3185.00
Subject Contributions	-90.00
Hire of Facilities	234.09
External Revenue	957.35
Sale of Assets	0.00
Interest Received	2912.05
Other School Revenue	5723.13
TOTAL INCOME	103816.15
EXPENDITURE	
Utilities and General Overheads	11248.10
Security and Caretaking	276.40
Maintenance	7063.45
Administration	3733.05
Staffing Expenditure	810.00
Communication	989.31
Assets & Leases	33090.92
General Expenses	8559.03
Educational Resources	10032.13
Subject Consumables	62.73
Directorate Funded Payments	730.00
Other Payments	6160.28
TOTAL EXPENDITURE	82755.40
OPERATING RESULT	21060.75
Accumulated Funds	249141.33
BALANCE	270202.08

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
<p>During planning for the 2020 budget the decision was made to focus on design and construction of a large new shed to replace existing collection of smaller aging sheds. Initial planning projections estimated at \$100,000.00.</p> <p>The Board agreed to collapse all reserves listed above to enable funds to be utilised for the shed project.</p> <p>As a result, no funds were placed in Reserves for 2021</p>	<p>\$97,193.03</p>	<p>Actual date of Completion March 2021</p>

Endorsement Page

Members of the School Board

Parent Representative(s):	Daniela Binder,	Evan Gilson,	
Community Representative(s):	[INSERT NAME],	[INSERT NAME],	.
Teacher Representative(s):	Lorenza Van der kley,	Christie Rankine,	.
Student Representative(s):	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
Board Chair:	Jennifer McGann		
Principal:	Debbie Lowrey		

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

2021 Board Chair Signature: Jade Cordell

Date: 20 June 2022

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: Debbie Lowrey

Date: 20 June 2022