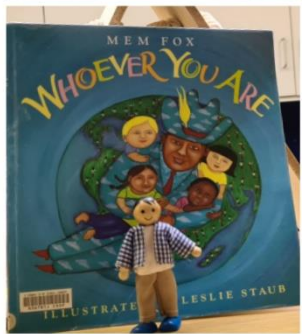




O'Connor Cooperative School
together we learn, together we grow

O'Connor Cooperative School Annual School Board Report 2020



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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

Throughout 2020 the Board have continued to oversee the strategic direction of the school, including review of school policies and the expenditure of the school budget. The Board worked collaboratively with the school community through the school leadership team, staff, parents and carers during 2020 and enjoyed a friendly and supportive relationship.

The Board noted the support for students and families during this exceptional year of COVID 19, including learning from home and safe return to school, all the while providing regular communication and support for students and families.

A rapid rise in the use of technology-based learning was experienced during the home learning period and the staff were congratulated on the way they engaged students and their families through this challenging time. As students returned to school during term 2, community connection was further acknowledged as a strong and integral part of our school. The children were very keen to return to classrooms and families supported the school through all the variations put in place to our regular experiences. Some feedback from parents from the Year 2 graduating class

What we love about this school is that the Co-op provides the children with a safe, comfortable and supportive base to be who they are, explore their interests, develop confidence, be leaders, and to become lovely well-rounded individuals.

One of the strengths of the Co-op is that education is not confined to the classroom or traditional learning. The teaching staff have fostered a learning environment that embrace different ways to learn including getting out of the classroom.

This was reinforced during COVID shut-down, which was a difficult time for many families. The school was amazing in getting online and getting learning from home up and running so quickly. Regular contact was maintained with kids and even though we were all working from home, we still felt connected to each other and part of the community. We thought it was fabulous that the school reinforced doing as little or as much of the home schooling as we could during COVID. It was reassuring, comforting, and a stress relief for many parents during a time when we were all trying to juggle home, school, work, and our sanity.

It is pleasing to see the children across our school continue to be engaged in an investigation model of play-based learning opportunities, a key component of 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.

School Context

O'Connor Cooperative School is committed to excellence in early childhood education. As a thriving school community, we acknowledge the Ngunnawal people as the traditional owners and custodians of the 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 work together to create sustainable connections between each other and our learning environments, whilst developing intellectual, personal, social and environmental responsibility. We promote **Positive Behaviours for Learning** and provide quality education programs for children from preschool to year two.

We value

- a thriving school community where staff and families openly work as willing partners to further the education and development of the whole child;
- a safe and inclusive setting where strengths and needs of all members of our school community are recognised, respected and valued;
- a family-friendly environment;
- the professionalism of staff as educational leaders committed to play-based best practice in early years learning.

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 specialists and by forging links with other exemplary early childhood programs.

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. We have a strong focus on 'giving' through our Outreach singing within our community. During 2020, COVID-19 meant restrictions were placed on engagement events with our community. We were unable to conduct our school fete, whole school drama performance and Community Outreach. We did have smaller class performances for families and community singing continued via Google Classrooms allowing families and our pre-schoolers to remain engaged.

Students had the opportunity to engage in a range of ICT learning using Chromebooks, interactive screens and iPads which enabled children to record and report on their learning using current applications and technologies. Digital learning journeys provided families with an impressive portfolio of learning.

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.

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 45 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	26
Gender - Female	19
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	0
LBOTE**	11

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

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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 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	0.60
Non Teaching Staff: Full Time Equivalent	5.43

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, 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 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

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 are well supported at this school.	83
Staff get quality feedback on their performance.	83
Student behaviour is well managed at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	100
Students like being at this school.	100
Students' learning needs are being met at this school.	100
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	100
This school is well maintained.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	83
This school works with parents to support students' learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 33 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	
I can talk to my child's teachers about my concerns.	97
My child feels safe at this school.	94
My child is making good progress at this school.	100
My child likes being at this school.	94
My child's learning needs are being met at this school.	97
Student behaviour is well managed at this school.	91
Teachers at this school expect my child to do his or her best.	100
Teachers at this school give useful feedback.	83
Teachers at this school motivate my child to learn.	97
Teachers at this school treat students fairly.	97
This school is well maintained.	97
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	97
This school works with me to support my child's learning.	94

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.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

INCOME	January-June	July-December	January-December
Self-management funds	39769.87	39769.87	79539.74
Voluntary contributions	3235.00	0.00	3235.00
Contributions & donations	16.00	630.00	646.00
Subject contributions	5127.71	560.00	5687.71
External income (including community use)	131.82	1748.85	1880.67
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2064.72	1659.81	3724.53
TOTAL INCOME	50345.12	44368.53	94713.65
EXPENDITURE			
Utilities and general overheads	4490.10	11766.93	16257.03
Cleaning	0.00	0.00	0.00
Security	0.00	0.00	0.00
Maintenance	21961.25	10344.54	32305.79
Administration	4636.15	1146.82	5782.97
Staffing	0.00	0.00	0.00
Communication	1182.27	614.97	1797.24
Assets	6335.65	52227.27	58562.92
Leases	0.00	0.00	0.00
General office expenditure	5631.38	4153.81	9785.19
Educational	7903.18	3119.45	11022.63
Subject consumables	6843.41	20.96	6864.37
Other Payments	0.00	2671.75	2671.75
Directorate Funded Payments	0.00	0.00	0.00
TOTAL EXPENDITURE	58983.39	86066.5	145049.89
OPERATING RESULT	-8638.27	-41697.97	-50336.24
Actual Accumulated Funds (31.12.20)	282633.18	288029.76	288029.76
Outstanding commitments (minus)	-3897.41	0.00	0.00
BALANCE	278735.77	288029.76	288029.76

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.

Voluntary contributions received were spent on a range of resources to support learning and well-being for students.

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. The Board agreed to collapse all reserves listed above to enable funds to be utilised for the shed project.</p> <p>All funds were transferred to a new shed ledger in Nov 2019.</p> <p>3533-000-00 MNW Shed Replacement</p>	<p>\$97,193.03</p>	<p>Expected date for completion Jan 2021</p> <p>Actual date of Completion March 2021</p>
<p>No additional fund were placed into reserves during 2020</p>		

Endorsement Page

Members of the School Board

Parent Representative(s): Louisa Bobeldijk, Elspeth Kay

Community Representative(s): Colin Rae

Teacher Representative(s): Rose Patrick

Board Chair: Louisa Bobeldijk

Principal: Jenny Loudon

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

2020 Board Chair Signature: Louisa Bobeldijk

Date: 28 June 2021

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: Jenny Loudon

Date: 28 June 2021