

O'Connor Primary School

Friendship and Achievement



Annual Report 2023

O'Connor Primary School

Introduction

O'Connor Primary School is a friendly school that values the support and participation of the school community. The staff are dedicated and enthusiastic in their endeavour to ensure the best outcomes possible for every student. This is epitomised in the school motto '*Friendship and Achievement*'. This is also incorporated into our values acronym "FAIR" – Friendship, Achievement, Inclusion & Respect. Being O'Connor FAIR is a focus when talking to students about behaviour and responsibility.

The 2023 school year started well with a return to near normal routines. A number of new staff were welcomed to the school and the year progressed with minimal interruption. A large focus for 2023 was the development of our new Business Plan which was passed by the Board in Semester 1.

Staff attraction and retention was high on the priority list. We continue to attract teachers through the preservice programme run by Mrs Gallagher and most stay here for several years. This is a continual cycle that is forever in our minds. Attraction of Education Assistants has also been a high priority. We have found that an increase in student numbers has increased the number of students with identified needs that require additional support in the classroom. We are constantly on the lookout for new staff and we believe this will continue for a number of years.

Staff wellbeing continues to be a high priority. With the creation of a Health and Wellbeing committee, there are regular events to support staff and discussions on ways to improve the environment for both staff and students. Increasing the Health and Wellbeing Coordinator was well received and it will be reviewed again for 2024.

(Cover Photo: New finish line for Athletics Carnival 2023)



Independent Public School – School Board

Throughout 2023, the School Board continued to meet twice per term. Ordinary meetings were held with good discussion on the school progress with the sharing of data and looking at focus areas. Financial discussions were also robust with an acknowledgement that funds are used appropriately across the school. The annual School Board Award for 2023 was given to Shane Szabo and Noelene Gallo for service to the school. Shane is finishing with us as he has relocated to Kambalda and will be working at Kambalda West DHS from 2024. Noelene has worked at O'Connor since 1996 and will be retiring at the end of Term 1 in 2024. Both have been acknowledged for their long service at the school and the support they have provided for all students.

The following are recommendations for 2024:

- Maintain the profile through the website with photos of members.
- Ensure Board members are invited to special events and introduced to the audience.
- Utilise Board Members when presenting awards at assemblies or other functions.
- Regularly review the Business Plan at meetings with data/reports from the school.
- Board member training to be conducted early in the new cycle of membership.

Parents and Citizens Association

The P&C continue to support the school and enhance opportunities for all the students. A small but energetic group of parents arranged activities for fundraising to ensure funds were available to support projects in the school. The funds raised through the Colour Fun Run in 2022 were directed towards funding incursions for students and small activities. It was decided not to have a Colour Run this year and do a Glow-Tastic Disco for students. Funds were still raised for the school and participants had a wonderful time. Other activities by the P&C included the Mother's Day and Father's Day stalls. Even though they do not raise a lot of funds, they are a great acknowledgement of the carers of our students. The committee are always on the lookout for more parents getting involved in the committee.



Attendance

Business Plan Targets

- Increase the percentage of students in the Regular and Indicated range attendance to at or above pre-COVID levels.
- Decrease the percentage of Unauthorised Absences.

Business Plan Area: Success for All Students

What we will do:

- Analyse attendance data and establish plans to support students at risk.
- Maintain strong communication to enhance relationships between the community and school.

What we will see:

- Student attendance in the ECE area being prioritised to ensure good habits are formed early.
- Improved and 100% attendance being rewarded on a regular basis.
- A variety of communication strategies used to foster greater attendance of all students with regular reviews.

Attendance Summary

There was a focus on engagement with families to encourage more regular attendance, particularly those in the Moderate and Severe attendance categories. Hundred percent and significantly improved attendance was also celebrated as per our business plan. The school was also able to reduce the number of unauthorised absences, particularly due to the communication and engagement with our school community. Community perspectives towards school attendance has altered post-COVID with an increased number of families not putting as much importance on continual school attendance as before. Attendance was impacted by students being absent due to sickness, with a particular spike of absences in Term 2 due to a series of sicknesses that went through the town. Indeed, our students who were notified as sick were approximately double that of the other terms. COVID continues to be an issue, as well as students being absent due to vacations during the school term.

Strategies:

- Certificates for 100% attendance at the end of each term, semester and year, and for multiple years.
- Promotion of the importance and positive aspects of attending school regularly.
- Targeted communication through teachers, AIEO, office and attendance staff and admin to build relationships and work with families in improving attendance.
- Case management of severe non-attenders to increase collaboration with teachers and AIEOs.
- Attendance in ECE is promoted through communication, social media and Kindy Information sessions.
- Engagement with parents by teachers at drop-off and pick-up times.
- Work closely with AIEO's in building links with our Aboriginal community, in encouraging regular attendance and working with families to reduce severe non-attendance.
- Collaborate with the Goldfields Network Attendance committee and other schools to improve student attendance and engagement with families to promote attendance.

Table 1: Attendance and Absence Type by Collection Period for O'CONNOR PRIMARY SCHOOL

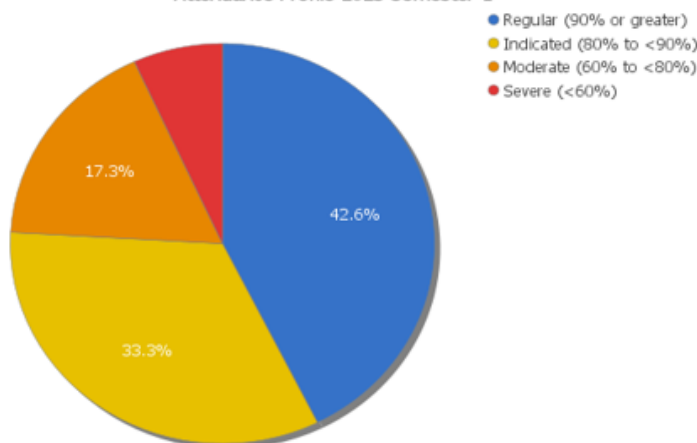
Collection Period	2020 Sem 1	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	2023 Sem 1	2023 Sem 2
Attendance Rate	82.0%	88.3%	89.4%	88.6%	85.4%	85.5%	84.6%	84.9%
Regular Attendance	25.5%	62.7%	63.7%	63.7%	53.0%	47.1%	42.6%	50.9%
Authorised Absence	70.3%	54.6%	58.1%	56.7%	57.2%	58.5%	66.6%	62.7%
Unauthorised Absence	29.7%	45.4%	41.9%	43.3%	42.8%	41.5%	33.4%	37.3%

* indicates that data is not final. Note that the Absences are proportions of half days in each category.

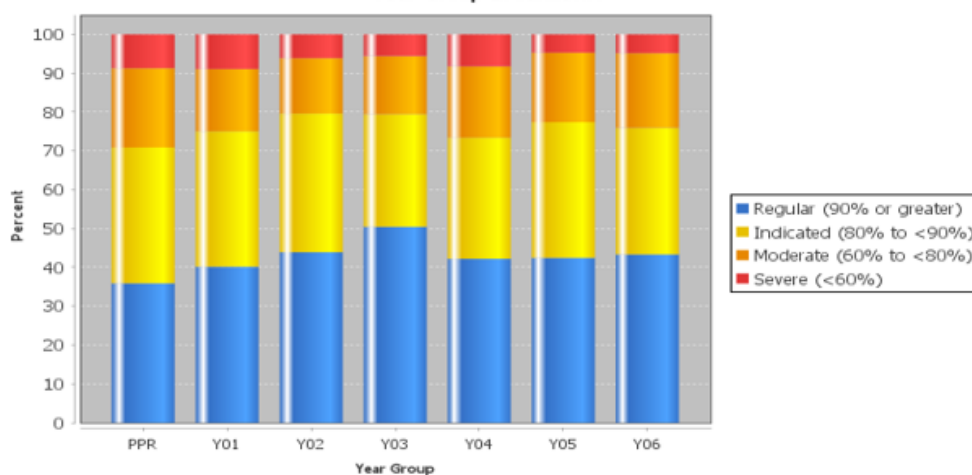
Semester 1 Attendance Data

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	305 (43%)	234 (33%)	119 (17%)	44 (6%)
Former	1 (6%)	5 (31%)	5 (31%)	5 (31%)
All	306 (43%)	239 (33%)	124 (17%)	49 (7%)

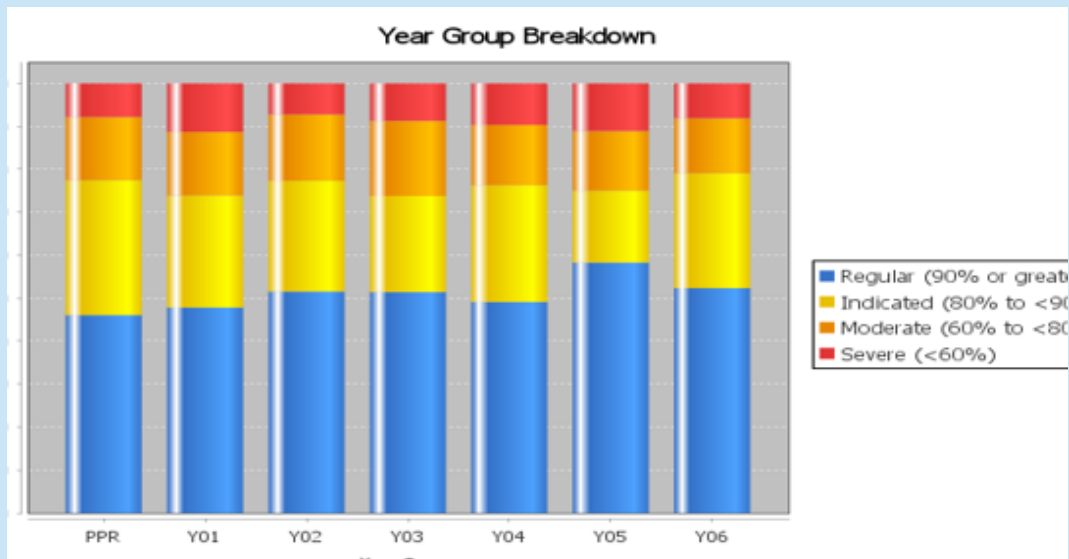
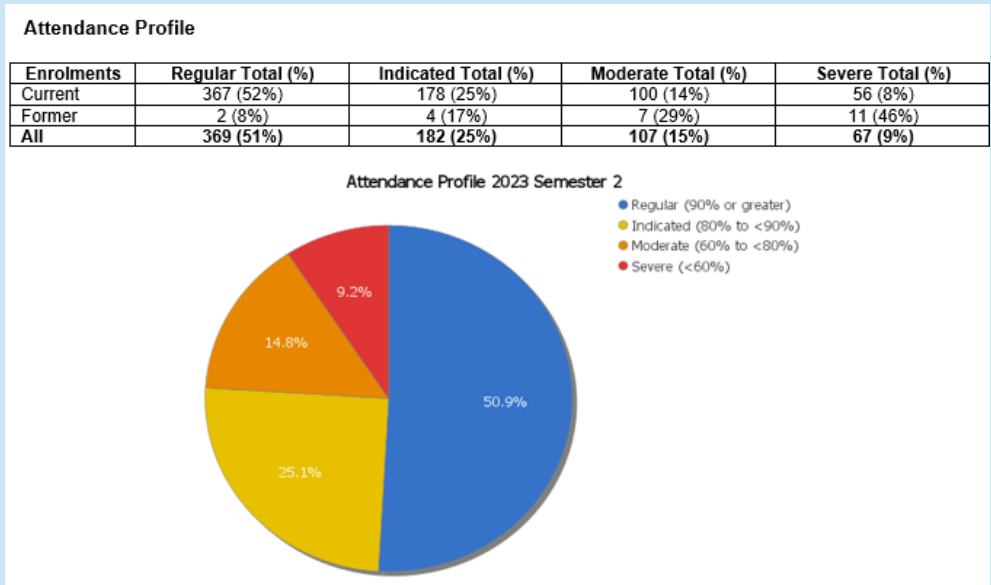
Attendance Profile 2023 Semester 1



Year Group Breakdown



Semester 2 Attendance Data



Recommendations

- Continue and build on the positive reinforcement of the importance of attending school regularly and the positive & enjoyable aspects of being at school.
- Teachers to recognise regular and improved attendance in the normal class management.
- Maintain the focus on engagement with families to build relationships and encourage attendance.
- Utilise departmental and network resources and strategies to reinforce the importance of regular school attendance with our wider school community.
- Continue to increase teacher and admin monitoring and use of attendance data to follow up student attendance, and for case management of moderate and severe non-attendance.

English/Numeracy

Business Plan Targets

- Increase the percentage of Year 3 and 5 students in the top 3 Proficiency Bands in comparison to Like schools.
- Increase the percentage of students (stable cohort) making moderate to very high progress between Year 3 and 5.
- Due to ACARA changing the marking and data mythology schools are no longer provided the longitudinal or progress data required to be able to make judgments on the above target.

English

Improvement targets

- Increase the number of students in the top 20% of All Australian Schools.
- Increase the number of students in the exceeding domain and strong domain by reducing the developing domain.
- Due to changes in NAPLAN with new scales for all domains we are unable to compare results from previous years.

Strategies

TALLs continued to support teachers and provided in classroom support. This assisted with identifying students that required additional support as well as grouping for some activities.

Continuation of the Letters and Sounds program ensured all students in the Early Years maintained a focus in this area. Planning documentation and monitoring tools provided teachers with important data to target student's individual learning needs and track success.

Recommendations – 2024

- Review and update of English whole school documents to reflect new SCSA changes.
- Continue implementation of Talk for Writing to all classes. Teachers to plan collaboratively and follow the Talk for Writing overviews with professional learning offered when needed.
- Fortnightly timed and planned free writing topic for Years 2-6.
- Utilise Daily Reviews to reinforce concepts taught.
- Continue to use Support Officer from South East Language Development Centre in the school to share resources and knowledge to support both staff and student learning.
- To monitor the use of the English Block Key Components to ensure key elements are included in teacher delivery of lessons.
- Continue building a positive reading culture across the school using the DSF Australian Reading Spine and rich mentor texts with links to cross curricular texts.
- Continue to provide professional learning to gain knowledge of the Science of Reading and best practice of implementing reading instruction across the school.
- Continue implementing Letters and Sounds with explicit teaching from K-3 and provide professional learning as required.
- To continue to explore a spelling program from Years 3 to 6.
- To continue to implement the OPS editing code.
- Teachers to provide student centred goals and explicit and timely feedback.
- To implement Peer Observations to improve teacher practice across the school.
- Teachers to moderate to ensure consistent practice and judgement across the school.
- Teachers to follow the assessment schedule and moderation schedule across the school.
- professional learning as required.
- Teachers to follow the assessment schedule to assess and monitor student learning

Mathematics

Improvement Targets

- Increase the number of students in the top 20% of All Australian Schools.
- Increase the number of students in the exceeding domain and strong domain by reducing the developing domain.
- Due to changes in NAPLAN with new scales for all domains we are unable to compare results from previous years.

Strategies

The Curriculum Committee has worked hard throughout the year consolidating strategies across the year levels to ensure continued growth. Some of these were the Problem-Solving Strategy continuum, utilising the Mathematics Block lesson plan, reinforcing the key components associated with mathematics lessons, focus in the Early Years and appropriate professional learning where required. The TALL role was also used to support and model at point of need for all teachers. Continue to enhance the involvement in the Empowering Leaders of Mathematics via two teachers in the school.

Recommendations - 2024

- Review and update of Maths whole school documents to reflect new SCSA changes.
- Teachers to moderate as per schedule to ensure consistent practice and judgement across the school.
- To monitor the use of the Maths Block Key Components to ensure key elements are included in teacher delivery of lessons.
- Utilise Daily Reviews to reinforce concepts and to ensure basic facts are included in daily reviews.
- Explicit teaching of mathematics vocabulary within the mathematics teaching block.
- Use PAT Maths Assessments and On Entry maths assessment in Year 1.
- Early years to focus on incorporating Mathematics into play-based learning and use of Bond Blocks.
- To continue to implement the problem-solving processes and strategies developed across the school.
- Review current mental maths strategy resources and to create whole continuum.
- To implement Peer Observations to improve teacher practice across the school.



Student Achievement: NAPLAN

The National Assessment Program in Literacy and Numeracy (NAPLAN) testing was completed in Term 1 of 2023. The grading and assessment process was updated which makes it difficult to give longitudinal data to show trends. We are hopeful of returning individual subject data for the 2024 Annual Report in 2025.

Recommendations – 2024

- Continue to prepare students for NAPLAN online through an increased focus on the digital literacies.
- Continue to review data in collaborative meetings and track the students who were identified for case management.
- Continue moderation processes according to the assessment schedule and set achievement targets for each year level.
- Reading and Viewing, explored through rich texts.
- Continue to assess writing tasks through the Brightpath program termly.
- Continue to use High Instructional Strategies through explicit teaching.
- Continue implementation of Whole School Processes identified in the Operational Plans.



On Entry

Business Plan Target

- Increase the percentage of students (stable cohort) making high to very high progress from On-entry to Year 3 NAPLAN. Due to ACARA changing the marking and data mythology schools are no longer provided the longitudinal or progress data required to be able to make judgments on this target.

In 2023 on entry was completed by all Pre-Primary students. The information indicated the following compared to like schools.

On entry data in Pre-Primary indicated that students were level or above like schools in the median score but below the Public School average. This is very similar to previous years.

Recommendations - 2024

- Emphasise the need to close the gap between our median score and the Public School median score.
- Teachers use the on-entry class reports to inform future planning in Pre-Primary.
- Teachers in Year 1 to implement On Entry Mathematics only to inform planning and assessments.
- Teachers use data to form group and individual education plans (GEP and IEP) including extension groups which utilise the Literacy Support EA and ensure ongoing planning and monitoring is done.
- Continue to provide all Early Childhood Teachers with the Early Childhood Talk for Writing professional learning. A strong focus being oral language and oral retelling of stories.
- To use The Quick Language screener data in kindergarten to ensure targeted planning.
- Continue with Allied Health services to build capacity amongst staff from K-1.
- Upskill Specialist EA with professional development from private speech and occupational therapist to support children in the early year's development.
- Continue MiniLit to target identified students to ensure growth and to assist with improvements in reading through to Year Two.
- Continue to utilise the support officer from Southeast Language Development Centre.
- Use Learning Circuits to improve and identify learning focus areas.
- Continue to implement Science of Reading practice.
- Implement the Scaling Up Success modules with all K-2 staff in the classrooms.
- Implement from K-2 all Basic Early Literacy skills (DIBELS) assessments.
- Continue to Implement Heggerty into the Kindergarten classrooms for a Phonemic Awareness explicit program.
- Continue with moderation in Kindergarten and Pre-Primary.
- Continue to implement daily reviews and explicit teaching model.



Engagement

Business Plan Targets

- Increase the frequency and quality of positive acknowledgement for staff and students.
- Reduce the inappropriate behaviour across the school.

What we will do:

- Maintain strong communication to enhance relationships between the community and school.
- Teachers will inform and partner with parents to enhance student progress and engagement.
- Celebrate our community's diverse culture at every opportunity.

What we will see:

- The Positive Behaviour Matrix being used to ensure that positive behaviour expectations are clearly communicated and explicitly taught to all students.
- Reinforcement of values as a focus in discussions with students to further emphasise the O'Connor FAIR acronym.

Strategies

- Continue a case management approach for students, engaging them with support (both school-based and external support where appropriate).
- Identify student backgrounds, language backgrounds and needs to assist with adjustments for the classroom.
- Maintain increased recording of information, communication and behaviours (positive, negative and neutral) in Compass, and induct new staff into how and when we record the information.
- Analyse and respond to data regarding timing/location of behaviour incidents.
- Further build relationships to improve engagement and positive behaviours.
- Maintain increased cultural training, awareness and integration into school structures and the classroom for and by staff.
- Reemphasise FAIR values for students and the restorative language used when working through behaviour incidents or issues.

The Engagement committee (including PBS) met several times to progress supporting staff and students in improving levels of engagement and supporting staff with classroom management and student behaviour. Support for students in emotional regulation and support was increased (see Wellbeing). Positive behaviour was promoted and a focus for staff, providing a restorative environment for when dealing with issues, and building positive relationships with students and families. Teachers made a concerted effort to communicate with parents from Term 1 to help support student engagement and include families in their child's education.

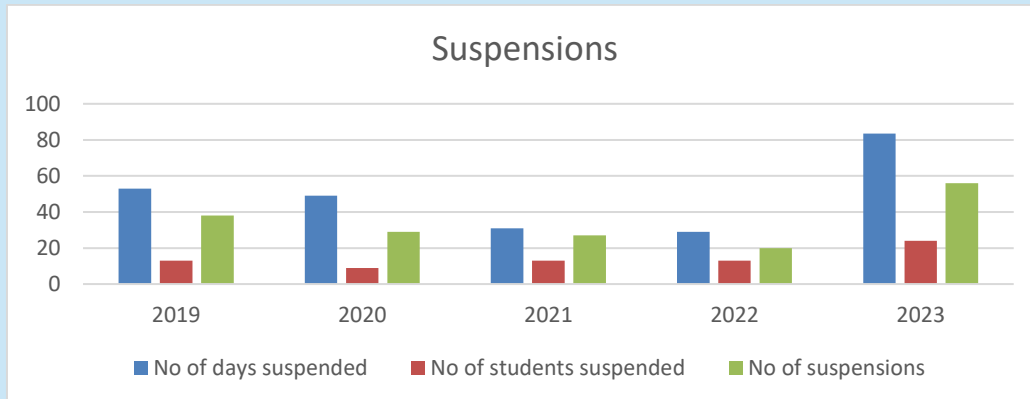
Staff have utilised Compass more in recording behaviours, communications and information which has improved the data regarding engagement and behaviour.

We have had 2624 entries for Attitude and Behaviour (including positives and awards), 261 Health and Wellbeing entries and 466 parent contact entries. This compares to 1216, 175 and 148 corresponding entries in 2022.



Suspensions

We had 24 students suspended in 2023, involved in 56 suspensions for the year for a total of 83.5 days. One student was suspended for 26 days during the year, with five students suspended four or more times during the year. Of the 24 students, 11 were suspended just the once. Physical aggression accounted for approximately half of the suspension days. Eight suspensions for a total of 12.5 days were for physical aggression towards staff and 21 suspensions for a total of 31 days were for physical aggression towards students.



The school has continued to further develop Individual Education Plans and Behaviour Plans to support students and promote a positive and restorative approach to behaviour management. Towards this goal the school has signed a partnership with Real Schools to further develop a restorative culture and upskill our staff in restorative approaches. This partnership is to start in 2024. We have also put supports and processes into practice to support staff and reduce the risk of violence towards them and other students. The school is also following the departmental requirements regarding suspensions, student behaviour and violence in schools.

Recommendations:

- Continue case management approach for children or families utilising a tiered approach.
- Provide support for staff on IBP's (Individual Behaviour Plan) and case management.
- Continue working with intra and inter-agency support for students in care.
- Maintain a focus for the Teaching and Learning Leaders of pedagogy and engagement.
- Review PBS posters and structures and investigate creating further student-focused resources.
- Utilise professional learning for staff in CMS and provide further CMS support within the school.
- Review and enhance the positive behaviour and restorative practice approach.
- Increase time allocated to the SEWB teacher for 2024.



Case Management

Targets

- Identify and refer students who are not maintaining growth through On Entry, NAPLAN and Kindy Quick Language Screener plus Pre Primary Expressive and Receptive Speech pre screener.
- Monitor and cater for students at risk through a case management process to achieve their potential.
- Fully implement Special Education Needs (SEN) planning and Reporting to Parents.

Strategies

- The development of individual and group educational plans (IEP/GEP) is supported through accessing SEN planning documents.
- Whole school training to access the SEN planning from Admin, Teaching and Learning Leaders and SSEND
- Staff will be involved in regular term reviews to ensure accurate monitoring is maintained and plans adjusted accordingly.
- Appropriate records are maintained by staff to ensure information is available when required.
- Support for all students through the School Chaplaincy program where necessary to develop their full potential in a positive learning environment.
- Support for Student Engagement and Wellbeing through SEWB teacher.

A strong emphasis has continued in conducting case conferences to ensure all children are being catered for. The meetings include all stakeholders. A strong link between the school and home ensures the meetings are functional and well structured. Establishing a clear process has seen the monitoring of students be consistent and effective. Close liaison with the Case Management Coordinator and the School Psychologists ensured that the meetings were effective and timely. Involvement of other agencies has also expanded the service provided to the students. This includes WACHS Allied Health Services, including Occupational Therapy and Speech Therapy, Department of Communities (CPFS, DSC) and private Allied Health services (where necessary) etc.

Recommendations for 2024

- Strengthen case conference model with regular meetings and reviews.
- Records of individual and group plans maintained and shared where appropriate.
- Continue to fund extra FTE time for School Psychologists.
- Continued use of Education Assistants with targeted students using systematic, explicit and structured literacy intervention, including MiniLit.
- Continued use of transition documents to highlight needs and concerns of children as they move from one year to the next.
- SEN Planning including accessing ABLEWA and ACELA Curriculum elaborations to be implemented and utilised in 2024 for IEP and GEP students.
- New staff to be fully trained to use the SEN planning and documents.
- Strengthen knowledge and understanding of students on the Autism spectrum through the Positive Partnerships Initiative Program for Goldfields Schools and SSEND modules as well as visiting SSEND and SSENBE staff.
- Increase access to specialist Speech Therapy through the school once per fortnight to liaise with Early Childhood EA for implementation in classrooms. Visiting Occupational Therapist twice per term. This is based on a sustainable model where we are building capacity in our school.



Support Programmes

School Chaplain

Mrs Cyndi Payne continued as our chaplain for 2023, working Tuesday and Friday each week including Breakfast Club on the Tuesday morning. Cyndi works with staff, students and the school community in a range of ways including general support, peer issues and conflict, family challenges, grief and loss, emotional support, trauma, anxiety and self-esteem as well as following up with disclosures. Our school is a richer community for her input. Her kindness and friendship make students feel included and supported. Total number of pastoral supports accessed for 2023 was 477 made up of students, staff and parents. Cyndi's informal contacts while serving at Breakfast Club have improved take up with shy, anxious children and gives them confidence to meet Cyndi positively.

Cyndi supported everyone throughout 2023 by being always accessible and being prominent in the school. Her contact with both students and staff was very welcome particularly as the increase in anxiety continues. All members of the school community can access the chaplain with some students needing more substantial and ongoing visits to support their mental health and wellbeing.

Recommendations for 2024

- Continue chaplaincy services individually or in small groups to support staff, students and families with social and emotional health.
- Continue with Breakfast Club on Tuesday mornings.
- Support students and families to refer to the Chaplain as necessary.
- Continue with financial support in hardship cases.
- School Chaplain to move to a private office for confidentiality.

Social Emotional and Well Being Programme

2023 saw the Social & Emotional Wellbeing coordinator increase in allocated time across the school. Miss Winter took on the role for three days a week where she supported students and staff. In the SEWB role she has been able to support a variety of students with mental health and wellbeing. This was done through individual sessions, targeted small group sessions, whole class support and teacher support. Each type of support was tailored to the needs of the students and/or staff, with several resources used to enhance the learning. The learning was mainly on supporting students with anxiety and how to help them regulate to be able to get back to work sooner. Where needed, wellbeing plans were created to ensure the students' needs were being met by all staff that interacted with the student. Miss Winter worked in conjunction with the school psychologist when completing any risk assessments to ensure the child's safety needs were being met and all relevant people were informed of any recommendation or referral to another support service. Should the student need more support after the risk assessment, Miss Winter provided it through individual sessions or teacher sessions where plans were developed to support the child. If any of the teachers required resources to engage their students in the wellbeing journey, this was provided. During 2023 with 3 days a week, the program was able to support 47 different people and/or small groups. The program was well received throughout 2023 and it made staff aware of the need for such support in the school.

Recommendations 2024

- Increasing the number of days in the role from 3 to 5 to provide more support to those students and teachers in need.
- Regular updates to the administration team on who is being supported and the focus.
- Continue to use the referral process to support students and staff receiving the support they need.
- Continue liaising with the school psychologist and Chaplain to ensure support is being targeted.
- Make a bank of resources available to staff to use in their classes to support the mental health and wellbeing of all.
- Utilise the new office to provide a safe space for staff and students to come when they need support with their mental health and wellbeing.



Financial Summary 2023

The Finance Committee continued to work hard to manage funds. Staffing remained tight throughout the year and attracting and retaining teaching and non-teaching staff was a priority. Finding Education Assistants has also become a focus for the school as more children are identified with further needs.

Throughout 2023, the Finance Committee were conscious of the need to spend money wisely to ensure the funds went to the students. This entailed classroom items that supported their learning but also in the way of salaries to Education Assistants. Minor works completed focussed on providing workspaces for support programmes that have a positive impact on students. Block 1 and 2 storerooms were converted into small workspaces with an update of cupboard space in wet areas. This has allowed support programmes to function in a better environment. Other high spending areas include the replacement of the E-Boards throughout the school. Our current Boards came to the end of their lease and we re-tendered for new boards for a four-year lease. It is hoped they will be installed early in 2024.

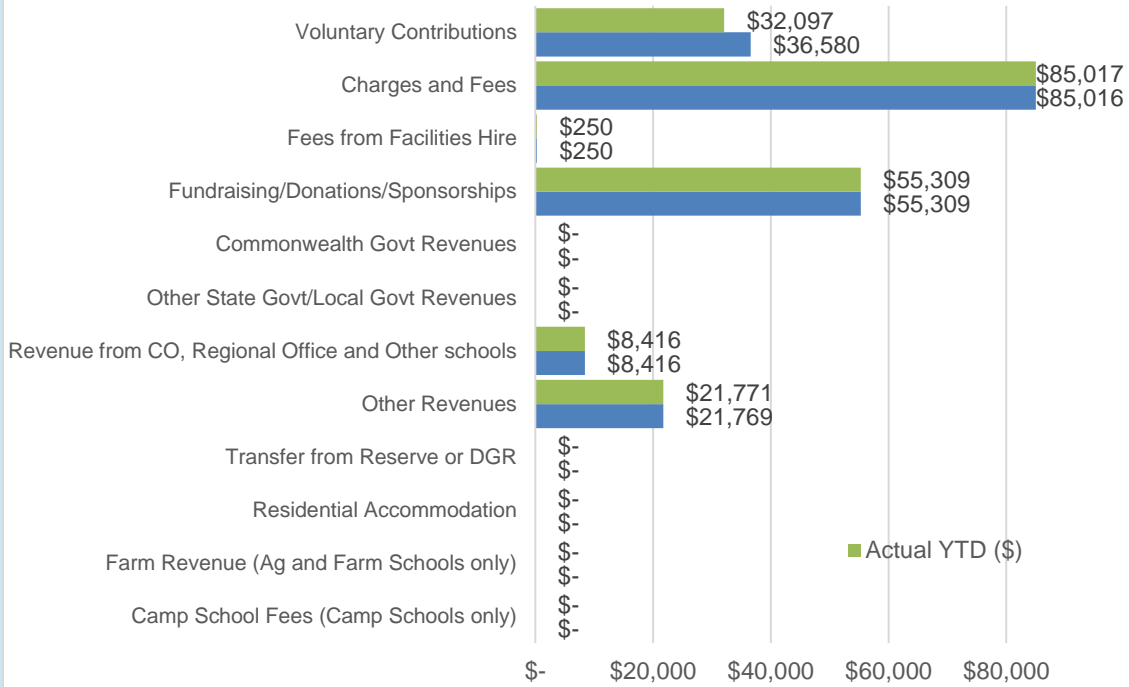
Efficient use of funds is always a priority through the Finance Committee, and they are continuing to look for ways stretch the dollars for the benefit of all students.

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	241,027	241,027
Carry Forward (Salary):	672,545	672,545
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	8,791,717	8,791,717
Locally Raised Funds:	207,340	202,860
Total Funds:	9,912,629	9,908,149
EXPENDITURE		
Salaries:	7,901,228	7,901,228
Goods and Services (Cash):	1,009,596	935,143
Total Expenditure:	8,910,824	8,836,371
VARIANCE:	1,001,805	1,071,778



Dec 2023 (Verified Dec Cash)



Dec 2023 (Verified Dec Cash)

