

2021 Annual Report

Empowering today for tomorrow





O'Connor Education Support Centre is co-located with O'Connor Primary School in the suburb of Boulder. O'Connor ESC is a Level 3 government Education facility catering for students with a range of disabilities. Disability Criteria is set by the Education Department to determine the eligibility for enrolment into our Centre. The students have access to the school bus service. Parents are required to apply online for the bus and acceptance on to the school bus is approved by the Public Transport Authority.

Our special needs trained Teachers and Education Assistants create individual programs designed to suit each child, with input from parents and therapists. Each classroom has a Teacher and several Education Assistants so that each child can receive the attention and support they need.

In May of this year we enrolled our 40th Student. Our population has since increased to 42. 5 classes are running this year with the inclusion of a dedicated Kindy class. Our staff consists of 4 fulltime teachers and 3 part time teachers. 16 education assistants work alongside the teaching staff to support the delivery of our specialised programs. We also have the support of a school psychologist 1 day per week.

The Education Support Centre is an integral part of O'Connor Primary School, the two facilities share whole school programs, shared FAIR values and a joint P&C. The Education Support Students are integrated with mainstream students joining their peers in Music, Physical Education and Science. Mainstream students with identified needs also access the OESC class programs where space allows, to help their building of strategies to support their learning. The ESC playground is also a shared resource where staff welcome mainstream students in and encourage social interactions and play between all students.

Students enrolled at the Centre are required to wear the O'Connor uniform in order to be identified as a school within a school.

Students are assessed individually and Individual Education Plans (IEPs) are developed with parents and key stakeholders to cater for each student's needs. Parents are valued as part of the team and are encouraged to contribute to the planning for their child's educational, social and emotional needs.

Various Therapy Providers provide Occupational, Physio and Speech Therapy programs to students on NDIS plans that need to access their therapy at school. O'Connor ESC have also contracted Full Circle to support the students and staff with a Speech Therapist and Occupational Therapist providing whole class programs and upskilling of staff 3 hours per week.



Our Vision

All our students
be all they can
be

Our Beliefs

All students are capable of progress and deserve to be challenged

All staff seek to grow as professionals to give our students the best chance of academic, social and emotional success

All stakeholders – families, staff, therapists, support agencies – work together toward the same goals for our students

Highlights of 2021

This year has provided the staff and students with a variety of opportunities.

On the school wide front we have worked as a team to:

- **Develop and implement our very successful communication program**
- **Review and develop the new 3 year business plan for our school**
- **Completed a highly commended 12 month School Review that will now be revisited in 2024.**
- **For the first time in many years we have had a dedicated Kindy class, thus strengthening our early intervention program**
- ***As always our inclusive relationship with O'Connor Primary School has provided our staff and students with many opportunities for them to collaborate with the mainstream students and staff. These are included here:***



- As the substantive principal Cass Bender was on leave this year. It been my pleasure to lead an incredible staff and get to know a wonderful group of students and their families.
- We have again been supported by an amazing collective of therapists and service providers who have worked both in school and at their centers.
- Leadership opportunities have been provided to our staff in order to ensure transparent and collaborated decision making becomes the culture at all levels of our school.
- Professional learning has been undertaken by all levels of the staff to ensure that a sense of 'life long learning' is apparent in all. This included: *Letters and Sounds, Finance and Record Keeping, Whole school assessment, Peer Observation and feedback, National Quality Standard training, Spectrum Space Symposium, School council training for the Principal and Chairperson, Keyword Sign PL for staff and parents, Triple P Stepping Stones PL for parents.*
- The 'Country Kids Communicating' project with INDIGO solutions that we implemented this year, has shown positive results in the ability of our students to communicate the requirements of learning, that was beyond our expectations. The extensive, face to face and remote professional learning that all our staff undertook for most of the year resulted in PODD communication books being available for use in all classes and the playgrounds. A grant was sourced from Variety, to purchase iPads with Apps dedicated to communication programs (ProLoQuo2Go) for use by the children and staff. This gives the students experience with high Tech and low tech communication devices. All staff wear a PODD book and have key word sign cards on lanyards with them at all times so the students are never without their 'voice.'
- Chanel Cook was our school counsellor this year and she did an amazing job at assisting with all the expectations at the assembly. She also attended the Year 6 camp in Perth with the mainstream students. Her courage and resilience was amazing, as she gave everything a go!
- Our two year 6's transitioned to the high school on each Thursday of term 4. The staff at Eastern Goldfields Education Support Center, made them feel very welcomed and they both are looking forward to the next step in their life.



- We again surveyed our staff and community this year in order to inform our School review. The results were positive and as always shows us some areas where improvements can be made.

- Our school council ran as per 2020 with no new members. 2022 will hopefully see new nominations to strengthen the council further.
- We continue to be part of the OPS P and C, representation from our school was boosted with some staff attending the meetings along with the principal.
- Our reconciliation plan was recognised in March and we proudly displaying our plan throughout our school. Each class is familiar with the Welcome to Country and recite it with understanding.
- In collaboration with OPS our students celebrated, NAIDOC Week, Harmony Day, ANZAC Day, Remembrance Day, Science Week and Rocket day and our Year 6's were included in all graduation ceremonies and celebrations and to cap the year off, the Colour Fun Run.
- Our core staff remained the same this year with some movement in the EA staff. With new EA's joining us and some retiring and moving to other positions.
- We successfully completed a 12 month School Review. The review last year set a number of recommendations that were required to be actioned and demonstrate positive movement towards implementing them. The staff have worked hard on these recommendations and the picture they were able to provide the reviewers was one of a collaborative and shared environment. The reviewers provided some positive feedback and congratulated our staff on the dedicated improvements that they had undertaken throughout the year. We will again be reviewed in 2024 on the normal schedule of three years.



Student Profile

We began 2021 with 39 students. This year we established a Kindy class to enhance our Early Intervention Program. Throughout the year our numbers have grown to our end of year population of 44. The increase, while incredible has put a strain on the physical space available for our school. Proposals were sent to Regional Office and the Department and for 2022 we have been successful in gaining funding to renovate two older transportables providing us with extra classrooms to begin the year and in September of 2022 an Early Years transportable will become available to us which will enable us to again dedicate a space to Early intervention.

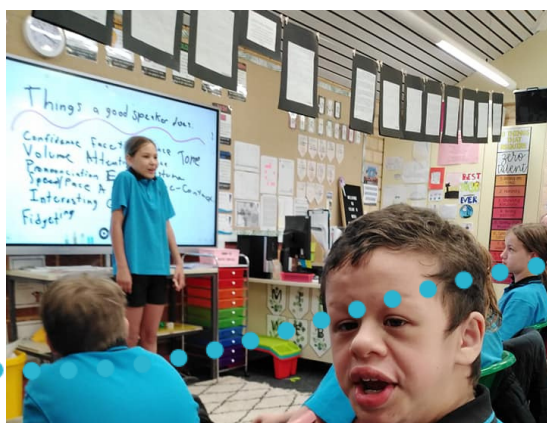
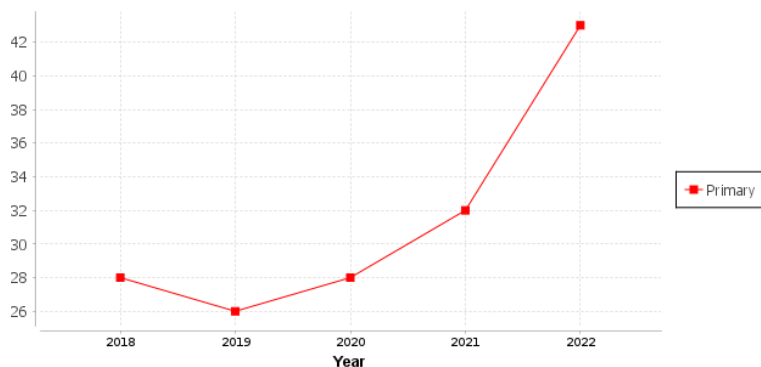
Early intervention provides our students with disabilities, especially those diagnosed with Autism evidence based strategies in 4 key areas of the children's development

- Physical
- Cognitive
- Behavioural
- Social and Emotional

In 2021 we have been able, through our Kindy program to promote each child's development and meaningful participation in individualised learning programs that are tailored to the students developmental level. This has set the benchmark at O'Connor Education Support Centre to ensure as the child moves through our school each skill is built on to provide a seamless pathway to adulthood.

In 2021 two of our student graduated to high school. Both will attend Eastern Goldfields Education Support Centre

Semester 1 Student Numbers



Attendance

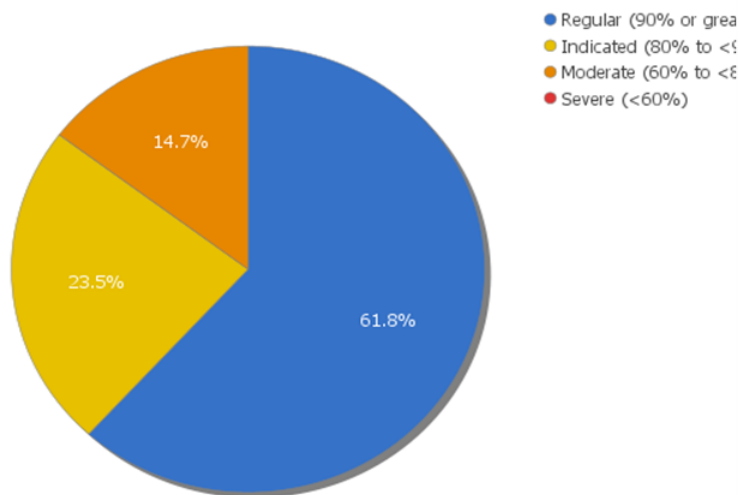
A target in the school business plan is to achieve a 90% attendance rate within the 3 years of the plan.

During semester one we consistently achieved this target.

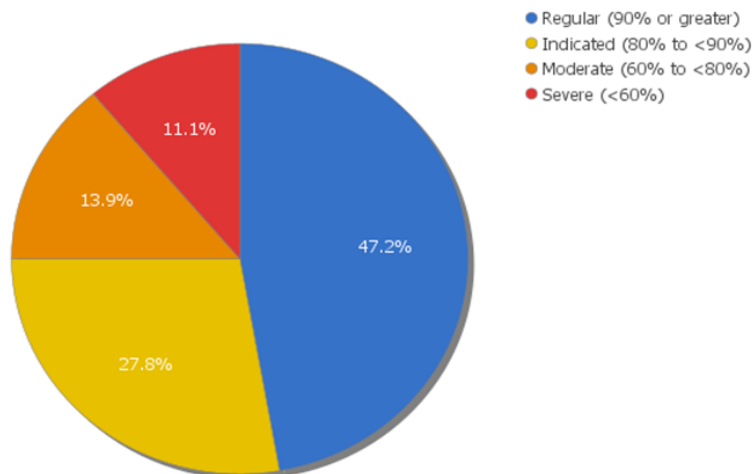
The rate during semester two, however was effected by students taking extended holidays and winter sickness. We were still able to achieve up to 88% at times.

The staff are to be commended on their provision of engaging curriculum and welcoming classrooms that encouraged the students to attend each day.

Attendance Profile 2021 Semester 1



Attendance Profile 2021 Semester 2





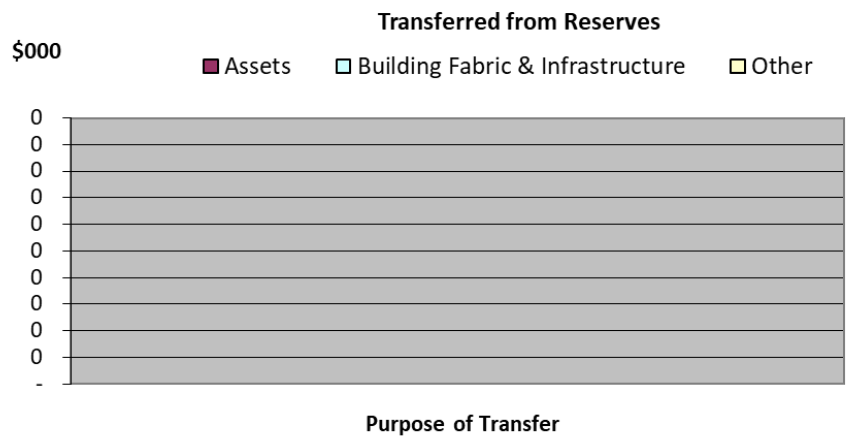
O'Connor Education Support Centre

Assets and Resources as at
31 December 2021

Reserve Transfers

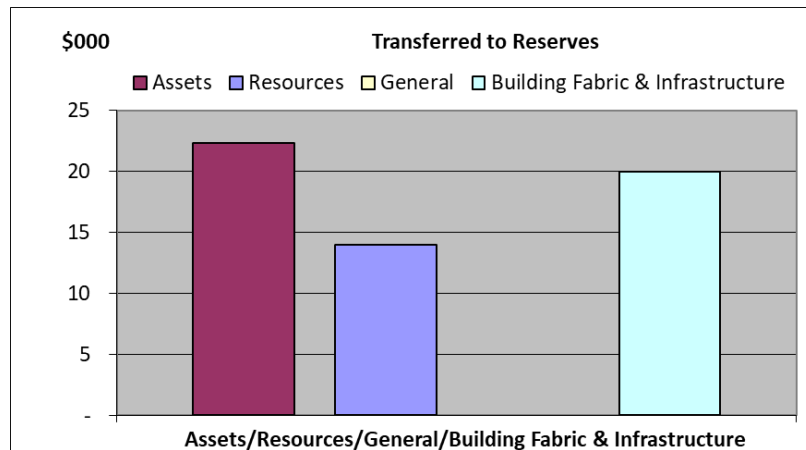
Transferred from Reserves:

\$	-
\$	-
\$	-
Total \$	-



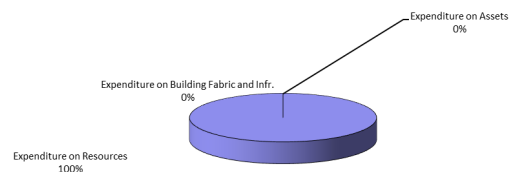
Transferred to Reserves:

Assets \$	22,300.00
Resources \$	14,000.00
General \$	-
Building Fabric & Infrastructure \$	20,000.00
Total \$	56,300.00



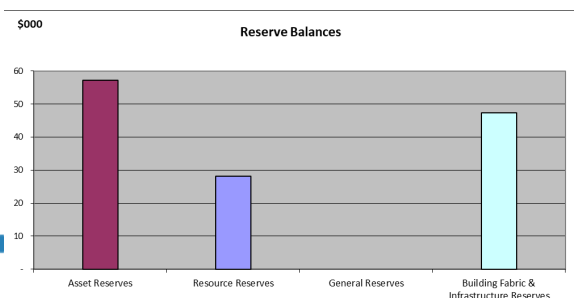
Asset and Resource Acquisitions

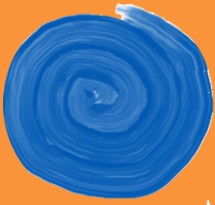
Expenditure on Resources \$	32,323.73
Expenditure on Assets \$	-
Expenditure on Building Fabric and Infr. \$	-
Total Resource/Asset Exp \$	32,323.73



Reserve Balances

Asset Reserves \$	57,103.87
Resource Reserves \$	28,076.15
General Reserves \$	-
Building Fabric & Infrastructure Reserves \$	47,267.11
Total Reserves \$	132,447.13





OESC

I have had the privilege of caretaking O'Connor Education Support Centre for 2021.

The staff have worked with such dedication, towards ensuring that the students, parents and caretakers of OESC are presented with a professional, caring and engaging experience each and every day.

The initiatives, such as the communication program and the gross motor activity room, that have been commenced this year, set the students up with skills, independence and abilities that they will require throughout their life and especially as they travel through their school years into the high school curriculum.

It is underpinned in the culture of the schools that not only is every child challenged to be 'all that they can be' , but this is also modelled by the staff.

I am very grateful to have experienced the unique and rewarding environment of an Education Support Centre.

Mandy Stacey - Acting Principal 2021



The school Report for O'Connor Education Support Centre will be ratified by the OESC School Council in 2022