

O'Connor Education Support Centre

2022 Annual Report



'Empower today for Tomorrow'



PRINCIPAL'S MESSAGE

Welcome to O'Connor Education Support Centres Annual Report. The purpose of this report is to provide our school community with an overview of our achievements as well as outlining the future directions we need to take to improve student outcomes. As a school, we strive to ensure that the individual needs of students are met to the best of our ability.

Our 2022 Annual Report provides a summary of the school's performance and highlights throughout the year as well as key achievements, special projects, initiatives and events. Additional information and details are provided to the school community through newsletters, the school website, reports to the School Board as well as regular communication through See Saw, Facebook, classroom mobiles including text messages and phone calls, emails and reports to parents.

The school year was disrupted with COVID-19 hitting WA. Students, as a result of their vulnerability, were advised to stay at home for several weeks. This led to them being engaged in online and remote learning. However, given this major disruption, I am delighted to report the pleasing progress that we have made in the first year of our 2022-2024 School Plan. The continued success of O'Connor ESC is as a result of the combined hard work and commitment of the students, parents, staff and our wider community.

Despite being the only Primary Education Support Centre in the region, O'Connor ESC enjoys a well –deserved reputation of being an outstanding Education Support Centre that promotes a holistic approach to the development of each child. We recognise the varied needs of each of our students and their individual requirements for learning through our motto, "Empower today for tomorrow". We are maintaining our successes and building on them as we embed our school priorities of:

1. Engage and Empower
2. Active and Inclusive
3. Collective Responsibility
4. Cultural Awareness

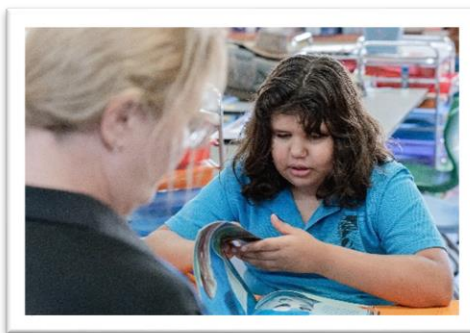
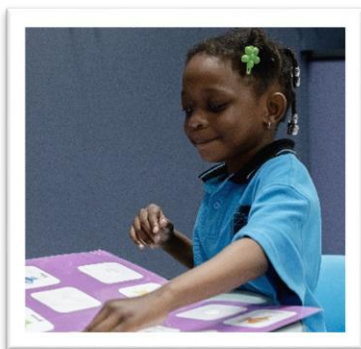
It is with great pleasure that I present the 2022 Annual School Report to the School Community.



Cass Bender

Principal

O'Connor Education Support Centre, 2022



SCHOOL CONTEXT:

O'Connor Education Support Centre is an acting Level 4 school in accordance with the current enrolments as at the February Census. The school is co-located with O'Connor Primary School, which is the largest public Primary School in the Goldfields.

O'Connor Education Support Centre was built in 1993, and is the only Primary Education Support Centre in the Goldfields. OESC provides education to children with diagnosed disabilities including intellectual disabilities, physical disabilities, sensory impairments, and/or autism spectrum disorders.

All students learn according to their Individual Education Plan (IEP) which is developed in collaboration with parents, external providers and key stakeholders. Students take part in all lessons across all learning areas tailored to their specific individualised needs. In addition, there are a range of specialist programs offered by the Centre including STEM and Protective Behaviours. OESC students also have opportunity to engage in Primary School specialist lessons during the year. The school offers a kindergarten program for children with diagnosed disabilities.

Being co-located provides opportunities for integration with students at the O'Connor Primary School. The schools share a Library, Undercover Area, Canteen, Staff Room, P & C, administration block, and jointly organised activity days such as athletics day, NAIDOC day, remembrance day etc.

ENROLMENT TRENDS:

There were 43 students enrolled at the beginning of 2022, (32 in 2021) of which 23 arrived by Public Transport Authority Public Bus Service. 4 students left during the year – 1 went travelling and 3 transitioned into Primary School. OESC accepted 10 student enrolments throughout the year taking our total enrolments at the end of 2022 to 49 with a projected enrolment number of 48 students to start 2023.

VALUES:

O'Connor Education Support Centre value every student can be empowered today, for tomorrow. We believe all students can be all they can be. This is fostered through strong partnerships between students, staff, parents & carers, neighbouring schools, interagency para-professionals and our colleagues within the local community.

CLASSES AND FACILITIES:

Classes are arranged according to age and individual learning needs. At the beginning of 2022, 5 classes operated with student numbers averaging 9 students per class with an average staff to child ratio of 1:3. The Centre Administration is located within the Primary School administration building. At the beginning of Term 4, 2021, an application was submitted to Public Schools Planning requesting a transportable to alleviate the inability of the school to be able to keep up with the number of enrolment applications due to no more classroom space. It was approved at the end of 2021, with a projected arrival date of July, 2022. The classroom arrived in Week 1 of Term 3 and was ready for use in Week 4. With the knowledge the classroom would be ready mid Term 3, and the huge demand for students all over the Goldfields needing to enrol in our school, we hired a new teacher and transformed our wet area into a temporary senior classroom. The class then moved to the new classroom once it was ready. We hired a local company to lay Astro turf and erect a shade sail alongside the new classroom to maximise the use of the outdoor gated space. This classroom is now flagged to be an early childhood classroom in 2023. At the beginning of Term 4, 2022, we again applied for an Early Childhood transportable and an AAT building to support the enrolment needs of the town. This was approved within two weeks with an estimated arrival date for Term 3, 2024. The resource Room was transformed into the Teacher DOTT area, with 5 brand new computers and a Smart Board installed so that it could double as a meeting room. The MCS and School officer share an Office, the Principal and Deputy also share an office due to the lack of administration offices. In 2023, an extension will be conducted on the administration block funded by the ESC to alleviate the space issues by providing 2 new offices, a meeting room, larger storeroom and a common office for psychologists and therapists to access.

At the end of 2021, the Primary School supported our fight to gain more classrooms and offered the use of their transportable that sits alongside one of our classrooms. OESC paid to renovate both classrooms and transform the middle office block into a common kitchen/alternative learning space for students and staff. It has changed the entire feel of the area, and staff and students alike enjoy the space. The plan for 2023 is to paint the outside of the 2 classrooms to revive the exterior and make it more appealing. All rooms are air conditioned with a minimum of one computer. Additional iPads have been purchased, to ensure every child has a personal learning device and each class has an Interactive Whiteboard, with 2 new ones being purchased, one for the new classroom and one in the Resource Room. A Sensory Room is utilised by all children with facilities including a soft seating, rope lights, a bubble column and a sensory kit which contains numerous items to support a sensory diet and self-management.

Directions for 2023:

- Extension of ESC Administration Block
- Renovation of main disabled toilet facilities
- Replacement of cabinetry in ESC toilet and Room 12 kitchen area
- Additional Transportable to be installed and include Astro turf and shade sail.
- Review of current Early Childhood toilet – Department to either replace or fund to renovate

STUDENTS AND DEMOGRAPHICS:

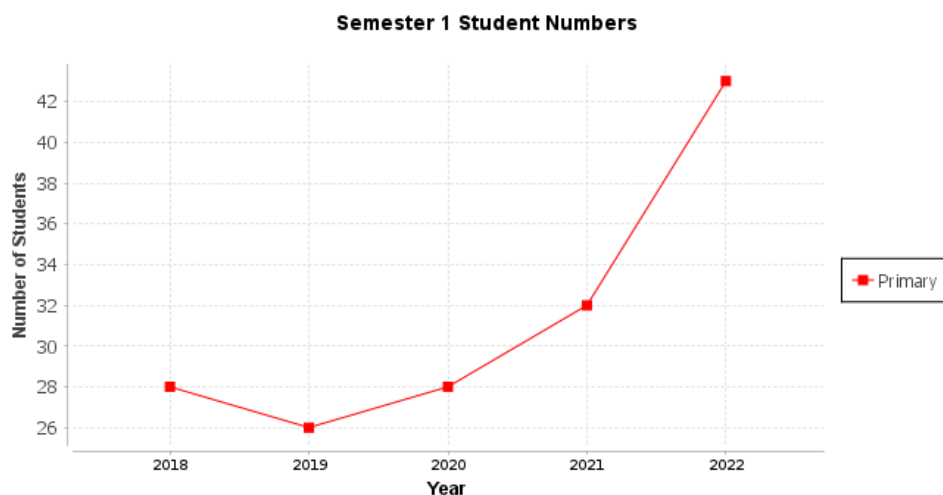
Student enrolments have grown by __% to the distance of the nearest neighbour Education Support Centres or Schools, students attending O'Connor Education Support Centre, reflect a demand from across the Goldfields. Pressure on the school's rising enrolments overall has meant the school being unable to enrol students with a diagnosed disability due to lack of space. It is expected the Centre will have increased student numbers at the commencement of 2023 with historic evidence indicating enrolments expected to rise throughout the year.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(3)	8	5	7	9	6	4	6	48
Part Time	6								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	5	6	27		38
Female	1	2	10		13
Total	6	8	37		51

Student Numbers
as at Semester 2,



Semester 1	2018	2019	2020	2021	2022
Primary (Excluding Kin)	28	26	28	32	43

The Centre continues to reflect a significant predominance of male enrolments, most likely due to the prevalence of males diagnosed with ASD earlier in life when compared with females. Students in the Centre have a range of eligibility diagnosis including primary diagnosis of Intellectual Disability (%), Physical Disability (%), Autism (%) and Global Development Delay (%). In 2022 the ESC had a total of six students in Year 6 graduate. Of these students, five enrolled at Eastern Goldfields Education Support Centre, and one is yet to enrol in High School. Each individual student graduating from the Centre was provided the opportunity to participate in a transition program to ensure a successful start for 2023. The O'Connor Schools held a joint graduation assembly and luncheon to celebrate the achievements of both school's year 6 students.

STAFF

At the beginning of 2022, the centre had one Principal, one MCS, School Office (0.9 FTE), 7 teachers (2 part time), ____ Education Assistants. The Primary School hire and manage the cleaners and the gardener for the ESC. Each class has a classroom teacher, and up to 4 education assistants depending on the needs of the students within each class. Students are supported in all aspects of the curriculum by a teacher and an Educational Assistant which includes support in the classroom, integration support in the primary school. Students remain primarily with their classroom teacher with the exception of primary school specialist classes.

One teacher resigned, another went on LSL, and then Leave without Pay for the remainder of 2022 and into 2023. In Term 3 we hired 3 new teachers, two on Limited Authority to Teach – Full Time and a part Time teacher who moved across from another Primary school in the Goldfields. At the end of 2022, we have 1 teacher leaving and 2 new teachers hired.

A Deputy Principal was hired at the end of Term 2 and commenced in Term 3. This was a positive change for the Centre and Mae Jorgeson has provided an incredible skill set that has prompted staff to take charge of their teaching and implement the strategies being taught in conjunction with the 2 assessments she co-created whilst at her previous school.

Opportunity for leadership is encouraged throughout the school. We have an AAC coordinator who has been able to focus on our aim to increase communication for all students with the implementation of PDD across the school. They have hosted Indigo who have come each term to support, upskill, assess and review the data of our communication goals. OESC has a Level 4 Education Assistant who has been teaching Protective Behaviours for Semester 2 across the centre. Staff are encouraged to apply for OSH roles, committee roles and contribute to formal / informal learning for others.

The Centre employs a School Psychologist for one and half days per week, funded by the school and topped up by the School Psychology Service. External support was also accessed and provided by partners such as Consultant Teachers from the School of Special Education Needs and Disability (SSEND), Special Education Needs: Behaviour and Engagement (SENE:BE), and contracted therapy by Sweet Success Therapy and Full Circle therapies, also service providers as part of student NDIS plans.

Directions for 2023:

- ✓ Implement Key Word Sign across the school by our Level 4 Auslan Education Assistant
- ✓ Create and Implement a consistent Performance Growth and Development program that focuses on the growth of each staff member through meetings, goal setting, peer observations and reviews.
- ✓ Implementation of a robust Staff Induction system that ensures a consistent on boarding process for all new staff. This will be run for all staff at the beginning of 2023.
- ✓ Support the appointment of Senior EA's across the school to ensure knowledge is being shared across the school with shared language and distribution of expertise.
- ✓ Support the Graduate Teachers and the development of their teaching practice through opportunities to upskill, especially in educating children with disabilities.
- ✓ Support the ongoing placement of in service practicum Teachers and Education Assistants.

PROFESSIONAL LEARNING:

- Function of Behaviour – Kadi Turner and Brigit Wall

- Team Teach – as per business plan – all staff to be trained in team teach
- PBS – initial PD to explain the process and create a PBS working committee.
- Child Protection & Abuse Prevention Online (ongoing) – all staff
- WAESPAA Conference – Administration
- Leading Whole School Improvement
- Growth Coaching – Leadership team

Directions for 2023:

- PBS Commitment
- Application for Teaching for Impact has been submitted, awaiting approval
- Team Teach refreshers for staff
- Team Teach for new staff
- FBA upskilling
- Foundational Skills assessment skills – including regular visit from Kane Hronsky

CURRICULUM ASSESSMENT AND REPORTING:

One of the major focuses for 2022 was to improve the achievement data across the school. The target for this year, according to our 2022 Targets was “Students will achieve 60% of their IEP goals in Literacy and Maths”.

42.5% achieved for Literacy

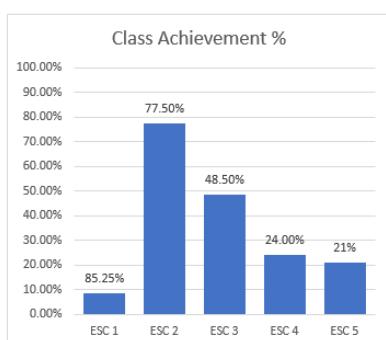
44.05% achieved for Maths

This means we did not reach our target. From this, we have identified that Teachers require upskilling in IEP writing, and breaking down goals into more achievable and measurable stages. Since Term 3, the staff have been attending collaborative DOTT each week which is run by the Deputy and provides an explicit focus for each week. During these, the focus has been on IEP writing, assessment, planning and report writing. In 2023, the focus will continue to be ensuring staff are writing explicit goals that are specific to each student. They will be expected to show their findings through their data collection and this will be used to streamline the teaching and learning across the school.

Attendance has had an impact on our students and their opportunity to progress, as reported above in the attendance section.

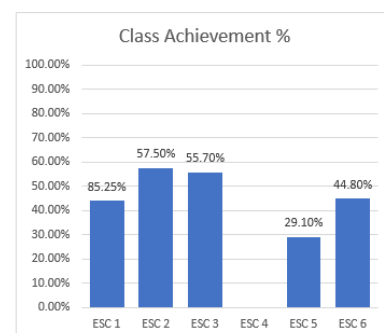
WHOLE SCHOOL IEP Goal LITERACY Data – Semester 1, 2022

Class	Total Goals	Achieved	%
ESC 1	70	6	8.5%
ESC 2	58	45	77.5%
ESC 3	33	16	48.5%
ESC 4	25	6	24%
ESC 5	33	7	21%
TOTAL	219	80	36.5%



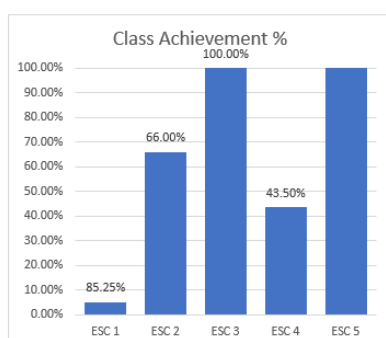
WHOLE SCHOOL IEP Goal LITERACY Data – Semester 2, 2022

Class	Total Goals	Achieved	%
ESC 1	50	22	44%
ESC 2	40	23	57.5%
ESC 3	61	34	55.7%
ESC 4			
ESC 5	24	7	29.1%
ESC 6	29	13	44.8%
TOTAL	204	99	48.5%



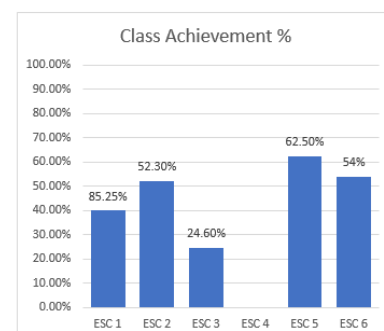
WHOLE SCHOOL IEP Goal MATHS Data – Semester 1, 2022

Class	Total Goals	Achieved	%
ESC 1	36	2	5%
ESC 2	24	16	66%
ESC 3	7	7	100%
ESC 4	16	7	43.75%
ESC 5	25	12	48%
TOTAL	108	44	40.5%



WHOLE SCHOOL IEP Goal MATHS Data – Semester 2, 2020

Class	Total Goals	Achieved	%
ESC 1	20	8	40%
ESC 2	21	11	52.3%
ESC 3	26	9	24.6%
ESC 4			
ESC 5	16	10	62.5%
ESC 6	24	13	54%
TOTAL	107	51	47.6%



Foundational Skills

This year, we have been lucky enough to welcome to the leadership team, Mae Jorgeson. She co-wrote Foundational Skills – a pre curriculum assessment that focuses explicitly on building those skills required for students to engage in any type of curriculum expectation. This has meant that staff have had unlimited access to her expertise and skills. In order to roll the assessment out effectively, we welcomed Kane Hronsky, the Behavioural Psychologist who wrote the assessment with Mae to Kalgoorlie in Week 3, of Term 4 to ensure the roll out of the assessment was effective. It had an exceptional impact on the staff, and the focus on Discrete Trial Training as the preferred delivery method of the student's education was a light bulb moment for many staff. There were instant transformations with many of our students responding highly to the token reward system.

In 2023, it is expected that ALL students will be working on a token reward system. The classes will be working towards streamlining the way they structure their lessons with a heavy focus on DTT.

ATTENDANCE:

This year's attendance has been significantly impacted by COVID. Over the past two years, it was always threatening to hit WA, but with the closure of the borders, we were kept safe. This year, COVID hit our community and many families kept their children home by choice to keep them safe. Many of our students have compromised health and the result of this is the decline in attendance. We have worked hard to build the attendance back up, but it has been unsuccessful. This has meant we were unable to achieve our target from the business plan for 2022 which was a regular attendance number of 50% and attendance rate of 80%.

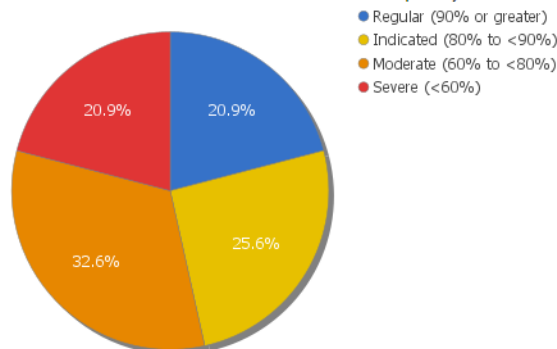
Collection Period	2019 Sem 1	2019 Sem 2	2020 Sem 1	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1*	2022 Sem 2*
Attendance Rate	83.5%	86.8%	75.7%	82.1%	88.5%	84.8%	73.0%*	76.0%*
Regular Attendance	29.6%	43.3%	20.7%	31.2%	61.8%	47.2%	20.9%*	27.3%*

2022 - Semester 1 Collection (Finished for this Year/Semester)

Term View (Optional):

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	90.1%	2	2			58%	42%
PPR	77.1%	1	2	5		67%	33%
Y01	74.9%	1	1	1	1	83%	17%
Y02	64.7%	1	1	3	2	41%	59%
Y03	73.8%	2	1	4	1	44%	56%
Y04	62.0%		3		3	47%	53%
Y05	81.2%	1	2		1	36%	64%
Y06	80.6%	3	1	1	1	52%	48%
Compulsory	73.0%	9	11	14	9	51%	49%

Attendance Profile 2022 Semester 1 Compulsory

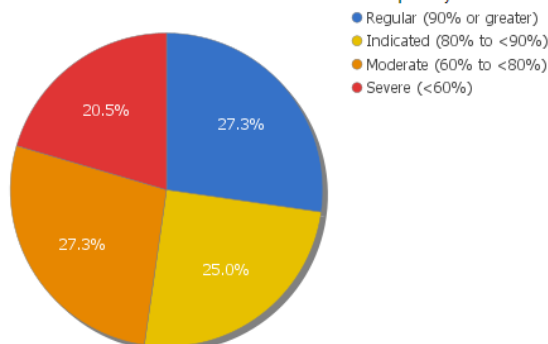


2022 - Semester 2 Collection

Term View (Optional):

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	84.6%	3		3		78%	22%
PPR	73.5%	2	2	1	2	55%	45%
Y01	74.9%	2	2		1	34%	66%
Y02	79.3%	1	3	2	1	26%	74%
Y03	72.2%	2	1	4	2	55%	45%
Y04	72.1%	1	1	2	2	58%	43%
Y05	85.2%	1	2	1		42%	58%
Y06	79.5%	3		2	1	41%	59%
Compulsory	76.0%	12	11	12	9	46%	54%

Attendance Profile 2022 Semester 2 Compulsory



As per the images above, we have increased our attendance by 3% from Semester 1 to Semester 2. This number is expected to continue to go up as we follow the OESC Attendance Plan into 2023.

The addition of class mobile phones was a successful strategy in connecting with families in a more appropriate way. We identified that families did not respond to phone conversations, and many of the ones we hope to connect with were not on See Saw. We have had a huge increase in response with class phones being used daily to communicate with families.

Directions for 2023:

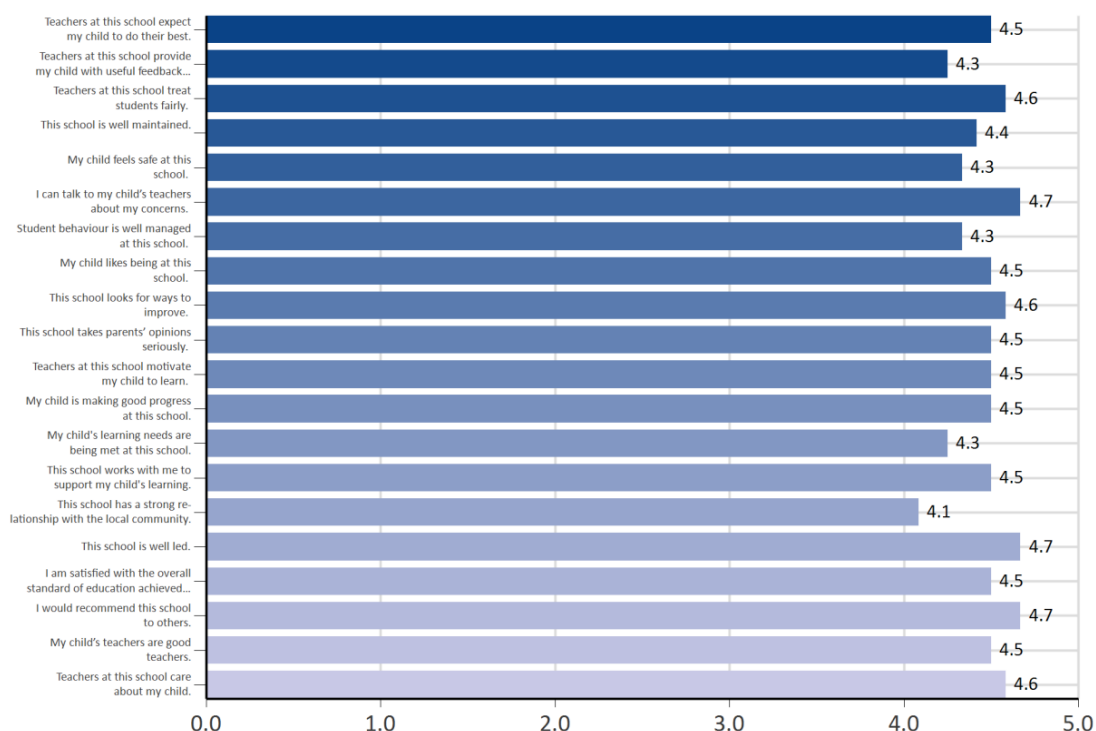
This year the Goldfields Regional Office has identified attendance as a whole region priority. Led by the Principal of East Kalgoorlie PS, leaders from all schools across the region have come together to share their attendance plans, review them and improve them. This has been an invaluable process for our school, and Mae has been attending regularly. This will continue into 2023.

OESC attendance plan has been revised, and there is a functional, achievable plan in place for 2023. We have applied for a grant/donation from Sandvik – a local mining company of \$10,000 to support our Attendance Plan and ensure we can focus on the positive achievements of both our students and families. We aim to review how we work with severe non attending families and make it a positive experience rather than a punitive one – which the responsible parenting agreement can often feel like.

NATIONAL SCHOOL SURVEY

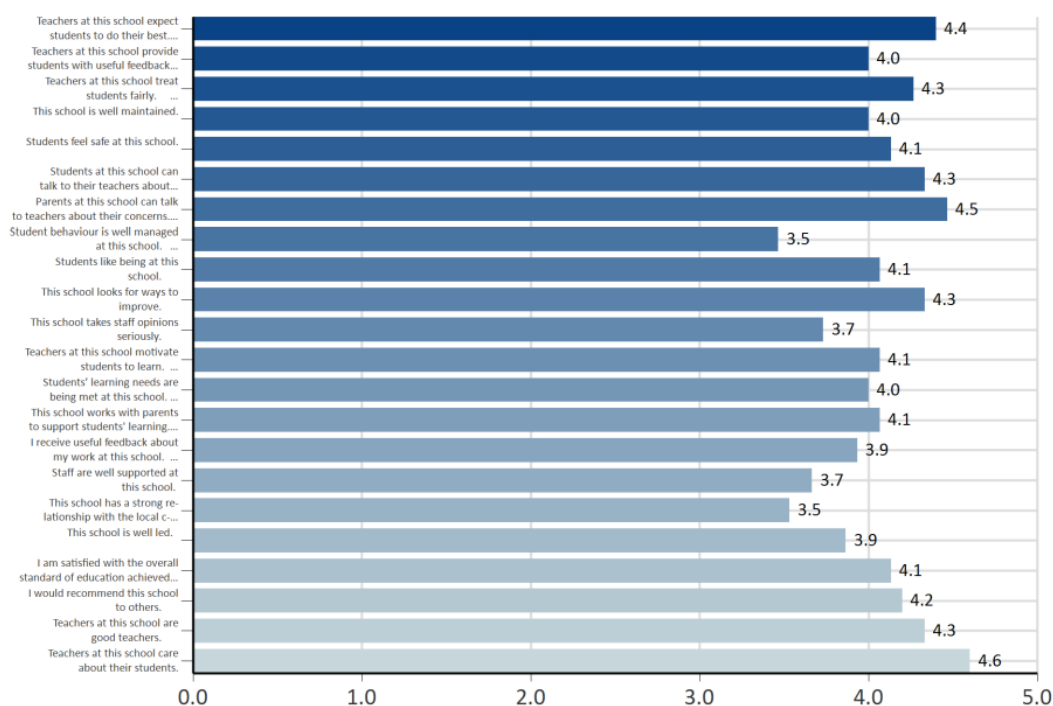
Parent

The Parent/Carer survey was distributed to families on 20th of October. Out of the 45 families, 12 were submitted online via the link that was sent out through text message and see saw. A hard copy was also printed and distributed with none returned. Overall the response from parents was positive, with the one area of concern – ‘the school has a strong relationship with the community.’ I believe this comes from the removal of community access excursions to focus more on the academic priorities of the students.



Staff

The staff were sent the survey on the 20th of October. Out of 30 staff, 15 responded. It was overall a positive response with 2 clear areas that were the lowest. One of focus from the results is managing student's behaviour. This is a focus for 2023 alongside teaching quality and will be addressed through revision of the whole school behaviour management plan including explicit processes for escalations, templates for individual student behaviour support plans, communication with parents including parent notification forms. The other area of improvement identified is the school having a strong relationship with the community. Student attendance is a large goal for 2023, and forming relationships with the community will be more evident as we encourage students to attend school more regularly and connect with families.



ACHIEVEMENTS and HIGHLIGHTS FOR 2022

Disability Day – Tuesday 28th June, 2022

O'Connor Education Support Centre we have the privilege and joy of celebrating the diverse abilities of our students' every day. Our goal is to empower today for tomorrow. The purpose of holding a Disability Day is to give our community an opportunity to experience in a day what it is like to communicate, engage and participate in activities with a disability.

On Tuesday the 28th of June, we welcomed community organisations such as Sweet Therapy, Bega Garberringu, Street Police and One Central to set up stalls, we invited the school community – O'Connor Primary School and O'Connor Education Support Centre, who participated in a range of activities. The activities provided by the school are typical programs provided to a student enrolled, living with a disability. We had, sensory experiences, occupational therapy exercises, cooking classes, life skills activities, arts and craft. All of these activities were delivered using Augmentative and Alternative Communication – various methods of communicating such as, core boards, PODD books, AUSLAN, Key word sign, PECS – visuals. It was a very successful day, finished off with a family lunch with sausage sizzle.



Selected School to Participate in Country Kids Connect: Engaging in Eye-Gaze project

On the 2nd of June, 2022, we were sent an email encouraging OESC to apply to engage in a project that was focused on Eye Gaze. It was a fully funded project aimed at working with specific students who were already using, or could benefit from Eye-Gaze. On Wednesday 23rd of November and Thursday 24th of November, a team from Indigo travelled to Kalgoorlie to carry out the project. There was time scheduled to upskill staff which occurred during before school meetings, in class demonstrations and trials. Families of 3 students who were identified as Eye-Gaze users we invited to attend and engage in the support. 2 families attended, with support from staff. The project was extremely beneficial and helped us to unlock more ways of how we can prompt communication for our students.



Athletics Day

This year, we made the decision to omit the education support race, and include all ESC students in their age appropriate race allocations. It was a huge success, and meant that our students were treated like all their peers. ESC students won some of their races, engagement in the activities were excellent and feedback from parents was overwhelmingly positive. It is a credit to the Primary School staff, especially the Sports teachers who worked tirelessly to ensure our students were included in the race timetables, tabloid sports



Buddy Class

O'Connor Education Support Centre students are encouraged and supported to engage with the Primary School any way they can. A strong partnership between the schools has meant that opportunities to include have been enormous. Each ESC class has teamed up with a Primary School class and become buddies. They join them for lunch, every Friday afternoon for activities, they sit with them at assembly and join them for morning fitness. As a result of this, our students have formed genuine friendships with their Primary School peers, the Primary School students have learnt about friendship, kindness, understanding and forgiveness. It has been



Inclusion Awards

Due to the huge focus on inclusion, we created Inclusion awards for the Primary School students. The aim of them are that they are handed out by ESC staff to Primary School students demonstrating the value of inclusion. This looks like inviting students to play, learning about the AAC we use to communicate with students, showing genuine care and interest in ESC students. At the End of Year ESC Assembly, a Primary Student will be awarded with an overall Inclusion Award to a student who has shown an exemplary inclusive attitude at school.



SciTech Incursion and Science Week

In Term 3 the students were treated to Science Week, planned by Mrs Hurrell and Mr Gammon. It included dress like a Scientist Day, experiments and lots of learning. The students were all really engaged and enjoyed learning about Science in a fun and engaging way.



In Term 4, Mr Gammon liaised with SciTech and organised some hands on presentations. The students learnt about Science in an engaging and hands on way.

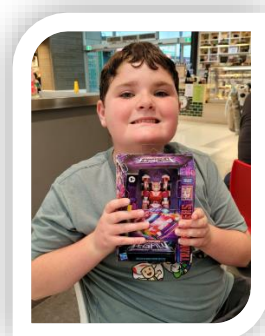
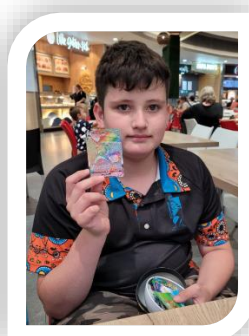
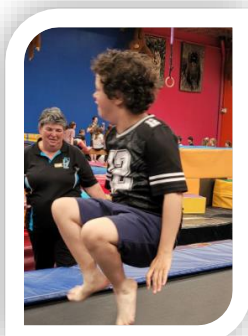
Zero2Hero Mental Health Talk

In Term 4, MLG and Topdrill along with Ali Kent MLA funded a mental health project that saw Zero2Hero a mental health organisation deliver presentations to schools all over the Goldfields with a focus on resilience and dealing with problems that are difficult. ESC 5 and 6 were lucky enough to engage in the presentation and it was a fantastic way to spark the conversation around resilience and dealing with difficult situations. The students all participated and it was an extremely valuable and powerful discussion.



School Camp

In week 6 of Term 4, 5 of our Year 6 students boarded the train to Perth alongside 70 OPS students. They were supported by Miss J, Mr T and Mrs Harris. It was 5 days of fun and experiences including the zoo, SciTech, latitude, shopping, fish and chips for dinner and staying on the beach. The students were fully immersed in the city life and were included in all aspects of the camp. OPS students were exceptional at inclusion and some were rewarded with Merit Certificates when they were back in Kalgoorlie. Camp is always a huge opportunity for our students to experience life away from their families, and they all manage so well with the incredible support from staff.



2023 Priority Areas

2022 saw a year of change and growth in both student and staff. Going into 2023, the school is fully staffed, and class lists are finalised. We will have our Level 4 Education Assistant continuing to implement Protective Behaviours across the 6 classes, with the addition of teaching Key Word Sign to all classes.

Since attending the Leading Whole School Improvement PD in Term 3 and 4 of 2022, Mae and Cass have identified 2 big rocks that will be focused on for 2023:

TEACHING QUALITY

Performance Management Process Updated

Behaviour Management Policy Updated

Induction Process for new staff created and implemented

Teaching Pedagogy Created and Implemented

PL that supports Teaching Quality including visits to Perth

ATTENDANCE

Revision of Attendance Plan

\$10,000 donation from Sandvik to support Attendance Strategy

Staff buy in and commitment to attendance policy and promote attendance as a whole school initiative

Parent Information Evening at the beginning of the year to outline who OESC is, what we do, our expectations and how parents can be involved

FINANCIALS

*** To be finalised in the new year. ***