



# O'Connor Education Support Centre **2020 Annual Report**



'Empower today for  
tomorrow'

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## A Message from the School Council

This year in June 2020 I was honoured to accept the Chair position for the O'Connor Education Support Centre Council. My background is in the local disability and community services sector and I bring my knowledge of the NDIS and disability sector around the table.

Former Chair Mr. Robert Hicks lead the Council from 2018 and throughout the first half of 2020. His dedication, guidance and contribution is appreciated greatly and we thank him once again for his support.

The council consists of 2 community members myself, Kat O'Flaherty and Jo Gardiner, 2 parent representatives - Caris Henderson and Leah Cain and 3 staff representatives - Gleneice Coventry, Nola Harris and Julie Bergersen. The council meet once a term to discuss the school, its operations, finance, overseeing the governance, looking for areas of continuous improvements and exciting opportunities that arise.

This year has proven to be a little challenging for us all, during our uncertain times our council was able to remain connected and stay closely informed thanks to our Principle Ms. Cass Bender who worked tirelessly to be ready to welcome back our families, students, teachers and EA's. We thank you for your tremendous guidance and leadership during 2020.

Once we were back up and participating as a community again our focus remained on building our school profile, it is our aim that all families within Kalgoorlie Boulder are aware of the supported education that can be accessible to them should they choose through our School.

We are now Members of the Kalgoorlie Boulder Chamber of Commerce and continue to develop strong working relationships with providers such as Full Circle Therapies and Empowering People In Communities (EPIC).

Next year is the year we develop our 3-year strategic plan and our focus is to share the success of our school with the community. Build relationships and networks within the community and welcome them into our school.

We celebrate everyone who has been a part of this wonderful school, especially the amazing achievements of our students! Well done and all the best for what I know you will all accomplish in 2021.

**Mrs Kat O'Flaherty**  
Council Chairperson

## Our Vision

All our students be all they can be.

## Our Motto

Empower today for tomorrow

## 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 towards the same goals for our students.



## School Profile

O'Connor Education Support Centre is co-located with O'Connor Primary School, Kalgoorlie. O'Connor ESC is a Level 3 governments Education facility catering for students with a range of disabilities. 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.

2020 saw O'Connor ESC have 30 enrolments at the beginning of the year. This has increased throughout the year to 34. The students were spread across four classes. ESC 1 had Kindergarten and Pre-Primary. ESC 2 had Year One and Year Two. ESC 3 had Year Three and Year Four and ESC 4 had Year Five and Year Six. We had 4 full time classroom teachers and 2 part time relief teachers making up the specialist DOTT teacher, with 14 Education Assistants working alongside the teaching staff to support the delivery of programs. The Centre has a full time Principal, fulltime Manager of Corporate Services and 0.52 FTE School Officer. Our School Psychologist works 0.2FTE which equates to one 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 mainstream peers in Music, Physical Education and Science. Mainstream students with identified needs also access the ESC's purpose built Sensory Room which was recently refurbished courtesy of a \$20,000 donation from Evolution Mining. The ESC playground is also a shared resource where staff welcome mainstream students in and encourage social interactions and play between the students.

Students enrolled at the Centre are required to wear the O'Connor uniform to ensure inclusivity across the schools. Inclusive practices ensure that each individual student's needs are met, but staff working collaboratively in their teams to maximize learning opportunities for all students and making use of existing expertise and sharing knowledge with the network. 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.



## School Highlights

This year has been quite different as we navigated our way through a pandemic. In Term 2, we went into lockdown with all students staying home to ensure their safety. The staff worked hard to create individualised work packages that supported not only the students, but the parents who would have to deliver the work to their child. Term 3 saw students returning to school with restrictions on many school related events. We were unable to hold assemblies, go on community excursions and it saw the delay of our Annual School Review.

Despite COVID-19, we achieved a lot in 2020:

- We began the year with 2 principals, Cass Bender and Mr. Daniel Beaudoire. His expertise and skills in disability and education meant we were able to upskill all staff in Team Teach.
- Dan began the implementation of low tech AAC in the classroom with a range of resources to promote our students and their communication.
- He provided a number of professional learning sessions to staff on students with disabilities and how to support them at school.
- Dan left OESC at the end of Term 2 to continue his role as SEND Consultant Teacher.
- This year saw the teachers and EA's move to new classes throughout the school – Mrs Burns in ESC 1, Ms. Coventry in ESC 2, Mrs Nixon in ESC 3 and Mrs Hurrell in ESC 4. Our plan is to continue to move staff around every two years so that we can continue to build a whole school approach to teaching and support every student in every class.
- In March this year, we were on the front page of the Kalgoorlie Miner sharing with the Goldfields community the opening of the amazing Sensory Room. The money was donated by Evolution Mining and would not have been possible without their support.
- We welcomed the honorable Sue Ellery – Minister for Education to our school and shared with her the fabulous things we do here at O'Connor Education Support Centre.
- With a focus on supporting the WHOLE STUDENT not just the educational needs of our students, we wanted to support the student's communication and physical needs. To do this, we increased our therapy time with Full Circle. In 2019 we were accessing a Speech Therapist and Occupational Therapist for a total of 3 hours per week. This year we doubled it and it has proven to be incredibly successful.
- We replaced our shade sails over the playground with funding from the Department of Education Stimulus program. We also added more shade over the sand pit as we found that many students enjoy the sand pit but were often sitting in the direct sunlight.
- We had a shed installed next to the playground so that we can store all of the equipment we have to ensure easy access at play times. Our focus is on providing supported play with the students so that they can learn the appropriate social skills in a more relaxed and realistic setting.
- We also had the installation of a tap in the playground. Water play is a vital sensory activity for our students, and is often a welcomed relief on a hot day. We now have unlimited access to water which makes it easier to engage in water play.

- Staff engaged in two fantastic professional development days at the beginning of this term. We welcomed Indigo, formerly the Independent Living Centre to our school to present a full day on the importance of Augmentative and Alternative Communication and the following day we focused on health and wellbeing with Kylie McLerie. Our staff worked through the 6 pillars of PERMAH – Positive emotion, engagement, relationships, meaning, accomplishment and health. At this time of uncertainty it was essential we focused on how we can look after ourselves.
- Standards and Integrity provided a professional learning day presented by Ava Oprandi on Ethics and Accountability to ensure all staff were aware and upskilled in terms of the law and our roles and responsibilities.
- A successful transition program with Eastern Goldfields Education Support Centre including increased transition for one student who required additional support with the move.
- The implementation of Containers for Change by Mrs Nixon and her class – learning about the importance of recycling.
- Continuation of a strong School Council with Kat O’Flaherty taking on the role of Chair of the School Council.
- Staff and parents surveyed with positive responses
- Continuation of building a strong relationship with O’Connor Primary School that embeds the FAIR values across the schools.
- We created a working group and created a Reconciliation Action Plan which has helped us create a formal statement of commitment to Reconciliation. The working group consisted of Cass – Principal, Julie – MCS, Glenecie – Rap Coordinator, Kylie Perry – AIEO, Christine Procak – EA. The team met and created the Rap using the Narrangunnawali platform to ensure it was a clear and formal plan.
- We welcomed Mr. Knowles to our team. He is a Graduate teacher who has moved from Perth. He will be teaching ESC 4 next year and we are excited to have him share his expertise and knowledge.



## Student profile

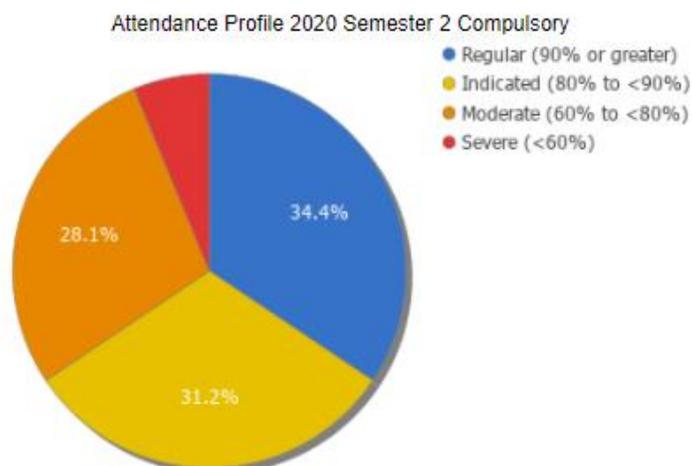
We began the 2020 school year with 30 students. One student relocated to Perth and we received 3 new enrolments. 1 relocated from Perth, one transitioned from East Kalgoorlie PS and two came from O'Connor Primary School. At the end of 2020 our numbers were at 34 and were distributed across the grades shown in the table.

Year Level	Kindergarten	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number	4	5	5	5	4	6	2	3

## Destination of Students

The 3 graduating students in 2020 went to Eastern Goldfields Education Support Centre to begin their Secondary School journey. The transition program for our year 6 students was very thorough and proved to be a big success. One student increased his transition program to move almost full time by the end of 2020 to the high school. This decision was made in consultation with parents, school psychologist, lead psychologist, SSEND Consultant Teacher, students OT, class teacher and the Principal.

## Student Attendance



## Current Evaluation of Improvement Targets 2019–2021

### Increased Attendance to 90% or above

Unfortunately, as per the information below, our attendance has not improved over the last 2 years. This year has been a difficult one to measure due to COVID-19. Next year, we plan to create an Attendance Plan that will look at each individual child's attendance and set individualised goals based their current attendance rate. These goal setting meetings will be held with family/carers, teacher and AIEO if applicable. A fun day will be planned for the end of each Semester to celebrate the students who have achieved their attendance goals. Advertising on Facebook, website and notes sent home will continually encourage students to regularly attend school. Updates on their attendance to ensure they are on track will happen regularly.

Collection Period	2019 Sem 1	2019 Sem 2	2020 Sem 2*
Attendance Rate	83.5%	86.8%	82.1%*
Regular Attendance	29.6%	43.3%	34.4%*
Authorised Absence	54.9%	62.0%	63.1%*
Unauthorised Absence	45.1%	38.0%	36.9%*

### Over 70% of Individual Education Plan outcomes achieved across the ESC

Table 1 and Table 2 below show the collation of SEN IEP goals achieved in the Semester 2 reporting bracket for 2020.

In Literacy we are 4.44% off our target and in Numeracy we are 10.5% off the expected target.

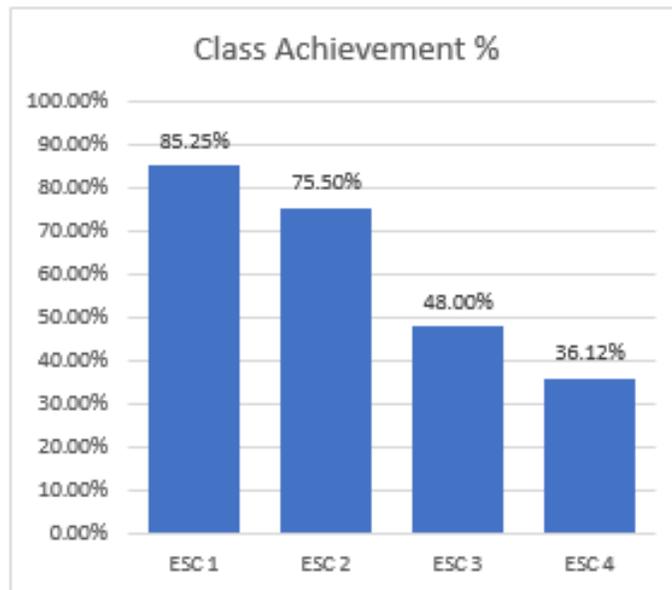
In 2021 our target is to reach 70% or more of individual IEP goals achieved in both Semester 1 and 2. We will do this by ensuring the goals are **INDIVIDUALISED, ACHIEVABLE** and **LEARNING IS PLANNED TO SUPPORT THE GOALS**.

Whole School Assessment for both Literacy and Numeracy is being rolled out next year, and we anticipate that the IEP goals will be created to support the learning and teaching being done in the classroom. Less 'goal bank' will be used in SEN planning and teachers will be creating goals to support the needs of the student and their tracking within assessments.

Table 1. IEP Achievement – Literacy

Whole School IEP Goal Literacy Data – Semester 2, 2020

Total Goals	Achieved	%
10	7	70
17	14	82
10	7	70
10	10	100
15	15	100
15	14	93
15	10	67
15	15	100
8	6	75
6	3	50
5	5	100
3	3	100
9	8	89
6	6	100
6	3	50
6	3	50
6	4	66
7	6	85
5	3	85
4	2	81
4	1	75
4	4	100
7	4	57
4	0	0
4	2	50
6	1	16
5	2	40
4	2	50
4	0	0
6	2	33
6	2	33
4	2	50
4	2	50
240	168	65.66



AVERAGE LITERACY IEP  
OUTCOMES ACHIEVED:

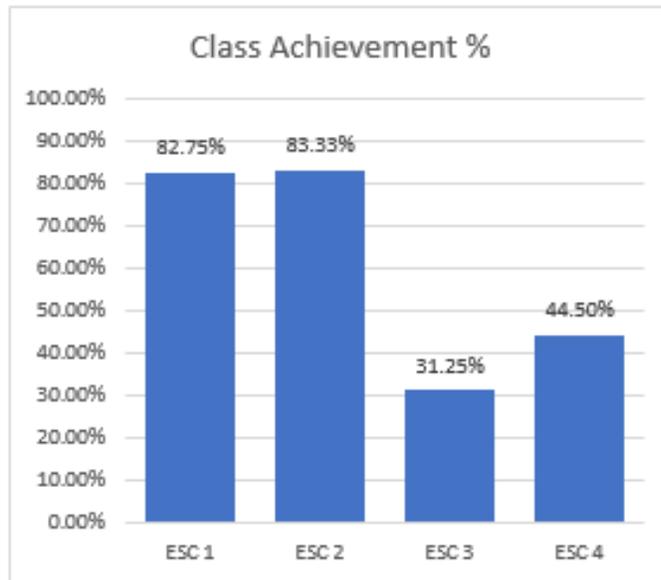
# 65.66%



Table 2. IEP Achievement - Numeracy

Whole School IEP Goal Numeracy Data – Semester 2, 2019

Total Goals	Achieved	%
3	3	100
10	10	100
3	1	33
3	3	100
10	10	100
10	10	100
10	5	50
10	10	100
2	2	100
2	2	100
1	1	100
1	1	100
2	2	100
2	2	100
2	1	50
2	1	50
2	1	50
4	4	100
2	0	0
2	1	50
2	0	0
2	1	50
12	8	66
2	1	50
2	0	0
15	7	46
2	0	0
14	3	21
14	0	0
14	7	50
16	14	87
14	14	100
13	1	7
<b>205</b>	<b>126</b>	<b>59.5%</b>



AVERAGE NUMERACY IEP  
OUTCOMES ACHIEVED:

**59.5%**



Over 50% of Personal Development and Learning Behaviours rated as consistently in end of Semester Reports.

12 out of the 33 enrolled students rated **CONSISTENTLY** in Personal Development and Learning Behaviours 50% of the time or more. In 2021 teachers will collaborate to ensure moderation and a consistent understanding of what each indicator means. This will ensure transparency across the school.

## Personal Development and Learning Behaviours Data Collection – Semester 2, 2020

Consistently Achieved	%
3	16%
8	44%
4	22%
4	22%
16	88%
5	27%
7	38%
18	100%
1	5%
1	5%
6	33%
9	50%
13	72%
7	38%
9	50%
9	50%
15	83%
0	0%
3	16%
9	50%
1	5%
3	16%
9	50%
0	0%
0	0%
12	66%
0	0%
11	61%
8	44%
5	27%
14	77%
6	33%
4	22%

### PERSONAL DEVELOPMENT AND LEARNING BEHAVIOURS

1. I can tolerate a range of sensory experiences.
2. I can respond to familiar people by smiling or listening carefully
3. I am willing to engage in a shared experience with assistance.
4. I seek attention through physical contact, gesture or action.
5. I can communicate given one, two, three or more choices.
6. I can verbally initiate a new task.
7. I show self-control with support using social stories and verbal cues.
8. I can engage in appropriate playground behaviour.
9. I can identify and understand a comfortable feeling (e.g. happy)
10. I can identify and understand an uncomfortable feeling (e.g. sad )
11. I am polite and show good manners.
12. I like to do my best work.
13. I am willing to attempt challenging tasks.
14. I complete the tasks set with support.
15. I can work independently.
16. I demonstrate consistent concentration.
17. I cooperate with staff.
18. I can cooperate with my peers.

TOTAL NUMBER OF STUDENTS  
RATED AS *CONSISTENTLY* IN  
END OF SEMESTER 2 REPORTS  
2020

**12 OUT OF 33**

## High Satisfaction Levels in parent, staff and student surveys

**Parent Survey Results:***Decision-Making*

	Agree strongly		Agree		Neither agree nor disagree		Disagree		Disagree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
Parents are involved in making decisions in the school	6	40%	4	27%	3	20%	2	13%	-	-
Feedback to the school is acted upon	6	40%	5	33%	3	20%	1	7%	-	-
I am involved in planning how I would like to be involved at the school	3	20%	7	47%	3	20%	2	13%	-	-
The school is open and accessible - it is easy for me to meet with school leaders, talk to teachers, and bring up issues or concerns	11	73%	2	13%	2	13%	-	-	-	-
The schools' family engagement work is focused on ensuring that I am widely consulted about and involved in decision making for future provision	7	47%	5	33%	2	13%	1	7%	-	-

**Comments** from Families and Carers directly taken from Survey – *The best thing about the school's decision-making is:*

- *Communication* is always open
- It's fair and decisions are made after the staff has exhausted all other strategies.
- I know the decision making is focused for the betterment of my child and staff
- That families are involved
- The children gradually learn skills for making good decisions. They have an opportunity to choose and understand the important things for themselves and school can consider it.
- They always update us what is going on and ask us what is our comment/decision, very helpful to us so that it is easy for the parents.

## School Culture

	Agree strongly		Agree		Neither agree nor disagree		Disagree		Disagree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
I feel welcome in the school	12	80%	3	20%	-	-	-	-	-	-
School staff are happy to see me	11	73%	4	27%	-	-	-	-	-	-
I understand how the school operates	8	53%	5	33%	2	13%	-	-	-	-
I understand how my child's classroom/s operates	7	47%	7	47%	1	7%	-	-	-	-
I understand the strategies the teacher/s are using in the classroom with my child	7	47%	7	47%	1	7%	-	-	-	-
The school celebrates my child's achievements	12	80%	3	20%	-	-	-	-	-	-
The school is like a community of students and adults learning together	9	60%	4	27%	2	13%	-	-	-	-

### Comments from Families and Carers directly taken from Survey – *The best thing about the school is:*

- The staff (4 parents made this comment)
- The teachers and aids. Their attitudes towards the job they do is amazing and second to none.
- They are very patient, friendly, helpful, supportive and they are great in teaching my son in school.
- Everything. They persevere with my child's behaviours to still educate. And I like how they teach life skills as well.
- I feel it is a safe environment for my child to learn.
- I feel safe leaving my child in the care of the teachers.
- Learn basic skills, provide an environment where we can learn the kids a lot of basic skills and of course develop their knowledge. I am so happy my son his love and my daughter she was accepted for next year.
- The communication about any issues or events happening at the school. Great atmosphere
- The people! Both kids and staff
- The school is always welcoming even if you don't get there or see teachers very often
- The sense of community and routine structure for all our children. Adapting learning to the required need.

## Communication

	Agree strongly		Agree		Neither agree nor disagree		Disagree		Disagree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
The staff often invite me to give them feedback	6	40%	6	40%	3	20%	-	-	-	-
I easily understand the information the school gives me	9	60%	5	33%	1	7%	-	-	-	-
The information is available in my preferred language	12	80%	1	7%	2	13%	-	-	-	-
The staff at the school know how to contact me	13	87%	2	13%	-	-	-	-	-	-
The school encourages feedback from families and the community	10	67%	3	20%	2	13%	-	-	-	-
If ever I have difficult conversations with the school they end well	10	67%	2	13%	3	20%	-	-	-	-

**Comments** from Families and Carers directly taken from Survey – *The best thing about the school's community collaboration is:*

- I don't have idea about school's community collaboration.
- Involving everyone
- Showing our kids how much support they can have, and helps with socialisation
- They reinforce the values, culture and learning opportunities with every kids.
- They help where and if they can
- Everyone is equal, everyone.

## Community Collaboration

	Agree strongly		Agree		Neither agree nor disagree		Disagree		Disagree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
The school values the diversity of the community	12	80%	2	13%	1	7%	-	-	-	-
I feel part of the school community	10	67%	4	27%	1	7%	-	-	-	-
The staff at the school know our local community	9	60%	4	27%	2	13%	-	-	-	-
The school has strong community partnerships	9	60%	4	27%	2	13%	-	-	-	-
There are school activities that meet my needs	9	60%	3	20%	3	20%	-	-	-	-

**Comments** from Families and Carers directly taken from Survey – *The best thing about the school's communication is:*

- Always fast and efficient
- Comms books & Facebook group
- I feel I can talk to the teachers easily and they are willing to give advice
- If there is any difficulty they contact make contact as soon as possible
- It is very clear and easy to understand
- It's easy to communicate back and forth
- It's transparent and I can understand what they are saying.
- It's a good system
- It's done quickly and with respect.
- They are posting in FB school group all the activities that they are doing. They send me letter or ring us up. They invite us to talk about my son in school.
- They rang the parents/grandparents or guardians. Which is really convenient for us to know exactly what's going on to our kids
- We can talk to anyone
- You always know how your child has been and is doing throughout the day/week

## Partnerships with Families

	Agree strongly		Agree		Neither agree nor disagree		Disagree		Disagree strongly	
	Num	%	Num	%	Num	%	Num	%	Num	%
The staff at the school respect and listen to me	13	87%	2	13%	-	-	-	-	-	-
I like being at school activities	9	60%	5	33%	1	7%	-	-	-	-
I can attend information nights and parent teacher interviews	7	47%	6	40%	2	13%	-	-	-	-
Parents and staff at the school partner on joint activities	7	47%	4	27%	4	27%	-	-	-	-
I know how I can help my child at home	6	40%	7	47%	2	13%	-	-	-	-
I feel like the staff are working with me in preparing my child for the next stage of education	9	60%	4	27%	2	13%	-	-	-	-
The schools' processes and policies support family engagement to happen	9	60%	5	33%	1	7%	-	-	-	-

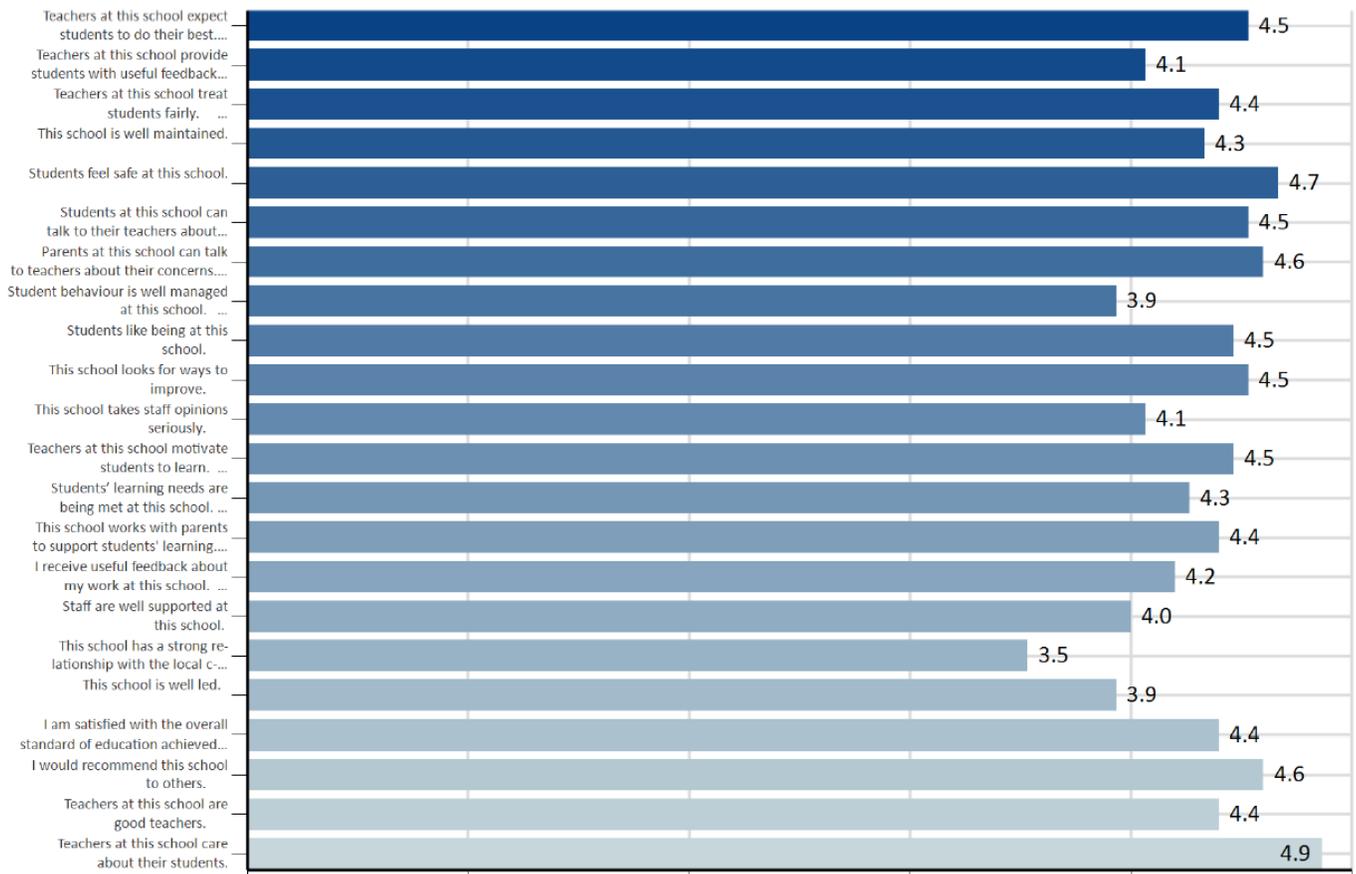
**Comments** from Families and Carers directly taken from Survey – *The best thing about the school's partnership with families is:*

- Definitely communication
- Giving parents/caregivers an opportunity to celebrate special occasions and the school with their kids
- How inclusive it feels.
- It exists!
- It's genuine and the staff are there for our kids. I really appreciate that.
- Never attend yet any activities but I'm willing to attend.
- Special family days
- The community and collaboration with schools. The values, culture and the learning opportunities for the kids.
- They talk to families and genuinely help

**Summary:**

Families overall are very happy with the school. There were no 'strongly disagree' throughout the entire survey and some parent only disagreed in the decision-making section. It is apparent that some families wish to be more involved in the planning of their child's learning. We will work on this in 2021. As there was no numerical measurement to depict whether this target has been reached – I deem it achieved due to the high numbers of satisfaction throughout and the overwhelmingly positive comments.

**Staff Survey Results:**



As show in the table above, staff are overall very satisfied in their work. The lowest ranked score was – The whole has a strong relationship with the local community. This is something we are a school are working on alongside the School Council. One of our main aims is the raise the profile of the school through various avenues including joining the Kalgoorlie Boulder Chamber of Commerce. We are also holding an event to celebrate International Day of People with Disabilities. Various agencies from the Disability Sector are attending and holding activity stations to connect the community and the school. Some of those agencies are: Bega Garnibirringu Health, One Central, Full Circle and EPIC.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

**Student Survey Results:**

Unfortunately this year, students were not surveyed due to COVID. We did create and distribute a survey at the end of the year, but only a small minority of students completed it.

## Staff Profile

During 2020 the staff at O'Connor Education Support Centre worked in a professional manner to ensure all classes were highly successful.

Our Staff consisted of a fulltime Principal, a fulltime Manager of Corporate Services (MCS) and a 0.53FTE School Officer. Our school had 5 teachers (4 full time and 2 relief teachers), 10 full time and 5 part time Education Assistants, and 0.1FTE library officer who retired at the end of Term 3.

A school psychologist was appointed to the school for 0.2FTE. 0.15FTE was funded by the region and the school incorporated 0.05FTE in their salary component.

### Staff Professional Learning

The staff participated in professional development learning which included:

- Team Teach refresher – Daniel Beaudoire
- Zones of Regulation – Kylie Butler SSEND
- Cultural Awareness – Goldfields Language Centre
- Permah Wellbeing – Kylie McLerie
- School Officer Training
- Indigo Speech Therapist 1 day AAC Course
- Introduction of Math's Assessment – presented by Joondalup ESC staff
- ALD boards PD – Daniel Beaudoire
- Letters and Sounds PD
- SSEND Autism Modules

## Parent and Community Partnerships

Parents were invited into the school to have input in their child's Individual Education Plan in both Term One and Three. Classes also joined in with mainstream and held a 'Learning Journey' night where parents had the opportunity to visit their child's classroom and look at the work they have completed. It was an opportunity for parents to gain a better understanding of programs running in the classroom and for their children to share their accomplishments with their family.



The Education Support parents, students and staff worked with the Schools P&C and participated in several fundraisers raising significant funds for the school. This included – Mother's Day and Father's Day stall and Colour Fun Run.

The senior students went out in the community as part of their Community Access Program. They explored the post office, the bank, supermarket, café, Containers for Change depot and Karkurla Park with KBULG.

The Principal, Cass Bender joined the Full Circle Board in order to develop and sustain significant links to the therapists that provide majority of therapy to our students.

As always the school maintained the relationship with State and Federal Politicians and received book awards donations from them. Politicians were invited to attend significant events such as the graduation and ANZAC ceremonies and our ESC Awards Night.

The Honorable Sue Ellery – Minister for Education selected our school to visit as part of her Regional tour. She was shown around the school by the Principal, met with school council representatives and the P&C president. She was very impressed with the wonderful work we do at our school.

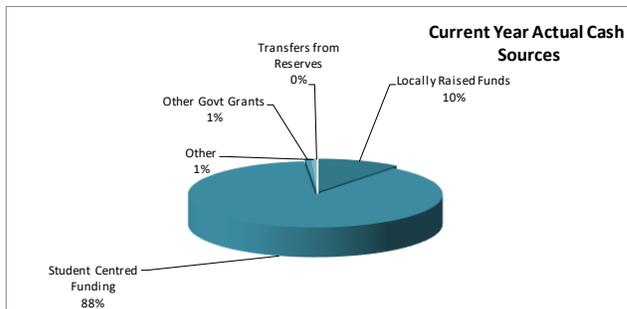
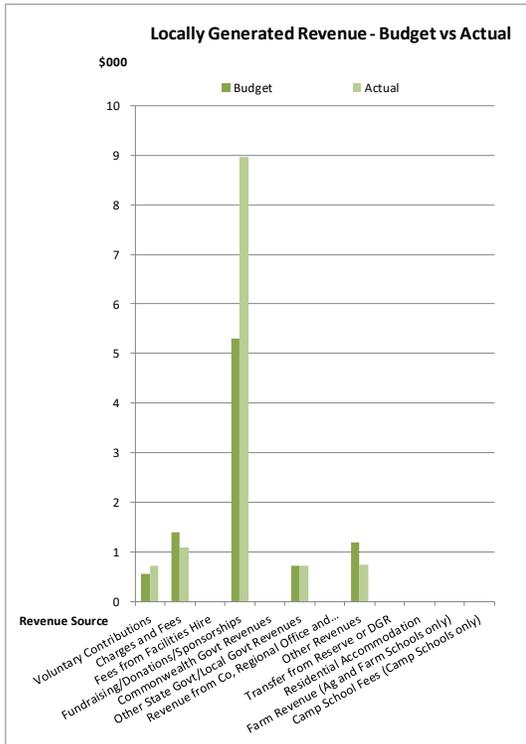


This year we celebrated Internation Day of People with Disabilitiles with an inclusive activity day run by two OESC staff. They applied for a grant through The Developmental Disability Council of Western Australia and received \$1000 to put towards the day. Bega Garnbirringu (Aboriginal Health Servuces), One Central (Therapy Service) and Full Circle (Therapy Service) all came and ran an activity that supported children with disabilities. 25 High School students from John Paul College attended to support the day and work at each activity station. The students from OPS were invited to come and take part in the day learning about how our children experience the world. It was an extremely successful day.

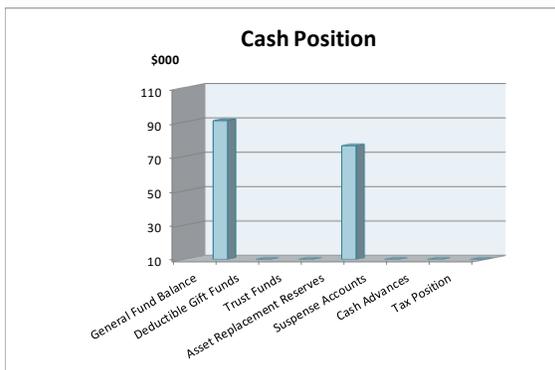
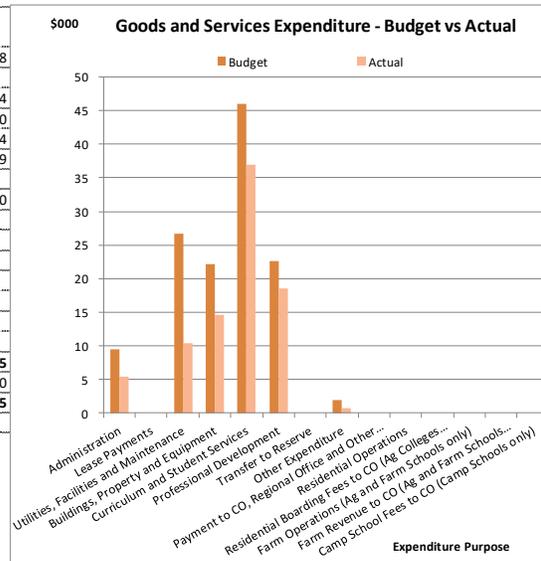


O'Connor Education Support Centre  
Financial Summary as at  
31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 554.40	\$ 721.00
2 Charges and Fees	\$ 1,400.00	\$ 1,090.24
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 5,300.00	\$ 8,973.98
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 728.82	\$ 728.82
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 1,200.00	\$ 750.36
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	\$ 9,183.22	\$ 12,264.40
<b>Opening Balance</b>	\$ 75,116.70	\$ 75,116.70
<b>Student Centred Funding</b>	\$ 88,605.29	\$ 89,880.38
<b>Total Cash Funds Available</b>	\$ 172,905.21	\$ 177,261.48
<b>Total Salary Allocation</b>	\$ 1,921,742.00	\$ 1,921,742.00
<b>Total Funds Available</b>	\$ 2,094,647.21	\$ 2,099,003.48



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 9,470.00	\$ 5,362.28
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 26,750.00	\$ 10,351.24
4 Buildings, Property and Equipment	\$ 22,234.00	\$ 14,569.40
5 Curriculum and Student Services	\$ 45,979.82	\$ 36,997.64
6 Professional Development	\$ 22,555.29	\$ 18,495.29
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 2,010.00	\$ 749.50
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	\$ 128,999.11	\$ 86,525.35
<b>Total Forecast Salary Expenditure</b>	\$ 1,514,068.00	\$ 1,514,068.00
<b>Total Expenditure</b>	\$ 1,643,067.11	\$ 1,600,593.35
<b>Cash Budget Variance</b>	\$ 43,906.10	



Cash Position as at:	
Bank Balance	\$ 166,778.26
Made up of:	\$ -
1 General Fund Balance	\$ 90,736.13
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 76,147.13
5 Suspense Accounts	\$ 432.00
6 Cash Advances	\$ (250.00)
7 Tax Position	\$ (287.00)
<b>Total Bank Balance</b>	\$ 166,778.26

