



Department of  
Education

**Shaping the future**

# Koorana Education Support Centre

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also inform the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Koorana Education Support Centre is located in Warnbro in the South Metropolitan Education Region.

The school opened in 1994 and caters for students with special educational needs and disabilities from Kindergarten to Year 6. Currently there are 45 students enrolled.

Koorana Education Support Centre shares a site with Koorana Primary School and became an Independent Public School in 2015. It has an Index of Community-Educational Advantage Rating of 976 (decile 6).

Community support for the school is demonstrated through the work of its School Board and the Parent and Citizens' Association (P&C) which represents the community from both schools on the site.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Collaborative processes underpinned the school's self-assessment in preparation for the Public School Review.
- Opportunities for staff engagement were valued as integral to sharing and presenting the school's self-assessment processes during 2022.
- The validation day discussions reflected a focus on transparency, openness and empowerment, demonstrating the current reality of the school.
- The self-reflection process provided an opportunity for staff to appreciate the significant impact of the work they have undertaken this year in progressing the school's effectiveness.
- Parents and carers appreciated being part of the validation process and used the opportunity to share genuine stories about the positive impact the school is having on their children.
- The relatively new leadership team indicated the review process has clarified and confirmed future improvement actions for the school.

The following recommendations are made:

- Continue to facilitate the engagement of staff and School Board members in the school self-assessment and improvement processes.
- When submitting evidence for future reviews, include analysis of the evidence and outline any significant future actions that have been identified as part of the analysis.

## Public School Review

### Relationships and partnerships

Parents and carers value the work of staff and appreciate the genuine care shown towards their children. This has been strengthened by the consultative approach adopted by the school's leadership team. There is a strong sense of trust in the school.

### Commendations

The review team validate the following:

- The strong inclusive philosophical alignment between the leadership teams of both Koorana Education Support Centre and Koorana Primary School is empowering a 'child first' approach allowing students from both schools to integrate seamlessly across the site.
- A focus on building communication with parents through a range of modes is evident. These include a new website, a school Facebook page, classroom use of Seesaw and the increased visibility and accessibility of the leadership team. The community appreciate the daily 'meet and greet' opportunities provided by the leadership team.
- The strong focus on developing collaboration and a team approach with staff has resulted in the development of a positive professional climate characterised by trust, appreciation and respect.

### Recommendations

The review team support the following:

- Continue to build strong relationships with the school community through the creation of opportunities for parents/carers to learn from each other and from the school, and for the school to learn from parents/carers.
- Collect and analyse feedback relating to parent/carer satisfaction and use this data to drive improvement and change.

### Learning environment

A supportive learning environment is underpinned by a shared commitment to identify and meet students' individual needs. The school is active in its development of the physical environment, optimising learning spaces for the benefit of all students.

### Commendations

The review team validate the following:

- The school's use of Augmentative and Alternative Communication (AAC) strategies, and in particular the introduction of Pragmatic Organisation Dynamic Display (PODD) books, has allowed all students to have a voice and has provided them with a consistent and understood vehicle through which to express their needs.
- The use of Zones of Regulation (ZOR) to support students in developing their ability to self-regulate is evident in classrooms. Students are able to identify how they are feeling using the ZOR language and articulate strategies to increase their ability to self-regulate.
- Students from both schools access all playgrounds providing Koorana Education Support Centre students with meaningful opportunities to develop their social and interpersonal skills.
- Positive Behaviour Support (PBS) is evident across the school. The school's expectations are clearly and comprehensively outlined in its PBS Plan and this has led to greater consistency in the management of student behaviour.

### Recommendations

The review team support the following:

- Embed the use of AAC strategies and PODD books across the whole school.
- Finalise and use the School Reconciliation Statement to guide actions and continue to develop staff understanding of the cultural expectations of the school.

## Leadership

The newly appointed leadership team has created a positive climate based on trust and respect. This is underpinned by having high expectations for their students, a shared responsibility for the wellbeing of all and a collective accountability for creating a safe and engaging place of learning.

### Commendations

The review team validate the following:

- The school leadership team is visible and approachable. They have introduced a highly collaborative and inclusive approach to change which has created a strong sense of loyalty and ownership.
- Leaders are working together to provide guidance and instructional support to realign the school's pedagogical expectations to ensure teaching practices and programs are research based and delivered with fidelity and measurable impact.
- An intentional approach to developing a culture of teaching excellence is evident. All teaching staff participated in professional learning focused on building collaborative expertise, data-driven dialogue in high performing teams and understanding self and others.
- Performance management, through a coaching paradigm, is viewed as a vehicle through which staff are empowered to develop their effectiveness. This is being supported through the introduction of peer coaching.

### Recommendations

The review team support the following:

- Review and revise the school business plan to reflect the realignment of the school pedagogical expectations.
- Implement coaching to support the school's performance management and development processes.

## Use of resources

The Principal and manager corporate services (MCS) work in collaboration with the Finance Committee to manage finances and allocate resources focused on improved student learning and wellbeing outcomes.

### Commendations

The review team validate the following:

- The Finance Committee meets regularly to provide financial oversight. The procedures and processes in place ensure decision making is transparent and aligned to strategic plans and student need.
- Significant changes have been made to the way reserves are managed to ensure adequate financial plans are in place for future committed projects including additional fencing, walkways and the upgrading of technology.
- Succession planning is being enacted to manage the impending retirement of the MCS. This will ensure important financial knowledge is not lost when the transition occurs.
- The appointment of a deputy principal and lead education assistant has been pivotal in supporting and managing the changes required to strengthen the quality of the programs delivered.

### Recommendations

The review team support the following:

- Review the role expectations of the lead education assistant with the possibility of creating a new Job Description Form that better reflects the needs of the school.
- Ensure all staff follow the financial protocols for expending money and cost centre management. A finance policy is to be developed, shared with all staff and included as part of the school's induction information.

## Teaching quality

A commitment to developing high quality programs to meet students' individual needs, and improve outcomes is evident. Skilled teachers and allied professionals are well placed to lead the ongoing development of consistent programs and practices across the school.

### Commendations

The review team validate the following:

- Four Blocks Literacy, Protective Behaviours and Zones of Regulation are school-wide programs that are delivered with fidelity, and target the literacy, social and emotional needs of students.
- Letters and Sounds - Phase1 is being implemented in all early childhood classrooms delivering a research based consistent approach to teaching of phonics.
- Learning programs now follow the Western Australian Curriculum (WA Curriculum) and Abilities Based Learning and Education Western Australia (ABLE WA). Individual Education Plan (IEP) goals are linked to individual students in respect to the curriculum and informs the teacher of the content to be taught in the classroom.
- The school is committed to being culturally responsive. Senior students have made actions to correspond with the Acknowledgement of Country statement to help other students connect with and understand the meaning of this statement. This is used as an introduction to all school events.

### Recommendations

The review team support the following:

- Implement the Foundational Skills Assessment and Program in the early childhood years to teach students the strategies required to engage in learning.
- Continue to encourage and increase collaborative practices to enable the embedding of agreed whole-school practices and reduce teacher variance across the school.

## Student achievement and progress

The school is using a range of baseline and whole-school assessments to identify student needs and inform teacher decision making at the classroom level.

### Commendations

The review team validate the following:

- The implementation of the school's Curriculum and Assessment Policy has resulted in the introduction of meaningful and relevant whole-school assessments. These assessments provide teachers with rich data that can be used to both inform their teaching and monitor student progress over time.
- Individual curriculum guides and data checklists document student achievement and assist teachers with informative planning regarding future IEP goals and objectives developed each semester.
- The school has introduced Special Educational Need Reporting to Parents across all classrooms to ensure parents are informed of their child's progress in a consistent manner school-wide. These reports reflect the WA Curriculum and ABLE WA and meets the School Curriculum and Standards Authority Reporting to Parents' requirements.

### Recommendations

The review team support the following:

- Continue to embed the school's Curriculum and Assessment Policy and use the data collected to monitor student progress and reflect on the efficacy of the school's learning programs.
- Teachers engage in moderation activities to support the allocation of learning area grade when reporting to parents.

## Reviewers

Gary Crocetta  
**Director, Public School Review**

James Douglas  
**Principal, Riverside Education Support Centre  
Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2025.



Melesha Sands  
**Deputy Director General, Schools**