



Department of
Education

Shaping the future

Koorana Primary School

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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 support 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opening in 1994, Koorana Primary School is located in the suburb of Warnbro in the South Metropolitan Education Region. The site is shared with Koorana Education Support Centre.

The school has an Index of Community-Educational Advantage Rating of 934 (decile 8).

Currently, there are 349 students enrolled from Kindergarten to Year 6. In 2015, the school gained Independent Public School status.

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 of both schools on the site.

The first Public School Review of Koorana Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

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:

- The Principal and executive leadership team undertook a consultative approach in managing and preparing the school's self-assessment, ensuring staff had opportunities to participate in self-reflection and the identification of evidence of the school's performance.
- Reflections shared by the school leadership team, together with the candid conversations with stakeholders during the validation visit, affirmed a culture focused on improving outcomes for students.
- Perspectives of families, students, and representatives from the School Board and P&C, provided valuable insights and perspectives during the validation visit that supported and enhanced the process.
- Participation in the Public School Review enabled staff to acknowledge the progress they had made since the last review and created a sense of pride in their achievements.

The following recommendation is made:

- In future Electronic School Assessment Tool (ESAT) submissions, continue to strengthen the clear alignment between evidence submitted, its analysis and the judgements made about the school's performance against the Standard.

Relationships and partnerships

Underpinned by a genuine intent to impact student learning, productive and inclusive relationships are evident across the school.

Commendations

The review team validate the following:

- Community stakeholders are highly invested in creating a successful school. The community values the difference the school makes for their children and confirms it has become a school of choice within the local area.
- Built upon a shared understanding of the importance of effective collaboration, there are varied opportunities for all staff to participate in reflection, review, development and improvement processes. The provision of additional duties other than teaching time assists the facilitation of regular meetings.
- A positive and respectful relationship with the co-located Koorana Education Support Centre enables the 2 schools to work together to meet the needs of all students across the campus.
- Families acknowledge the strengthening of communication between classrooms and home as a result of a more consistent use of the ClassDojo platform.
- Representatives from both the School Board and P&C report an improvement in the school's relationship with the community, attributed to high expectations, transparent processes, and a sense of being heard.

Recommendation

The review team support the following:

- Continue to seek opportunities to develop and broaden the relationships and engagement with Aboriginal families.

Learning environment

Staff strive to create a safe and caring learning environment with attention given to creating a welcoming experience for families. Prioritising the health and wellbeing of students is central to the work of the school.

Commendations

The review team validate the following:

- Placing a strong emphasis on creating physical spaces that are safe, engaging, and inclusive, significant investments have been made in refurbishing classrooms, creating alternate learning spaces and strengthening security within the school.
- Staff and students engage in a range of activities that promote the development of cultural awareness. These include participation in the Koorana Waangkininy Boodjar Aboriginal Cultural Workshop, on-Country experiences with Elders and interactions with Aboriginal artists.
- An embedded Positive Behaviour Support process is a key component of the school's approach to creating an environment that supports learning. Expectations are articulated under the acronym SMART – Safe, Motivated to Achieve, Respectful and Trustworthy and are well understood by the community.
- Bounce Back! , Zones of Regulation, Protective Behaviours and the Respectful Relationships Teaching Support program are integral in supporting student wellbeing.
- Literacy intervention is provided through the MiniLit and MacqLit programs which are delivered by skilled education assistants.

Recommendations

The review team support the following:

- Continue to strive to improve student regular attendance by focusing on refining and embedding intervention processes and expanding family engagement through a case management model.
- Extend the school's approach in providing students with literacy interventions and differentiation into the early years.

Leadership

The redefined moral purpose, 'We have high expectations, learning together in a safe and caring environment' unites staff and guides leaders.

Commendations

The review team validate the following:

- An appreciative approach to change management acknowledges current practices and considers these within a framework of research and evidence. Professional learning and coaching, support staff in implementing change.
- The Principal and deputy principals are instructional leaders, providing teachers with feedback from classroom observations. This positive and encouraging approach is embedded and appreciated by staff.
- In distributing ownership of improvement processes, staff are encouraged to take on curriculum leadership roles, significantly contributing to both academic and non-academic outcomes. These roles are aligned to the school's business needs and allow staff to influence areas they are passionate about.
- Teaching staff are able to participate in coaching and mentoring, both formally and informally. Opportunities for peer observation, mutual feedback, and sharing practices are available and aimed at strengthening whole-school teaching and reducing variance across classrooms.

Recommendation

The review team support the following:

- Continue to focus on providing professional learning and opportunities for aspiring leaders.

Use of resources

The Principal and manager corporate services (MCS) work together to lead strategic management of the school's physical, financial and human resources.

Commendations

The review team validate the following:

- The MCS is meticulous in the application of processes, providing support to the School Board and cost centre managers and coordinating the work of the Finance Committee.
- The Finance Committee, comprising of broad staff representation, meets regularly and ensures compliance in setting, fixing and overseeing the school budget.
- The budget is clearly aligned to the business plan through operational plans, strategically supporting its implementation.
- The appointment of an ICT¹ infrastructure coordinator ensures all students and staff have access to the ICT resources required to engage students successfully in learning experiences that harness digital technologies.
- A focus on allocating resources to improving the physical environment has resulted in the construction of a new early childhood nature play area, the creation of a community hub from which the chaplain works and an accessible and inclusive outdoor classroom.

Recommendations

The review team support the following:

- Allocate resources to progress the intent of engaging with The Song Room to support improving the attendance of Aboriginal students.
- Explore the criteria for accessing EAL/D² targeted initiative funding to ensure resources are accessed for students for whom their first language is a dialect of English.

Teaching quality

Staff share a belief that every child can achieve success. They demonstrate a commitment to delivering quality instruction and an openness to reflect and build their professional capacity to meet the learning needs of students.

Commendations

The review team validate the following:

- There is shared understanding of the importance of implementing evidence-based approaches and strategies to increase teachers' impact on student learning and reduce the variability of practice across classrooms.
- The school has developed a guide called the Instructional SMARTbook. This comprehensive document is a valuable resource that supports teachers to ensure the school's programs are delivered in a consistent manner. It outlines the school's explicit teaching frameworks, participation and engagement expectations and includes English and mathematics scope and sequence documents.
- A curriculum schedule ensures the Western Australian Curriculum is systematically addressed within the school's multi-age classroom environment.
- Teachers are beginning to utilise the Elastik platform to identify gaps in learning and inform classroom planning to meet the needs of both individual and groups of students.

Recommendations

The review team support the following:

- Progress with the intent to strengthen and maximise the impact of instructional coaches in supporting classroom teachers.
- Continue to refine the SMARTbook and embed the programs and practices it defines.

Student achievement and progress

School leaders promote the importance of data to inform school-level decision making, interventions and initiatives. The shared and common use of contemporary assessment tools to inform classroom planning and support students to make expected progress are evident.

Commendations

The review team validate the following:

- A central focus on sustained improvement is strongly evidenced throughout the school's business planning and review cycle. Improvement targets encompass both academic and non-academic outcomes and draw on a wide range of contemporary data sets to determine progress towards achievement.
- In both Year 3 and Year 5 across all 2024 NAPLAN³ tests, the business targets of performing above like schools were met.
- Acadience Reading K-6 has been recently introduced to identify children at risk in reading, determining the skills to target for instructional support, and tracking their long-term progress.
- Within the phase of learning teams, staff conduct moderation processes on a regular basis. This is supplemented in a cross-school moderation partnership with Warnbro Primary School.

Recommendations

The review team support the following:

- Expand cross-school moderation processes for staff to build a consistent understanding of the Judging Standards and to reduce variation in grade allocation.
- Explore the progress and achievement of at risk students with greater rigour and reflect on the provision of intervention strategies that best meet their needs.

Reviewers

Gary Crocetta
Director, Public School Review

Tania Leete
Principal, Midvale Primary School
Peer Reviewer

Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 English as an Additional Language or Dialect
- 3 National Assessment Program – Literacy and Numeracy