




Koorana ESC Annual Report 2024



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 <https://www.facebook.com/Koorana-Primary-School-103559618913627>

Principals Message

Koorana Education Support Centre was established in 1994, and since then, we have seen it grow into a well-established school within the Warnbro community. We have worked alongside Koorana Primary School for many years, and together, we are committed to creating a more inclusive school environment across both campuses. As our school continues to grow, I am excited about the opportunities this brings for our students, staff, and wider school community.]

At Koorana ESC, we ensure that all students have access to the curriculum, regardless of their learning journey. We work in partnership with parents and the community to continuously build and teach essential skills that foster self-reliance and independence in every student.

We value providing a voice to all our students by equipping them with effective communication systems and modelling their use. As a PODD (Pragmatic Organisational Dynamic Display) Book school, all staff and students have access to AAC (Augmentative and Alternative Communication) methods, ensuring that every student can communicate and engage meaningfully in their learning.

Our students are at the heart of everything we do. We are dedicated to nurturing their self-esteem and resilience while instilling respect for themselves, others, and the environment. We strive to help them value their learning and develop the skills to contribute positively to society—both at school and beyond.

Ashleigh Currie



Principal



School Overview

We are situated in Warnbro in the City of Rockingham, approximately 55 kilometres from Perth and caters for students with special educational needs and disabilities from Kindergarten to Year 6. Co-located within Koorana Primary School, we have been operating as an Independent Public School since 2015. As a co-located campus, our students benefit from shared facilities such as playground areas, library, P&C and school uniform. A dental clinic is also on the campus. Our proximity to beaches, recreation centres, parks and shopping centres provides excellent real life learning opportunities for students.

At Koorana Education Support Centre, our teaching and support staff are highly trained and experienced professionals in the field of Special Needs and Disabilities Education. All of our teaching and learning programs focus on a functional, relevant, engaging curriculum which improves students' independence skills in preparation for high school. Our high ratio of staff to students ensures that teaching and learning is highly individualised. The student is at the centre of all we do, we aim to work with therapists, families and caregivers to provide a balanced program which focuses on the whole child, meeting their academic, social and emotional needs.

Our classrooms are air-conditioned and feature the latest technology for students including iPads and interactive whiteboards to enhance student engagement in their learning. The completion of our Sensory Room provides an additional environment where students can go when they are overwhelmed or in need of some support to regulate their emotional state. Additional teaching and learning spaces are accessed in the life skills demountable, multi-purpose room and playground area.

We work closely with other education support schools and centres in the local area with students actively engaging in the combined choir, sport, swimming and transition programs. Integration sessions are organised for some students enabling them to experience classes in a mainstream setting. We are close to both Warnbro Community High School Education Support Centre and Malibu School which allows for an excellent transition program between the two schools for students leaving us at the end of their primary schooling.



Identified School Priorities



KESC Beliefs



Progress

Koorana ESC is committed to empowering students to become valued members of their community by fostering core values of safety, motivation, respect, and trustworthiness. We believe every student has the potential to succeed and strive to unlock their aspirations by providing opportunities for growth and achievement.

Planned actions

Through a strong focus on life skills, we equip students with the tools needed for success, opening doors to future opportunities. We develop the skills and attributes essential for lifelong success, instilling a resilient, adaptable, and determined mindset. Additionally, we promote healthy lifestyles, ensuring students make informed choices for their long-term health and well-being.

KESC Purpose



At Koorana ESC, we are committed to supporting each student in key areas essential for their growth and success.

Progress

- Communication: Empowering students to become autonomous communicators, enabling them to express themselves freely, appropriately, and effectively in any situation.
- Regulation: Prioritising emotional regulation by providing strategies that support co-regulation, leading to the development of independent self-regulation skills.
- Learning: Ensuring the school adapts to the needs of students by offering individualised and differentiated learning programs, allowing all students to access the curriculum at their level.
- Transition: Equipping students with the academic, social-emotional, and regulation skills needed for a smooth and successful transition to high school.

Planned Actions

- By continually embedding these principles into our practice, we create a supportive and inclusive learning environment that fosters student growth and lifelong success.



KESC Values



Safe

We provide a safe and nurturing learning environment where all students have the skills to take leaps in their learning.



Motivated to Achieve

We encourage students to have the motivation and desire to achieve their goals both daily and long term.



Respectful

We promote the importance of having respectful relationships with students, staff and the community.



Trustworthy

We try to embody trustworthiness in each of our students by giving them opportunities to be reliable, independent and honest.

Progress

Positive Behaviour Support is an intervention support system that is embedded within our school based around the need to model and teach expected and desirable behaviours. This is supported by our Koorana ESC SMART Expectations

Planned Actions

We will continue to embed Positive Behaviour Support (PBS) into our school practices to ensure consistency across all staff. This includes reinforcing a shared language and uniform approach to PBS processes, enabling a cohesive and supportive learning environment. By maintaining alignment in our expectations and strategies, we can effectively promote positive behaviours, enhance student engagement, and foster a school culture built on respect, safety, and inclusivity.



School Priority: Learning Environment

Maintain a learning environment that is safe, caring, and inclusive, providing the intellectual, social, and physical conditions necessary for all students to thrive as successful learners.

Progress Against Priority

- We are achieving a strong inclusive school culture that acknowledges and celebrates diversity.
- A values-based approach to behaviour management is fostering individual responsibility and resilience among students.
- Students are developing resilience through positive thinking, a growth mindset, and mindfulness practices.
- All students have access to their voice through Alternative Augmentative Communication (AAC) methods, enabling them to express their ideas, thoughts, and feelings effectively.
- Our Positive Behaviour Support (PBS) programme is firmly established, with behaviour expectations clearly communicated and understood by the school community.

Planned Actions

- Continue to strengthen student resilience and communication skills through meaningful engagement with communication tools.
- Maintain the implementation of our whole school PBS programme, ensuring consistent language, routines, displays, and responses related to behaviour expectations.
- Provide regular acknowledgement of students demonstrating expected behaviours, alongside behaviour intervention plans for those at risk.
- Collaborate closely with parents and other stakeholders to support and monitor all students, ensuring individual education programmes are tailored to their needs.
- Adopt a multi-tiered approach to student wellbeing, explicitly teaching social-emotional programmes and targeting small group interventions for specific areas like anxiety and life skills.
- Foster a supportive and collaborative workplace culture, offering thorough induction for new staff and creating opportunities for professional collaboration and social connection.
- Promote a culturally responsive environment that recognises Aboriginal histories, peoples, cultures, and languages, integrating Noongar language and local Aboriginal history into the curriculum.
- Renew play spaces and school facilities to inspire and facilitate both learning and play, ensuring an engaging environment for all students.



School Priority: Quality Teaching and Learning

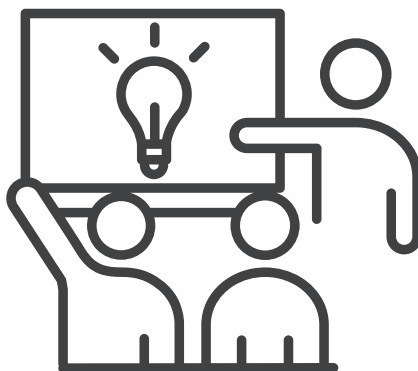
Enhance teaching and learning by prioritising emotional regulation, individualised support, and high-impact pedagogy to maximise student engagement and academic success.

Progress Against Priority

- We are achieving significant progress in implementing strategies that support student regulation, ensuring all students have tailored emotional toolboxes.
- Students are actively participating in their learning, demonstrating effective communication, and engaging with individualised education plans.
- Daily foundational literacy and numeracy activities are in place, with teachers facilitating play-based learning for early years students.
- A consistent approach to curriculum planning and assessment is being developed, utilising evidence-based programmes.

Planned Actions

- Continue to identify and implement individualised incentives for each student to enhance motivation.
- Further embed high-impact teaching strategies and ensure teachers consistently apply student engagement techniques.
- Maintain one-to-one and small group interventions to effectively cater to academic needs.
- Prioritise early years education initiatives to strengthen social, emotional, literacy, and numeracy foundations.
- Establish a comprehensive assessment and moderation schedule across the school.
- Implement a continuous professional learning cycle for teachers, focusing on actionable feedback and alignment with the AITSL standards to foster ongoing improvement in teaching practices.



School Priority: Relationships and Partnerships



Build respectful and trusting relationships between teachers and students, and foster strong partnerships with parents and the wider community.

Progress Against Priority

- We are achieving significant progress in establishing genuine relationships, with educators demonstrating a keen interest in students' individual circumstances. This has resulted in students feeling welcome, safe, and a sense of belonging at school.
- Teachers communicate regularly with parents about their children's learning and experiences, supported by parent liaisons who facilitate classroom-specific conversations.
- Parents are actively participating in school events, enhancing the school community's connection.
- Authentic relationships between Aboriginal and non-Aboriginal community members are being fostered, engaging local Aboriginal communities to share their cultures and histories.

Planned Actions

- Maintain high-quality communication with parents through various channels, ensuring they are informed and involved.
- Seek and act upon parent and community feedback to continuously improve relationships.
- Collaborate with Koorana Primary School to create integration programmes, and partner with Education Support Centres to expand student opportunities.
- Implement a robust orientation programme for Year 6 students transitioning to secondary education.
- Work closely with the Schools Board and P&C to ensure effective governance and encourage parental support and volunteerism within the school community.





Student Numbers and Characteristics

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(2)	7	9	14	7	10	5	4	58
Part Time	3								

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

	Kin	PPR	Pri	Sec	Total
Male	2	5	37		44
Female	1	2	12		15
Total	3	7	49		59

Comments: In 2024, we observed a steady rise in student enrolment, highlighting the continued growth of our school. In response, we expanded our infrastructure by introducing one additional classroom. This strategic decision ensures we can effectively accommodate the increasing student population while maintaining our commitment to providing high-quality learning environments that support academic success. While we commenced Semester 2 with 58 students, we concluded the year with 69 students.

Student Destination Schools

Destination Schools	Male	Female	Other	Total
6096 Warnbro Com High School Es Ctre	3			3
1408 Living Waters Lutheran College	1	1		2
6099 Rockingham Shs Ed Sup Ctre	1			1



Workforce Composition

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Program Coordinators	1	0.4	0
Total Administration Staff	3	2.4	0
Teaching Staff			
Other Teaching Staff	15	11.2	0
Total Teaching Staff	15	11.2	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Other Allied Professionals	44	32.6	0
Total School Support Staff	46	34.6	0
Total	64	48.2	0

In 2024, the KESC leadership team consisted of a Principal, Manager Corporate Services, Deputy Principal, School Officer, and Program Coordinator was introduced to the leadership team.

The school also expanded to eight full-time classes, with all KESC classes now located in Block 2, Block 1, and the Early Childhood Education (ECE) area.



Student Attendance

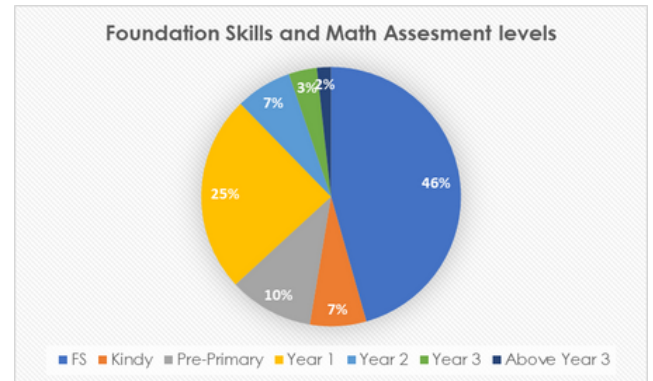
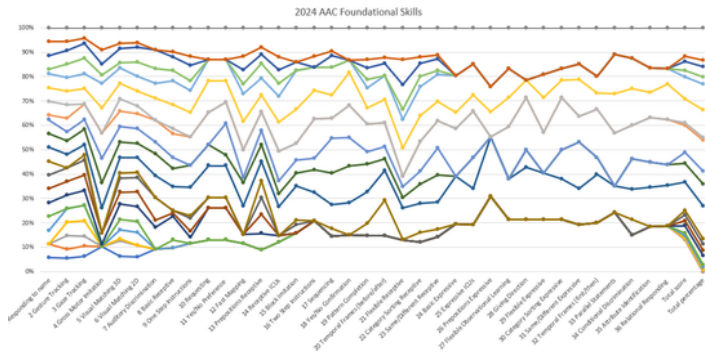
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	78.9%		88.3%	64.3%		69.5%	76.8%		86.6%
2023	84.4%		90.3%	74.2%		74.3%	81.9%		88.9%
2024	85.8%		91%	64.9%		74.3%	81.9%		89.4%

In 2024, we are proud to announce that we have successfully achieved our goal of having 80% or higher of our students maintain regular attendance. Our overall attendance rate remained at 81.9%, reflecting our commitment to fostering a culture of consistent attendance.

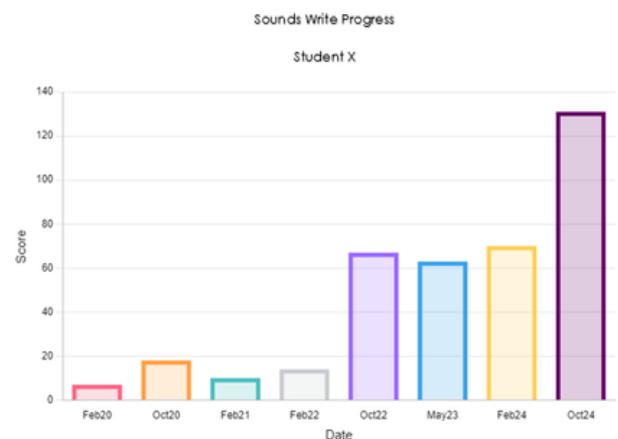
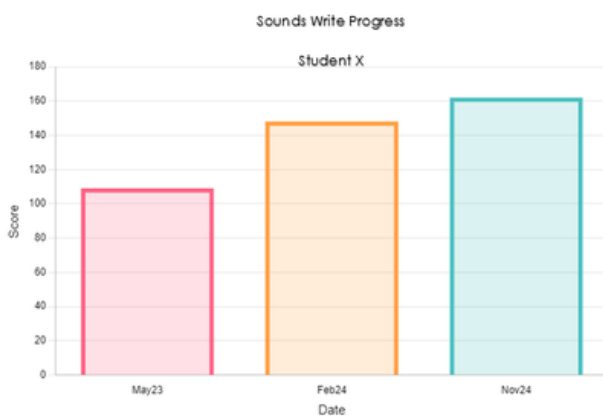
To further enhance our attendance rates, the SAER team in collaboration with the administrative team, developed a comprehensive school-wide attendance plan. We are dedicated to improving attendance at KESC, and one of our key initiatives for 2024 was to emphasise to families the critical importance of consistent school attendance in their child's educational journey. We believe that by working together, we can sustain and improve these positive trends in student attendance.

Student Achievement and Progress

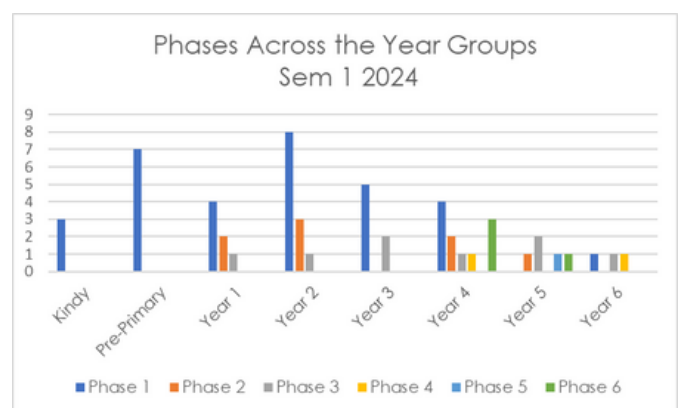
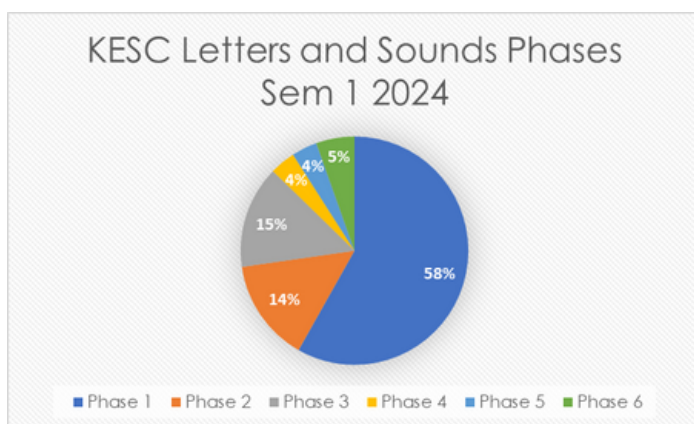
Foundational Skills



Sounds Write



Letters and Sounds





The assessment data describes skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students. Teachers can then apply the assessment tool to identify their students' readiness to learn across the following domains:

- English – Speaking and Listening
- English – Reading and Writing: Sounds Write/Letters and Sounds
- Communication – ROCC
- Mathematics – JESC Mathematical Assessment
- Movement and Physical Activity
- Personal and Social Capability
- Foundational Skills – Foundational Skills Assessment

Student achievement in each domain guides the teacher to the appropriate curriculum level and teaching and learning strategies that could be used to develop an individual education plan

Analysis

The implementation of the foundational skills assessment and learning program has significantly enhanced student progress by equipping them with the essential skills needed for effective learning. Notably, 22 out of 38 students achieved over 80% on the assessment, allowing them to progress onto the Math JESC assessments.

The implementation of Sounds Write as an intervention program has significantly improved students' reading, writing, and spelling skills by reinforcing the foundations of blending and segmenting. Data from the past two years indicates a steady increase in student progress since the program's introduction.

Letters and Sounds has been our whole-school literacy program since its implementation in February 2023. As student numbers have grown, the distribution of phases across the centre has expanded, reflecting a wider range of literacy development, as shown in the graphs below.



School Income by Funding Source



Department of
Education

Operational-Dec 2024

Operational One Line Budget Statement

Issued on 8 April 2025

School: Koorana Education Support Centre School Year: Dec 2024 (Verified Dec Cash)

Region: South Metropolitan Region Aria: 0
Distance to Perth (km): 44.19

One Line Budget – Dec 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	8,627	8,627	
Carry Forward (Salary):	\$	280,855	280,855	
INCOME				
Student-Centred Funding (including School Transfers	\$	4,291,321	4,291,321	
Locally Raised Funds:	\$	1,740	69,925	-68,185
Total Funds:	\$	4,582,543	4,650,727	-68,185
EXPENDITURE				
Salaries:	\$	3,687,457	3,687,457	
Goods and Services (Cash):	\$	460,228	611,211	-150,983
Total Expenditure:	\$	4,147,685	4,298,669	-150,983
Variance:	\$	434,857	352,059	82,799



School Income by Funding Source

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$8,627.06	\$8,627.00	\$0.06
Carry Forward (Salary)	\$280,854.72	\$280,854.72	\$0.00
Student-Centred Funding (including School Transfers & Per Student)	\$4,291,320.99	\$4,291,320.99	\$0.00
School and Student Characteristics	\$3,431,470.56	\$3,431,470.56	\$0.00
Disability Adjustments	\$274,944.85	\$274,944.85	\$0.00
Targeted Initiatives	\$75,447.70	\$75,447.70	\$0.00
Operational Response Allocation	\$2,715.00	\$2,715.00	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-499,359.12	\$-499,359.12	\$0.00

Operational-Dec 2024

School Transfers - Cash	\$500,000.00	\$500,000.00	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$1,740.00	\$69,924.72	\$-68,184.72
Voluntary Contributions	\$1,740.00	\$1,695.00	\$45.00
Charges and Fees	\$0.00	\$1,593.50	\$-1,593.50
Fees from Facilities Hire	\$0.00	\$0.00	\$0.00
Fundraising/Donations/Sponsorships	\$0.00	\$1,955.55	\$-1,955.55
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$0.00	\$14,265.67	\$-14,265.67
Transfer from Reserve or DGR	\$0.00	\$50,415.00	\$-50,415.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,582,542.77	\$4,650,727.43	\$-68,184.66



School Income by Funding Source

Expenditure			
	Current Budget	Actual YTD	Variance
Salaries	\$3,687,457.33	\$3,687,457.33	\$0.00
Appointed Staff	\$3,226,742.48	\$3,226,742.48	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$460,714.84	\$460,714.84	\$0.00
Other Salary Expenditure	\$0.00	\$0.00	\$0.00
Goods and Services (Cash Expenditure)	\$460,228.00	\$611,211.34	\$-150,983.34
Administration	\$105,001.00	\$106,995.56	\$-1,994.56
Lease Payments	\$4,100.00	\$3,688.36	\$411.64
Utilities, Facilities and Maintenance	\$1,500.00	\$43,748.17	\$-42,248.17
Buildings, Property and Equipment	\$23,000.00	\$71,097.96	\$-48,097.96
Curriculum and Student Services	\$45,017.00	\$98,398.85	\$-53,381.85
Professional Development	\$38,000.00	\$42,898.63	\$-4,898.63
Transfer to Reserve	\$243,000.00	\$243,000.00	\$0.00
Other Expenditure	\$610.00	\$1,383.81	\$-773.81
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,147,685.33	\$4,298,668.67	\$-150,983.34

Based on the financial data presented in the 2024 Annual Finance Report for Koorana Education Support Centre, the school has demonstrated sound financial management with a modest operating surplus by year-end. Salaries remained on budget, highlighting effective planning in staffing expenditure. The bank account and reserve balances reflect a strong financial position, allowing flexibility for future planning and targeted investments. Notably, reserves dedicated to student support, sensory resources, and learning environments demonstrate the school's commitment to inclusive and high-quality education. This financial evidence indicates a well-resourced school capable of adapting to growing enrolments while maintaining a focus on student-centred priorities.



Koorana Education
Support Centre

