



Koorana ESC

Annual Report 2025



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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.

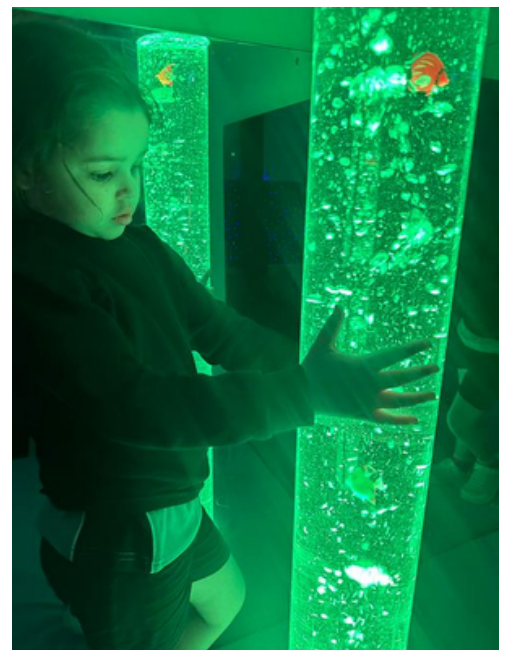
We value providing a voice to all our students by equipping them with effective communication systems and modelling their use. As a PODD (Pragmatic Organisational Dynamic Display) Book school, all staff and students have access to AAC (Augmentative and Alternative Communication) methods, ensuring that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



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

- Embed inclusive and supportive practices across all learning environments to foster student growth and prepare students for lifelong success. Regularly reflect on and refine approaches to ensure these principles are consistently applied.



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

We will continue to explicitly teach life skills that support students to be resilient, adaptable and determined. Lessons will focus on building attributes for lifelong success and include promoting healthy lifestyle choices to support long-term wellbeing.



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

Continue to embed Positive Behaviour Support (PBS) across the school by using consistent language and approaches with all staff. The Complex Behaviour Support Coordinator will support staff to implement PBS strategies effectively, helping to build a safe, respectful, and inclusive school culture that supports student engagement and positive behaviour.



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. We 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.
- Fostered 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.

Planned Actions

- Continue to support student wellbeing and development through a multi-tiered approach that includes explicit teaching of social-emotional programmes, small group interventions, and the use of communication tools to build resilience and communication skills.
- Continue to work closely with families and stakeholders to ensure individual education programmes are responsive to student needs, while renewing play spaces and facilities to create an engaging and inclusive learning environment.



School Priority: Quality Teaching and Learning

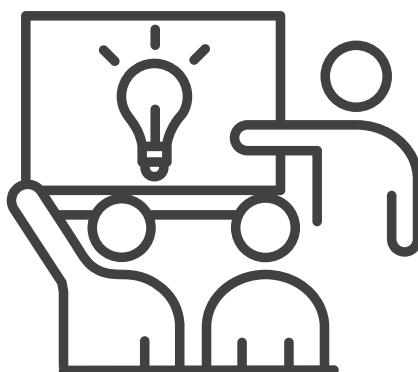
Enhance teaching and learning by prioritising emotional regulation, individualised support, and high-impact pedagogy to maximise student engagement and academic success.

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.
- Individualised incentives for each student to enhance motivation.
- Students engage in one-to-one and small group interventions to effectively cater to academic needs.
- Follow a comprehensive assessment and moderation schedule across the school.

Planned Actions

- Embed high-impact teaching strategies and student engagement techniques across all classrooms, with a strong focus on early years education to build foundational skills in social, emotional, literacy, and numeracy development.
- Implement a continuous professional learning cycle aligned with AITSL standards, providing teachers with targeted, actionable feedback to support ongoing growth and improvement in teaching practice.



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.
- Have a robust orientation programme for Year 6 students transitioning to secondary education.

Planned Actions

- Maintain open and effective communication with parents through a range of channels, actively seeking and responding to feedback to strengthen relationships and support student learning.
- Collaborate with Koorana Primary School to expand integration opportunities.
- Work closely with the School Board and P&C to support strong governance and encourage parent involvement in school life.





Student Numbers and Characteristics

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(3)	9	14	14	15	10	15	9	89
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	4	6	59		69
Female	2	3	18		23
Total	6	9	77		92

In 2025, we experienced a significant increase in student enrolments, welcoming 30 new students at the beginning of the year. We concluded 2025 with 96 students. To accommodate this growth, we opened two new classrooms, allowing us to maintain a strong focus on high-quality learning environments and individualised support. Demand for enrolments continues to exceed available placements, reflecting the strong reputation of our school and the ongoing need for specialised education in the region.

Student Destination Schools

2026 Destination High Schools of the 2025 student cohort

Destination Schools	Male	Female	Other	Total
6096 Warnbro Com High School Es Ctre	4	1		5
6099 Rockingham Shs Ed Sup Ctre	3			3
6035 Malibu School	1			1
6087 Leeming Shs Ed Sup Ctre	1			1
Total	9	1	0	10

In 2026, 10 students from the 2025 cohort transitioned to secondary education settings. Most students enrolled at Warnbro Community High School Education Support Centre, with others transitioning to Rockingham Senior High School Education Support Centre, Malibu School, and Leeming Senior High School Education Support Centre. The cohort included nine male students and one female student, with placements reflecting individual needs and family preferences.



Workforce Composition

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Program Coordinators	1	0.2	0
Total Administration Staff	4	3.2	0
Teaching Staff			
Other Teaching Staff	19	15.6	0
Total Teaching Staff	19	15.6	0
Allied Professionals			
Clerical / Administrative	3	3.0	0
Other Allied Professionals	48	40.6	0
Total Allied Professionals	51	43.6	0
Total	74	62.4	0

In 2025, staffing increased from 48.2 FTE to 61.4 FTE, including an expansion of Teaching Staff from 11.2 FTE to 15.6 FTE.

The KESC leadership team also grew and now includes a Principal, Manager Corporate Services, Deputy Principal, School Officer, Program Coordinator, a second Deputy Principal, and a Student Support Officer.

The school expanded to 10 full-time classes, with all KESC classes now located in Block 2, Block 1 and the Early Childhood Education 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
2023	84.4%		90.3%	74.2%		74.3%	81.9%		88.9%
2024	85.8%		91.0%	64.9%		74.3%	81.9%		89.4%
2025	81.2%		90.7%	71.9%		73.2%	80.1%		89.1%

In 2025, 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 80.1%, 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 2025 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 and Math Assessment Skills Data Analysis



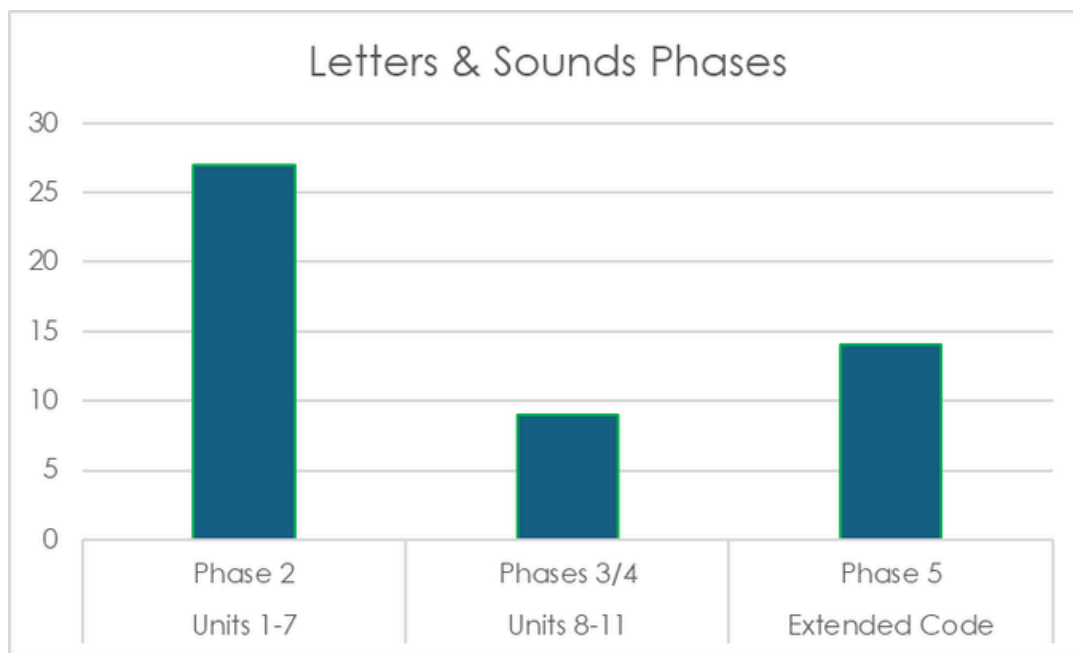
A comparison of the 2024 and 2025 Foundational Skills and Math Assessment data shows a generally positive shift in student performance across the school. While the proportion of students working at the Foundational Skills (FS) level has remained consistent (46% in 2024 and 46% in 2025), there have been notable changes across the other achievement levels.

Lower-level performance categories, including Kindy, Pre-Primary, Year 1 and Year 2 for the Math JESC Assessment, have all decreased in 2025. This indicates a reduction in the number of students performing significantly below year-level expectations. Most significantly, the proportion of students achieving at the Year 3 level has increased from 3% to 16%, representing a substantial improvement in overall numeracy outcomes.

Of the 25 students who remained on the Foundational Skills Assessment across both years, 24 demonstrated measurable improvement, further highlighting the positive impact of targeted supports. These shifts suggest that targeted interventions and early supports have contributed to stronger performance across the middle range of achievement, with fewer students remaining in the lowest categories and more students reaching higher milestones. Continued focus on foundational skills, combined with structured numeracy programs, appears to be supporting positive movement in student learning trajectories.

Student Achievement and Progress

Sounds Write and Letters and Sounds Write Data Analysis



A total of 48 students from Pre Primary to Year 6 participated in the Sounds Write intervention program this year, representing students from 8 of the 10 classrooms. In the Years 3 to 6 Block 2 cohort, all 26 students showed improvement in their overall percentage scores from Semester 1 to Semester 2, demonstrating strong and consistent literacy growth among the upper primary students. In the junior years, 22 students participated, with overall improvement evident across all classrooms, although one student maintained the same score and four students showed a decrease. Despite this, the majority of junior students made progress, indicating a positive impact of the intervention across year levels.

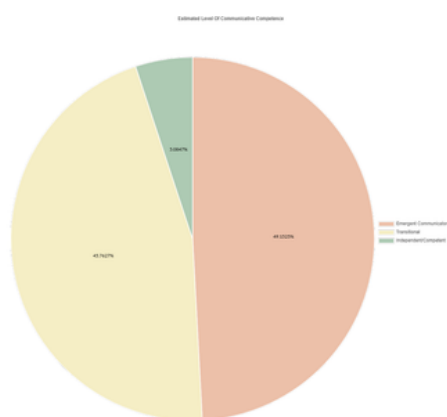
Letters and Sounds data shows that most students are currently working within Phase 2, with 27 students developing foundational phonemic awareness and sound letter correspondence skills. A smaller group of 9 students is operating within Phases 3 and 4, showing progression into more complex phoneme grapheme relationships. A further 14 students are working within Phase 5, applying extended code knowledge, including alternative graphemes and spelling patterns.

Overall, the assessment data indicates that many students require continued explicit instruction at the foundational level, while others benefit from extension and consolidation within the extended code. The distribution of students across phases highlights the importance of ongoing targeted and differentiated instruction to meet students at their point of need, support early intervention, and promote consistent progression in literacy skills across all phases.

Student Achievement and Progress

Roadmap of Communicative Competence (ROCC) Assessment

Communication is a school priority. Whole-school data demonstrates that KESC serves a student cohort with highly complex communication needs, with the majority functioning at emergent or transitional levels of communicative competence. The school has established strong foundations in AAC access, system availability, and vocabulary exposure. Ongoing development is focused on increasing student independence, system ownership, complexity of communication, and strategic competence. This evidence informs targeted professional learning, AAC system reviews, and IEP goal refinement to ensure communication growth remains a central driver of student achievement and wellbeing



Communicative Competence Levels

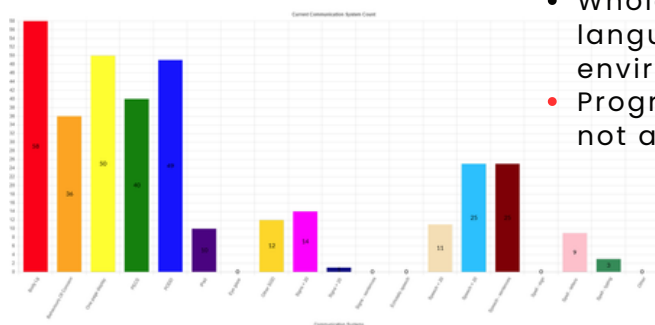
Whole-school data shows that the majority of students are functioning at the Emergent (49.15%) or Transitional (45.76%) levels of communicative competence, with a very small proportion demonstrating Independent/Competent communication (5.08%) Communicative competence level.

What this shows

- Most students are still developing intentional, symbolic, and functional communication.
- Communication growth is a core priority, not an add-on.
- Independent communication remains an aspirational outcome for a small number of students and requires sustained, explicit instruction.

Implication for practice

- Whole-school focus must remain on modelling, aided language input, and consistent AAC use across environments.
- Progress should be measured in small, functional gains, not age-based expectations.



Current Communication Systems in Use

Students are using a wide range of communication systems, with strong reliance on:

- Basic Language Boards (58 students)
- Core page systems (50)
- PODD (49)
- PECS (40)

High-tech AAC systems such as Snap + Core First (25) and Snap + Motor Planning (25) are also in use, though less consistently. Several systems show minimal uptake, indicating uneven implementation across the school Current communication systems.

What this shows

- The school demonstrates strong AAC diversity and access.
- There is variability in staff confidence and consistency across systems.
- Some students may be using systems that limit language expansion over time.

Implication for practice

- A need to rationalise systems where appropriate and ensure progression pathways.
- Ongoing professional learning is required to ensure systems are used as language tools, not just choice-making tools.

Student Achievement and Progress

Roadmap of Communicative Competence (ROCC) Assessment

Ability to Access Communication Systems

Most students access their communication system through:

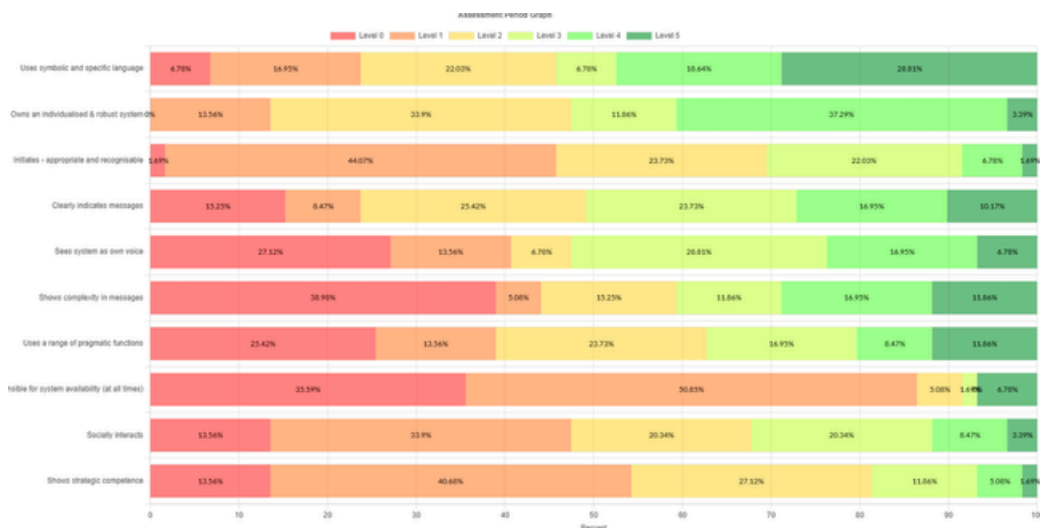
- Direct touch with hand or finger (57 students)
- A smaller group requires:
 - Partner-assisted scanning (24)
 - Eye-pointing or alternative access (10)
- Only a very small number fall into "other" access categories individual's ability to access

What this shows

- The majority of students can physically access AAC independently.
- Access barriers are not the primary limitation for most students – language competence is.
- A significant minority require high levels of partner skill.

Implication for practice

- Staff training in partner-assisted access and wait time is critical.
- Access method must be considered in IEP goal writing, particularly for students reliant on others to communicate.



Whole-School Performance Across 10 Communication Domains

Across the 10 assessed domains, patterns show:

- Stronger performance in system ownership, vocabulary access, and symbolic language use.
- Weaker performance in:
 - Strategic competence
 - Complex message construction
 - Responsibility for system availability
 - Seeing the system as their "voice"

What this shows

- Students can use systems when supported, but independence and ownership remain limited.
- Communication is often adult-prompted rather than student-initiated.
- Pragmatic and strategic skills lag behind vocabulary access.

Implication for practice

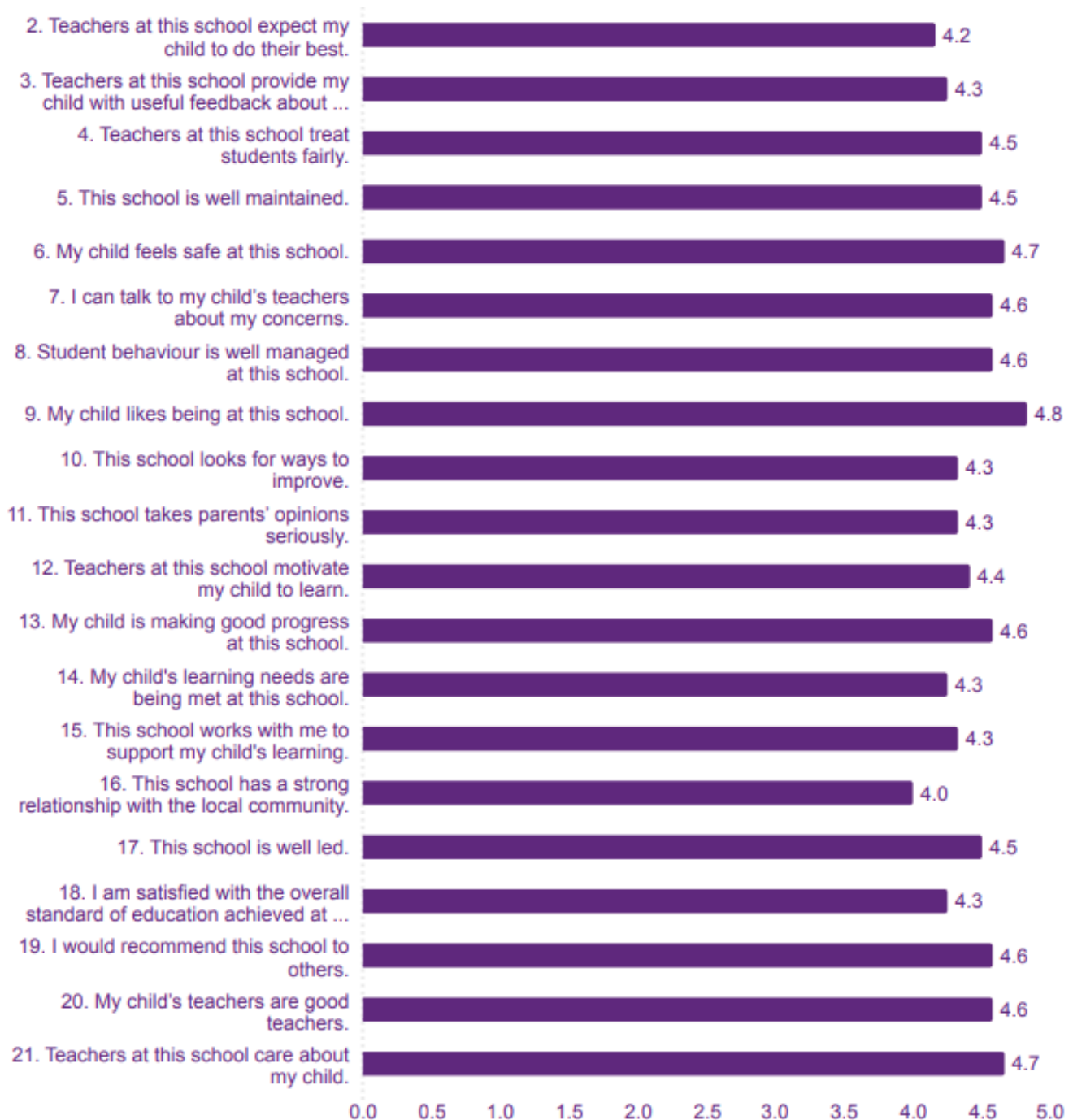
- Future planning must prioritise:
 - Initiation
 - Repair strategies
 - Independence
 - Generalisation across settings

Survey Feedback



In 2025 we completed the National Schools Opinion Survey with parents, staff and students. The results reflected strong and positive feedback about our school, with respondents acknowledging the supportive learning environment, the dedication of staff and the quality of communication across the community. These findings affirm the work we are doing and guide our ongoing efforts to maintain a high standard of care and education for all students.

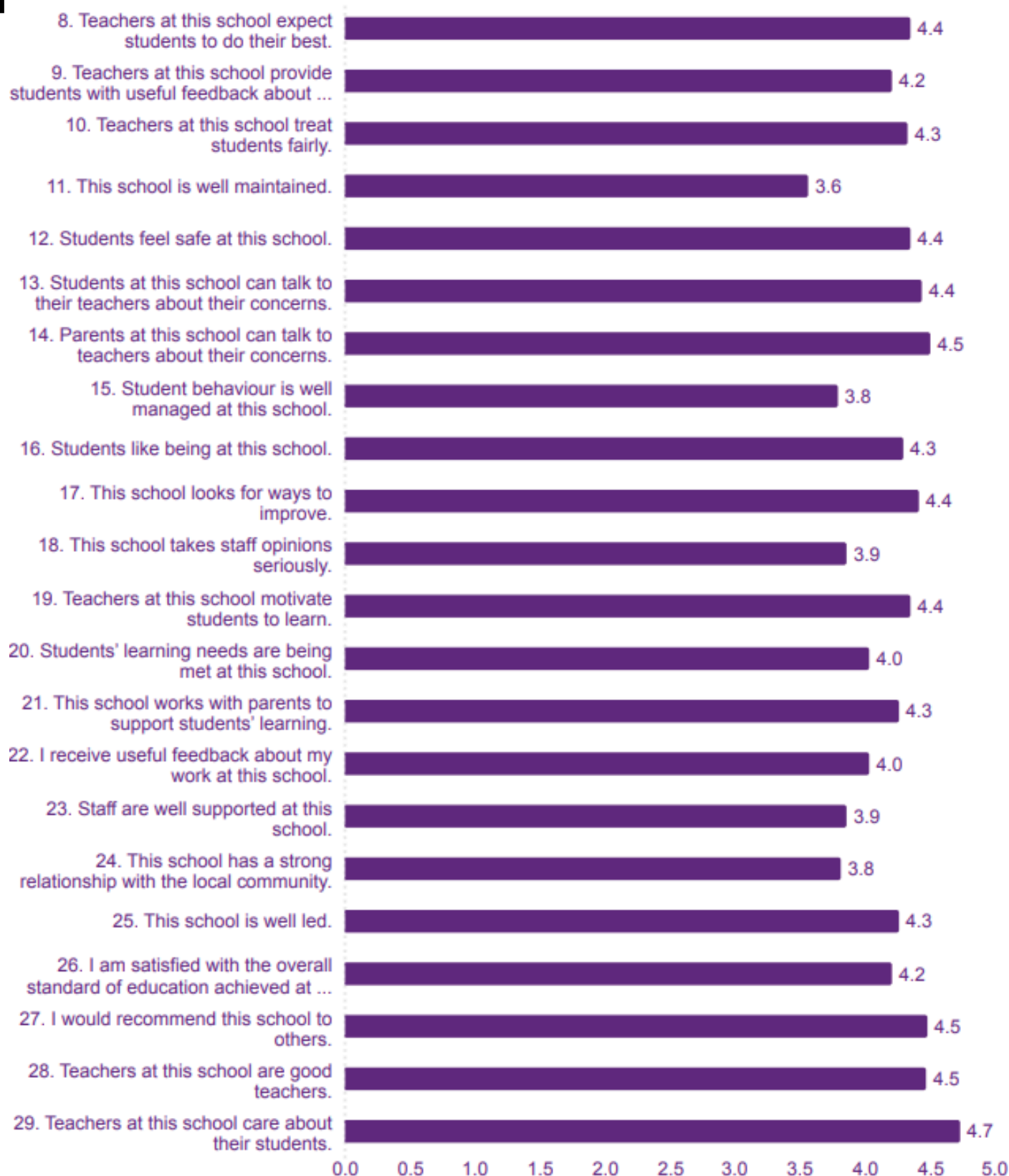
Parent Survey Results



Staff Survey Results



All areas that received a rating below 4.0 will remain a key focus in 2026. We will continue to review these results closely and implement targeted strategies to strengthen practice and improve outcomes across these identified areas.



Student Survey Results



The student version of the survey was simplified to allow responses of yes, no or maybe, making it accessible for all learners. The feedback gathered through this format was highly positive, with students indicating that they feel safe, supported and happy at school.

Please choose the answer that you think best describes the school (One resp...	Yes	Maybe	No
My teachers help me to learn	29	0	0
My teachers expect me to do my best	26	3	0
Teachers care about me	26	2	1
I feel safe at school	25	2	2
I can talk to my teachers if I am worried	26	1	2
My teachers are good teachers	26	3	1
I enjoy coming to school	19	6	4
My school has great places to play	27	1	1
I have friends at my school	28	1	0
I know where to go if I need help	26	2	0

Students were also asked whether there was anything else they wished to share about their teachers and the school, and some of their responses are included below.

- They are the best.
 - They are the best teachers I could ever ask for.
 - The teachers are great and the best.
 - Kind of fun
 - My teacher is so nice I am about to explode.
 - The teachers are caring because they are good at looking after us.
 - My EAs and teachers are cool.
- I came to this wonderful school in February 2025. It has a sensory room.
- I like teachers are nice.

School Income by Funding Source



ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	1	1
Carry Forward (Salary):	352,058	352,058
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,397,137	6,397,137
Locally Raised Funds:	94,589	107,092
Total Funds:	6,843,785	6,856,287
EXPENDITURE		
Salaries:	5,323,363	5,323,363
Goods and Services (Cash):	1,082,357	1,033,112
Total Expenditure:	6,405,721	6,356,476
VARIANCE:	438,064	499,811

School Income by Funding Source



INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	1	1
Carry Forward (Salary)	352,058	352,058
STUDENT-CENTRED FUNDING		
Per Student	780,022	780,022
School and Student Characteristics	4,876,524	4,876,524
Disability Adjustments	556,521	556,521
Targeted Initiatives	151,717	151,717
Operational Response Allocation	660	660
Total Funds:	6,365,444	6,365,444
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(975,539)	(975,539)
School Transfers - Cash	1,010,000	1,010,000
Department Adjustments	(2,769)	(2,769)
Total Funds:	31,692	31,692
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	1,910	2,152
Charges and Fees	4,829	6,671
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	0	70
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	7,850	18,199
Transfer from Reserve or DGR	80,000	80,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	94,589	107,092
TOTAL	6,843,784	6,856,287



School Expenditure by Funding Source

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,716,006	4,716,006
New Appointments	0	0
Casual Payments	598,939	598,939
Other Salary Expenditure	8,419	8,419
Total Funds:	5,323,364	5,323,364
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	185,940	198,388
Lease Payments	3,000	3,688
Utilities, Facilities and Maintenance	56,400	60,733
Buildings, Property and Equipment	177,600	140,033
Curriculum and Student Services	210,807	189,760
Professional Development	48,000	40,258
Transfer to Reserve	400,000	400,000
Other Expenditure	610	253
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,082,357	1,033,113
TOTAL	6,405,721	6,356,477

The 2025 Annual Finance Report for Koorana Education Support Centre shows that the school is managing its finances effectively, with a modest operating surplus recorded at the end of the year. Salary expenditure remained within budget, reflecting careful workforce planning and responsible use of resources. Bank account and reserve balances indicate a healthy financial position, providing flexibility for future planning and strategic investment. Importantly, reserves allocated to student support, sensory resources, and learning environments highlight the school's ongoing commitment to inclusive, high quality education. Overall, the financial position reflects a well-resourced school that is well placed to respond to increasing enrolments while maintaining a clear focus on student centred priorities.



Koorana Education
Support Centre

