



Department of
Education

Learning changes lives

Koorana Education Support Centre

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Koorana Education Support Centre is located in Warnbro in the South Metropolitan Education Region. Opening in 1994, the school gained Independent Public School status in 2015.

The school has an Index of Community Socio-Educational Advantage rating of 979 (decile 6) and there are currently 98 students enrolled. Koorana Education Support Centre shares a site with Koorana Primary School and caters for students with special educational needs and disabilities from Kindergarten to Year 6.

Community support for the school is demonstrated through the work of its School Board and the Parents and Citizens' Association which represents the community from both schools on the site.

The first Public School Review of Koorana Education Support Centre was conducted in Term 4, 2022. This 2026 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 broad-based yet rigorous school self-assessment that supported stakeholder analysis.

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

- The Public School Review process was undertaken as part of the school's cyclical approach to self-assessment, providing an opportunity to reflect on its improvement journey, celebrate achievements and inform future planning.
- Staff demonstrated strong ownership of the self-assessment process and engaged in robust reflection on school progress. This enabled the school to articulate the impact of established practices and recognise the interconnected contribution of leadership, teaching, wellbeing, partnerships and resource management to positive student outcomes.
- Regular reflection on the recommendations from the previous Public School Review has maintained a clear focus for school improvement. Incorporated within the Electronic School Assessment Tool (ESAT) submission as a key reference point, these recommendations enabled the school to demonstrate significant progress in embedding its vision through practice.
- Dedicated staff, committed school leaders, invested parent representatives and community partners participated authentically throughout the validation visit, contributing transparent reflections and engaging in purposeful professional discussion.
- Actively engaged students further enriched validation discussions, offering genuine and insightful reflections that highlighted their strong connection to the school, positive learning experiences and sense of belonging within a supportive and inclusive environment.

The following recommendation is made:

- Adopt a streamlined approach to the ESAT submission by reducing the volume of evidence and optimising its alignment to domain foci to maintain clarity and reduce potential duplication of analysis.

Relationships and partnerships

Stakeholder empowerment and collective decision making have enabled the transformation 'from a school into a community' where students, families and staff share a strong sense of belonging and connection.

Commendations

The review team validate the following:

- A highly collaborative professional culture is characterised by purposeful classroom teams, professional learning communities, collaborative planning cycles and coaching frameworks. These structures actively engage staff in collective decision making and foster a shared responsibility for student outcomes.
- A comprehensive whole-school communication framework is embedded through the use of ClassDojo, student diaries, regular case conferences, social media and weekly Sway updates, providing accessible stakeholder engagement and supporting effective student transitions and continuity of learning.
- Strong consultation was evident through the strategic use of National School Opinion Surveys, targeted community surveys and parent forums. Feedback is actively sought and acted upon, with parent voice driving meaningful improvements and enhancing provision for individual students.
- Sustainable partnerships with community organisations such as Wungening Aboriginal Corporation, YouthCARE, Rugby WA¹ and the West Australian Symphony Orchestra enrich learning experiences, enhance student wellbeing and foster meaningful community connections.
- The authentic partnership between the co-located school communities has enabled extensive integration, shared resourcing and collective decision making. The combined School Board exemplifies this collaborative approach, providing a united focus on achieving positive outcomes for all students.

Recommendation

The review team support the following:

- Embed partnerships with the Aboriginal community to further advance the school's cultural responsiveness journey within the education support context and strengthen culturally safe experiences for students and families.

Learning environment

A commitment to creating a safe, inclusive and communication-rich context has fostered an environment that promotes equitable access, strengthens engagement and empowers students to participate and succeed.

Commendations

The review team validate the following:

- Augmentative and alternative communication (AAC) is embedded as a whole-school approach to communication access, enabling equitable participation for students with complex communication needs and amplifying student voice through the deliberate removal of communication barriers.
- The intentional implementation of trauma-informed practices, co-regulation strategies, and the Berry Street Education Model has created consistent, safe and predictable learning environments that foster belonging, enhance engagement and enable students to thrive.
- Health and Wellbeing Support Plans are developed for students with complex Tier 2 and Tier 3 needs, providing comprehensive and individualised profiles that clearly outline triggers, risk behaviours, early indicators of escalation and targeted intervention strategies.
- Strong multidisciplinary partnerships between educators, therapists, families and specialist agencies underpin a comprehensive and coordinated response to student need, enabling timely intervention, seamless support and improved outcomes for students with complex learning and wellbeing needs.
- Purposeful investment in specialised learning environments, sensory-responsive spaces and life-skills facilities demonstrates a strong commitment to enhancing participation and building the independence and self-determination of students.

Recommendation

The review team support the following:

- Embed the enhanced Communication Profiles to promote a consistent understanding of early emergent learners, clearly articulating individual communication preferences, strengths and needs across all learning contexts.

Leadership
The school vision, 'Every Student Valued. Every Potential Realised', is translated into practice through a deeply aligned and student-centred approach to leadership, planning and decision-making.
Commendations
The review team validate the following: • The Six Domains, One Direction framework provides a comprehensive foundation for purposeful, cyclical school self-assessment that informs a clear and coherent strategic direction, strongly aligned with system priorities and consistently reflected in business planning, operational strategies and classroom practice. • The Instructional Coaching and Mentorship Framework provides a robust structure for instructional leadership, fostering high levels of staff engagement in coaching, mentoring and feedback processes, and promoting the development of consistent pedagogical practice and collective efficacy. • A sophisticated distributed leadership model is embedded, empowering and supporting staff to lead improvement initiatives. This is evident through purposeful program coordinator roles aligned to school priorities, alongside instructional coaches and mentor teachers. • The strategic application of Collaborative Complex Problem-Solving enables a highly effective approach to managing planned change, empowering stakeholders to contribute insights and shape school priorities through consultation and collaborative planning. • Full staff engagement in a clearly articulated professional review cycle supports professional growth through modelling, observation and reflective conversations, reinforcing feedback as a normal and valued aspect of professional practice.
Recommendation
The review team support the following: • Formalise staff feedback mechanisms to evaluate the impact of middle leadership roles to inform their ongoing development and sustain their contribution to school improvement.
Use of resources
An evidence-informed approach to resource management ensures funding, workforce capacity and specialist provision are purposefully aligned to maximise outcomes.
Commendations
The review team validate the following: • The manager corporate services works in close partnership with the Principal to ensure financial management aligns with the Funding Agreement for Schools. Documented management processes and effective Finance Committee and School Board oversight provide strong financial governance. • Resource allocation decisions are informed by a range of evidence sources, including student progress data, individual education plans (IEPs), engagement data, therapy recommendations and communication profiles, ensuring resources are strategically targeted to identified student needs and school priorities. • Student characteristics and targeted initiatives funding are purposefully aligned with identified student needs through specialist supports, wellbeing programs, communication systems and cultural inclusion initiatives. • A highly structured and comprehensive approach to workforce planning has established a responsive long-term strategy that clearly articulates staffing structures, specialist expertise and capability development aligned to the increasingly complex needs of students.
Recommendation
The review team support the following: • Refine data collection and analysis processes to further evaluate the impact of programs, initiatives and specialist roles funded through student characteristics funding.

Teaching quality

A relentless focus on pedagogical quality has transformed professional practice across the school, cultivating a strong culture of purpose, collaboration and collective efficacy.

Commendations

The review team validate the following:

- Well-established and clearly articulated whole-school pedagogical frameworks, documented in the Koorana Education Support Centre Instructional Handbook and embedded across literacy, numeracy, communication and wellbeing, provide a strong foundation for consistently implemented, high-impact teaching practice.
- Purposeful collaborative structures, including classroom team meetings, comprehensive moderation processes, instructional coaching cycles and multidisciplinary case conferences, enable effective planning, intervention and coordinated responses to student need.
- The systematic implementation of an AAC framework, including Pragmatic Organisation Dynamic Display books, promotes equitable curriculum access, communication and participation for students.
- Curriculum content and personalised learning pathways are closely linked with IEPs, supported by curriculum-based planning and assessment processes. Structured teaching approaches, including the TEACCH² philosophy, provide an effective context for engagement, independence and student progress.

Recommendation

The review team support the following:

- Expand opportunities for teachers to engage in peer observation and collaborative inquiry to further strengthen reflective practice.

Student achievement and progress

The systematic use of whole-school and individual student data sets enables the effective measurement of student progress across literacy, numeracy, communication, engagement and personal independence.

Commendations

The review team validate the following:

- Strategic priorities are systematically evaluated through self-assessment processes, exemplified by the whole-school AAC audit. These processes provide an evidence-informed understanding of impact, enabling the school to refine strategic directions, target resources effectively and sustain positive outcomes.
- Comprehensive processes for monitoring student progress, such as the school-developed data tracker, have been established. Drawing on data sets from a range of appropriate school-based and standardised assessments, staff use evidence to inform planning and respond strategically to identified student needs.
- Participation in moderation, collaborative review and benchmarking through networks such as the Education Support Schools Network and Peron Education Support Alliance supports a shared approach to assessment, strengthening the reliability and validity of achievement judgements and enhancing the consistency of pedagogical practice.
- A commitment to the constant refinement of IEP goals, related data monitoring and multidisciplinary collaboration, ensures targeted interventions are regularly evaluated and adjusted, resulting in demonstrable progress across identified areas of student learning, communication and wellbeing.

Recommendation

The review team support the following:

- Refine disciplined dialogue approaches that support the collaborative analysis and interpretation of data sets aligned to operational plan targets.

Reviewers	
Craig Stanners Director, Public School Review	Natasha Naylor Principal, Gwynne Park 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2031.



Steve Watson
Deputy Director General, Schools

References

- 1 Rugby Western Australia
- 2 Treatment and Education of Autistic and related Communication-handicapped Children