

KOORANA EDUCATION SUPPORT CENTRE

Annual Report 2019



KOORANA 
Education Support Centre
Courage | Respect | Community

“Koorana Kids Can!”

KOORANA EDUCATION SUPPORT CENTRE ANNUAL REPORT 2019

Principal's Message

2019 was our “baby steps” year. Staff changes were minimal across 2019, and this stability provided us with the foundation to work on some key identified areas from 2018. One of these was the implementation of the Positive Behaviour Support model. We have worked industriously to implement WAPBS, and gain recognition as a Positive Behaviour Support school with our first SET (School Evaluation Tool) completed in Term 4 achieving excellent results.

Our Vision

To promote a ‘can do’ attitude, building from individual strengths so that each child achieves their full potential to contribute as active members of their community.

Our Values and Beliefs

At Koorana ESC our staff team and their practices embody the **high performance, high care** philosophy.

- ❖ We have **high expectations** for our students.
- ❖ We focus on **strengths and abilities**.
- ❖ We ensure that our students, parents and community **feel valued and have a voice**.

Our Purpose

For each student;

- ❖ To communicate effectively
- ❖ To self-regulate and be resilient in preparation for high school
- ❖ To be motivated and enthusiastic to learn
- ❖ To have confidence to participate as an individual or part of a group
- ❖ To build skills towards self-reliance and independence

Our School Priorities

2019 was the final year of the High Performance High Care Departmental Strategic Plan and the second year into our current 2018 – 2020 business plan. Our priorities at KESC are;

- Focus 1 – Student Wellbeing and Achievement
- Focus 2 – High Quality Teaching and Leadership
- Focus 3 – Effective Relationships



Priorities	Strategies	Progress	Directions 2020
Student Wellbeing and Achievement	<p>At KESC we recognise that a student's social and emotional state impacts on their achievement across all academic and non-academic areas. So at KESC:</p> <ul style="list-style-type: none"> Teachers use relevant formative, summative and diagnostic assessments to collect meaningful data to inform IEP objectives and to plan targeted interventions. Teachers differentiate learning to suit student needs, interest and developmental level. All students access a differentiated curriculum in literacy and numeracy. We continue to provide social and emotional learning opportunities for students under the KidsMatter umbrella. We will implement Promoting Alternative Thinking Strategies (PATHS) curriculum activities across the school to provide a common language and improve resilience. We will engage an Occupational Therapist to develop sensory profiles for students who demonstrate need, and to increase awareness about emotional states to aid in self-regulation. We will identify those students who require individual behaviour plans to support self-regulation and appropriate choices regarding behaviour. We will make use of the school chaplain services to support student wellbeing. Investigate Positive Behaviour Schools implementation. Track attendance and case manage as needed. 		
		Achieved	Moderation of ABLEWA assessments to be prioritised to ensure consistency of response.
		Achieved	Learning progressions to be developed in 2020.
		Achieved	Sounds Write to continue in 2020, results are showing this is effective at improving students literacy skills.
		Achieved	Be You action plan developed late in 2019, continued focus on how to implement this across the school and community in 2020.
		Achieved	SEL is a continued focus. PATHS is cornerstone.
		Achieved	OT input and role at KESC to be re-defined in 2020.
		Achieved	Maintaining Team Teach skills and currency for all staff to be prioritised in 2020.
		Achieved	Continued relationship building in 2020.
		Achieved	Continue to reinforce and refine the PBS systems and data collection to inform decision making. Active PBS committee including parent representation with internal coach undergoing specific PL to support staff knowledge and implementation of PBS.
	Achieved	Focus on classroom follow up of absences in 2020.	

“Koorana Kids Can!”

Priorities	Strategies	Progress	Directions 2020
High Quality Teaching and Leadership At KESC we recognise the link between quality practice and student achievement of learning outcomes. To this end we will:	<ul style="list-style-type: none"> Continue classroom observations using the Instructional Rounds with PESA schools to enhance understanding around quality teaching practice. Build teacher understanding and familiarity with AITSL Professional Standards, link to self-reflection processes and performance development. Implement explicit teaching strategies, using learning intentions and success criteria in classrooms. Ensure that leadership gains understanding and becomes familiar with the use of the Principal Performance Improvement Tool to make professional judgements and plan for improvement. Reflect on the National Quality Standards, as a tool for school self-assessment and review, ensuring that we are actively working towards maintaining meeting all standards. Build staff understanding and familiarity with the Aboriginal Cultural Standards Framework to ensure that as a school we are incorporating culturally responsive attitudes, values and behaviours into all that we do. 	<p>Achieved</p> <p>Achieved</p> <p>Work in progress</p> <p>Work in progress</p> <p>Achieved</p> <p>Work in progress</p>	<p>Introduction of Professional Learning Teams (Triads) for teacher peer observations.</p> <p>Focus for 2020 to be around explicit teaching and the use of learning intentions and success criteria.</p> <p>Some team members using this, others not so comfortable. Focus on this in 2020.</p> <p>Work to commence on Electronic School Assessment Tool (ESAT) ready for review in Term 2 of 2021.</p> <p>Committee formed and met to discuss and review all 7 standards in 2019. Team leader to be given time off line to collate evidence for verification in Term 3 2020.</p> <p>Ensure all staff have completed the Aboriginal Cultural Appreciation PL through IKON. Students to develop class names that are reflective of our native flora and/or fauna with Noongar names.</p>



Priorities	Strategies	Progress	Directions 2020
Effective Relationships	<p>At KESC we recognise the importance of strong internal and external relationships and will make a deliberate effort to build, maintain and strengthen these vital links including:</p> <ul style="list-style-type: none"> School based—staff and students of KESC and KPS Parents (KidsMatter action team) Therapists and external agencies working with our students School Board Networks – (ESSN, PESA, Stephanie Alexander Kitchen Garden, Kids Matter) Associations (WAESPAA, WAECOSA, WAMCSE) Local Coordinators through Department of Communities Facebook page—for parents and friends Web Page Linking with Childcare centres to increase enrolments Connect Groups—for collegiate support across DoE schools Seek community partnerships to raise the profile of the school Active focus on staff health and wellbeing to be prioritised 		
	<p>Work in progress</p>	<p>Integration opportunities again were later in the year. Sport integration very successful and plans to commence from beginning of year in 2020.</p>	
	<p>Achieved</p>		<p>The role of Community Liaison Officer has been maintained in 2020. Community events are scheduled to take place each term.</p>
	<p>Achieved</p>		<p>Teachers continue to liaise with visiting therapists to ensure that we are all on the same page and working harmoniously to achieve positive outcomes for our students.</p>
	<p>Achieved</p>		<p>Board training undertaken late in 2019. Enthusiastic group, stability has been achieved for 2020.</p>
	<p>Achieved</p>		<p>Reviewing Stephanie Alexander Kitchen Garden membership.</p>
	<p>Achieved</p>		<p>Attendance at Association conferences for principal and manager corporate services.</p>
	<p>N/A</p>		<p>NDIS support for families to be continued in 2020.</p>
	<p>Achieved</p>		<p>System to ensure more regular contributions from all classes in 2020.</p>
	<p>Achieved</p>		<p>Update and add to website.</p>
	<p>Achieved</p>		<p>CLO to continue to provide flyers to local childcare centres to spread the word about our programs at KESC.</p>
	<p>Achieved</p>		<p>Greater focus on the use of Connect for meeting minutes and resources for committees.</p>
	<p>Work in progress</p>		
	<p>Work in progress</p>		<p>Weekly health and wellbeing tips in the update. Brain ambulance PL in 2019 to focus on staff strengths. Be You to provide training for staff around personal health and wellbeing.</p>

Student Achievement

Target	Progress	Evidence														
Increase the percentage of IEP Literacy objectives achieved by students	Partially Met	Overall, 47% of students achieved a higher percentage of their literacy IEP objectives in Semester 2.														
All students will show progression on the PESA monitoring tool for English from Semester 1 to Semester 2.	Target amended Not Met	IN 2018 staff collaboratively decided that they would use the ABLEWA tool to demonstrate progression for their students in English.														
All students will have access to resources which increase their ability to communicate effectively.	Met	Students accessed PODDs, PECS and both low and high tech augmentative and alternative communication (AAC) devices, as prescribed by each child's speech therapist. Staff have accessed professional learning to support the use and effectiveness of these AAC devices.														
Increase the percentage of IEP Numeracy objectives achieved by students.	Met	Overall 70% of students achieved a higher percentage of their numeracy IEP objectives in Semester 2.														
All students will show progression on the PESA monitoring tool for Mathematics from Semester 1 to Semester 2.	Target amended Not Met	In 2018 staff collaboratively decided that they would use the ABLEWA tool to demonstrate progression for their students in English.														
All students will demonstrate progression on PAtHS continuum/assessment tool.	Not Met	Staff did not use this tool consistently across all classes in 2019. Specific teacher training and moderation processes to be implemented in 2020 to ensure accurate and meaningful data capture.														
All students with individual Behaviour Plans will show a decrease in number of behaviour incidents from Semester 1 to Semester 2.	Substantially Met	With the school's PBS focus, staff were more consistent with documenting behaviours which resulted in more behaviour incidents from Semester 1 to Semester 2.														
Increase student attendance percentage to match or better state average.	Not Met	<table border="1" data-bbox="678 1243 1452 1489"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Attendance Rate</th> </tr> <tr> <th>School</th> <th>WA Public Schools</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>91.9%</td> <td>92.7%</td> </tr> <tr> <td>2018</td> <td>91.7%</td> <td>92.6%</td> </tr> <tr> <td>2019</td> <td>85.9%</td> <td>91.6%</td> </tr> </tbody> </table> <p>*Due to low school numbers, one student's poor attendance can have a huge impact on the school's overall attendance percentage. The average for "like schools" is 88.8%, so improving attendance will need to be a priority in 2020.</p>		Attendance Rate		School	WA Public Schools	2017	91.9%	92.7%	2018	91.7%	92.6%	2019	85.9%	91.6%
	Attendance Rate															
	School	WA Public Schools														
2017	91.9%	92.7%														
2018	91.7%	92.6%														
2019	85.9%	91.6%														
Increase number of students with attendance percentage above 90%.	Achieved	<p>12 students with regular attendance. (>89%) i.e. 46% of school population has attendance above 89%. This is an improvement on 2018 with only 33% having regular attendance.</p> <p>9 with at risk indicated. (80% - 89%) 4 students with moderate risk. (55% - 79%) 2 students with severe risk. (<55%)</p>														

"Koorana Kids Can!"

Parent, Staff and Student Satisfaction

In 2019, the decision was made to provide each student with a stationery pack, and increase the voluntary contribution to the maximum allowable amount of \$60. Parents responded favourably to this incentive and our collection rate was the highest it has ever been, with collection of voluntary contributions across the year groups as follows 87.5% for Kindergarten, 88.89% for Pre-primary and 90.52% for Primary, giving an overall collection rate of 89.68%

In 2019, we provided opportunities each term for parents to be engaged with the school, and attendance for these community events was respectable.

2019 Highlights

- *World Down Syndrome Day*
- *PESA Beach Carnival*
- *Koorana Schools ANZAC ceremony*
- *PESA Swimming Carnival*
- *Koorana Schools Sports Carnival*
- *Koorana Schools Cross Country*
- *Koorana Community Day*
- *Breakfast Club*
- *Koorana Schools Book Week*
- *Fishability*
- *National Day of Action against Bullying and Violence*
- *Walk Safely to School Day*
- *Koorana Schools Xmas on the lawn*
- *Koorana Schools Big Week Out*
- *Koorana Schools Graduation and Graduation Lunch*
- *Koorana Family Christmas*

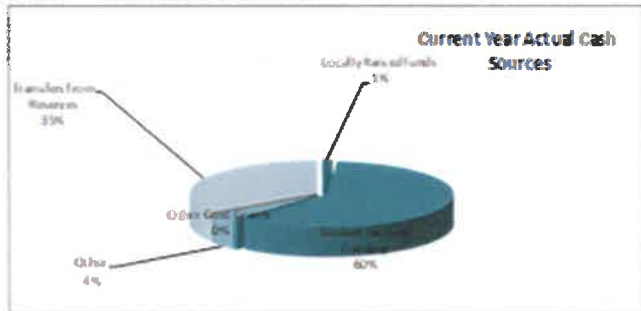
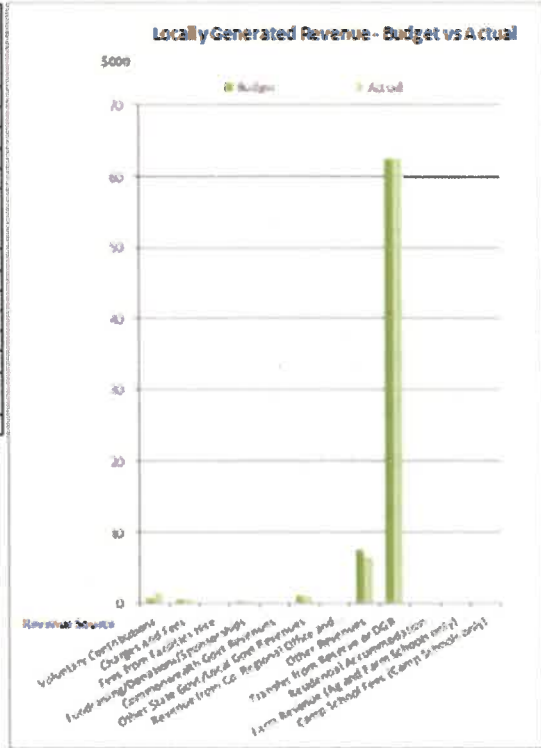


Staffing

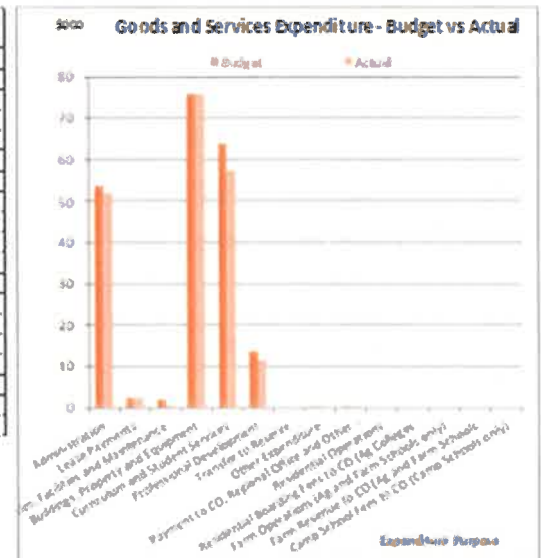
KESC is a level 3 school with a principal, manager corporate services and in 2019, the school was staffed with 3.6 Teacher FTE and 12 Education Assistant (EA) FTE. Additional EA time of 0.1 FTE was committed to the Community Liaison Officer position. Additional school psychologist time was purchased to top up the allocated time to 0.2 FTE (1 day a week). To support positive behaviours and promote self-regulation, the school also secured the services of a 0.1 occupational therapist from Down South Therapy.

**Koorara Education Support Centre
Financial Summary as at
31 December 2019**

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 800.00	\$ 1,399.00
2	Charges and Fees	\$ 365.00	\$ 370.00
3	Fees from Facilities Hire	\$	\$
4	Fundraising/Donations/Sponsorships	\$ 380.00	\$ 330.00
5	Commonwealth Govt Revenue	\$	\$
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$	\$
8	Other Revenues	\$ 7,545.45	\$ 6,490.29
9	Transfer from Reserve or DGR	\$ 62,476.00	\$ 62,476.00
10	Residential Accommodation	\$	\$
11	Farm Revenue (Ag and Farm Schools only)	\$	\$
12	Camp School Fees (Camp Schools only)	\$	\$
Total Locally Raised Funds		\$ 72,716.45	\$ 72,376.29
Opening Balance		\$ 52,170.00	\$ 52,169.87
Student Centred Funding		\$ 87,453.76	\$ 87,453.76
Total Cash Funds Available		\$ 212,340.21	\$ 211,990.92
Total Salary Allocation		\$ 1,431,428.00	\$ 1,431,839.00
Total Funds Available		\$ 1,643,768.21	\$ 1,653,797.92



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 53,729.30	\$ 52,034.96
2	Lease Payments	\$ 2,436.00	\$ 2,435.34
3	Utilities, Facilities and Maintenance	\$ 1,932.00	\$ 846.86
4	Buildings, Property and Equipment	\$ 75,732.00	\$ 75,732.04
5	Curriculum and Student Services	\$ 69,702.72	\$ 57,377.38
6	Professional Development	\$ 13,340.00	\$ 11,557.98
7	Transfer to Reserve	\$	\$
8	Other Expenditure	\$ 8.00	\$ 7.68
9	Payments to CO, Regional Office and Other Schools	\$ 70.00	\$ 70.00
10	Residential Operations	\$	\$
11	Residential Boarding Fees to CO (Ag Colleges only)	\$	\$
12	Farm Operations (Ag and Farm Schools only)	\$	\$
13	Farm Revenue to CO (Ag and Farm Schools only)	\$	\$
14	Camp School Fees to CO (Camp Schools only)	\$	\$
Total Goods and Services Expenditure		\$ 211,130.22	\$ 200,082.24
Total Forecast Salary Expenditure		\$ 1,354,344.00	\$ 1,354,344.00
Total Expenditure		\$ 1,565,474.22	\$ 1,554,426.24
Cash Budget Variance		\$ 1,280.00	\$



Cash Position as at:	
Bank Balance	\$ 256,639.17
Make up of:	
1) General Fund Balance	\$ 31,637.68
2) Deductible Gov Funds	\$
3) Trust Funds	\$
4) Asset Replacement Reserves	\$ 227,220.49
5) Suspense Accounts	\$ 75.00
6) Cash Advances	\$ 2,494.03
7) Tax Position	\$ 256,639.17
Total Bank Balance	\$ 256,639.17

I endorse this Annual Report on behalf of the Koorana Education Support Centre Board

Name: Emma Boefinger Signature: 
KESC Board Chair

Dated: 1/4/21

Principal: MELISSA SARICH Signature: 



