

KOORANA EDUCATION SUPPORT CENTRE

Annual Report 2020



KOORANA 
Education Support Centre
Courage | Respect | Community

“Koorana Kids Can!”

KOORANA EDUCATION SUPPORT CENTRE ANNUAL REPORT 2020

Principal's Message

We were all excited for 2020, as we moved into a new decade. Making an active commitment to enhance connections across all stakeholders, we commenced the year with the theme of “*Building bridges not walls*”. However, ironically as the world went into lockdown with the outbreak of the global COVID-19 pandemic, many of our plans and goals for 2020 were unachievable. First semester saw preparations for remote learning, with increasing numbers of parents choosing not to send their child to school. While non-essential workers were being instructed to work from home, staff at KESC worked collaboratively devising ways to ensure continuity of learning over this time remaining flexible to rapidly changing information and circumstances. You will note that it has been difficult to provide data to demonstrate most of our Improvement Targets in 2020 due to the unprecedented circumstances created by the COVID-19 pandemic.

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

2020 was the final year of our current business plan. The Department of Education introduced its new strategic plan – **Every student, every classroom, every day**. 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 2021
<p>Student Wellbeing and Achievement</p>	<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	Teachers have collaboratively decided to stop using the Key Maths assessment, and use the data from ABLEWA testing instead.
		Achieved	Teachers will have a whole day of DOTT.
		Achieved	Top Ten Maths resources to be used in 2021. Continuation of Sounds Write with additional staff to undergo training.
		Achieved	Changes in staff and parent supporters, Be You committee to be revitalized.
		Achieved	Teacher is taking the lead in implementing PATHS consistently across the year 1 – 6 classes.
		Not Achieved	Plan to engage OT as needed, as most students are coming with their own OT through NDIS funding, and we can access Sensory Profiles this way.
		Achieved	SAER conversations to continue, behaviour plans to be reviewed termly.
		Achieved	New Chaplain in 2021. Only working a 3 day fortnight. Will target relationships and skill building.
		Achieved	Prepare for SET in 2021. Parent member for PBS committee required.
		Achieved	Absence follow-up to continue to be a focus.

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Priorities	Strategies	Progress	Directions 2021
<p>High Quality Teaching and Leadership</p> <p>At KESC we recognise the link between quality practice and student achievement of learning outcomes. To this end we will:</p> <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>Not Achieved COVID-19</p> <p>Work in progress</p> <p>Work in progress</p> <p>Work in progress</p> <p>Work in progress</p> <p>Work in progress</p> <p>Work in progress</p>	<p>Professional Learning Teams (Triads) was commenced in 2020, but did not gain any momentum. In Term 2 2021, staff to trial the process.</p> <p>Performance Development processes to be consistently followed in 2021.</p> <p>Staff having a go at using this, will continue to be a focus in 2021.</p> <p>Department providing more information and support for this in 2021.</p> <p>NQS standards to be met, verification to be sought.</p> <p>Aboriginal Cultural Standards Framework to be consulted as part of the formation of new business plan in 2021.</p> <p>Committee to be formed to work on implementation of ACSF into KESC.</p>



Priorities	Strategies	Progress	Directions 2021
Effective Relationships	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: <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, WAECCSA, 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 		
		Work in progress	Good integration in sports, not just block sports in 2020, more integration opportunities to be sought (including reverse integration) in 2021.
		Not Achieved COVID-19	Meetings were impacted in 2020. In 2021 we need to have a recruitment drive for new parent members.
		Achieved	Teachers and support staff to continue to liaise with visiting therapists to achieve positive outcomes for our students.
		Achieved	Need to recruit new members, as we have lost over 50% of our members due to changes in personal circumstances.
		Work in progress	Maintain memberships with these organisations.
		Not Achieved COVID-19	Maintain memberships with these associations
		Achieved	Families to be supported with NDIS as needed
		Achieved	Formation of class Facebook pages as a result of COVID-19 offsite learning requirements was highly regarded by families, and will continue to 2021.
		Achieved	The web page will continue to evolve.
		Achieved	The CLO made good progress in 2020 in accessing local childcare and schools.
		Achieved	The arrival of Microsoft Teams has provided an alternative to Connect, which staff prefer. All meeting minutes are now in Teams.
		Work in progress	New School Board to support this in 2021.
		Work in progress	Happy School registration for 2021 to provide information for staff each week.

Student Achievement

Target	Progress	Evidence
Increase the percentage of IEP Literacy objectives achieved by students	N/A	Due to COVID-19 pandemic there is only achievement data from Semester 2.
All students will show progression on the PESA monitoring tool for English from Semester 1 to Semester 2.	Target amended.	Staff are using ABLEWA assessments to demonstrate progression for their students. In 2020, our Early Years students were using the Early Start Denver Model (ESDM) Curriculum and have demonstrated progression based on these goals.
All students will have access to resources which increase their ability to communicate effectively.	Target Met	In 2020, staff accessed PL on PODD, and used ALD boards in their classrooms to support literacy lessons.
Increase the percentage of IEP Numeracy objectives achieved by students.	N/A	Due to COVID-19 pandemic there is only achievement data from Semester 2.
All students will show progression on the PESA monitoring tool for Mathematics from Semester 1 to Semester 2.	Target amended.	Progression being demonstrated through the ABLEWA assessment tool, rather than the PESA monitoring tool.
All students will demonstrate progression on PATHS continuum/assessment tool.	N/A	Due to COVID-19 pandemic usable data was not available for comparison from Semester 1 to Semester 2.
All students with individual Behaviour Plans will show a decrease in number of behaviour incidents from Semester 1 to Semester 2.	N/A	Due to inconsistent attendance in Semester 1 due to COVID-19 pandemic, it is difficult to get meaningful data for 2020.
Increase student attendance percentage to match or better state average.	N/A	The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.
Increase number of students with attendance percentage above 90%.	N/A	2020 attendance percentages were impacted by COVID-19 pandemic and are not indicative of student engagement.

Parent, Staff and Student Satisfaction

The National School Opinion Survey was undertaken at the beginning of 2020 to gain a baseline of satisfaction. All students in year 5 and 6, all staff and 7 parents/carers responded. Responses received were all positive, with ratings in the strongly agree or agree for most of the questions. Repeated attempts to capture more parents feedback was not successful given the disconnect that social distancing produced due to COVID-19 in 2020.

Collection of voluntary contributions in 2020 was 92.31% for Kindergarten, 76.92% for Pre-primary and 100% for Primary, giving an overall collection rate of 94.69%. Once again we provided a stationery pack with all school supplies for each student and asked for a voluntary contribution of \$60 for each child.

“Koorana Kids Can!”

2020 Highlights

- *World Down Syndrome Day*
- *Koorana Schools ANZAC ceremony*
- *Koorana Schools Sports Carnival*
- *Koorana Schools Cross Country*
- *Koorana Schools Book Week*
- *National Day of Action against Bullying and Violence*
- *Walk Safely to School Day*
- *Koorana Colour Run*
- *Koorana Schools Xmas on the lawn*
- *Koorana Schools Big Week Out*
- *Koorana Schools Graduation and Graduation Lunch*
- *Koorana ESC Christmas*



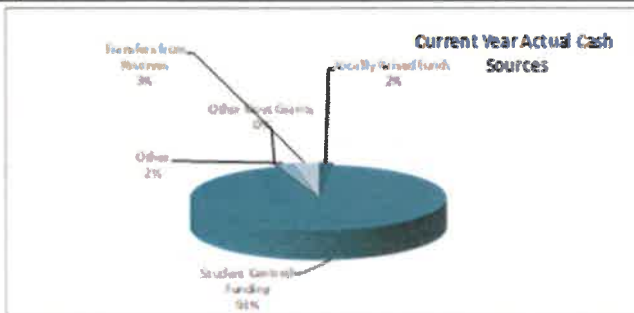
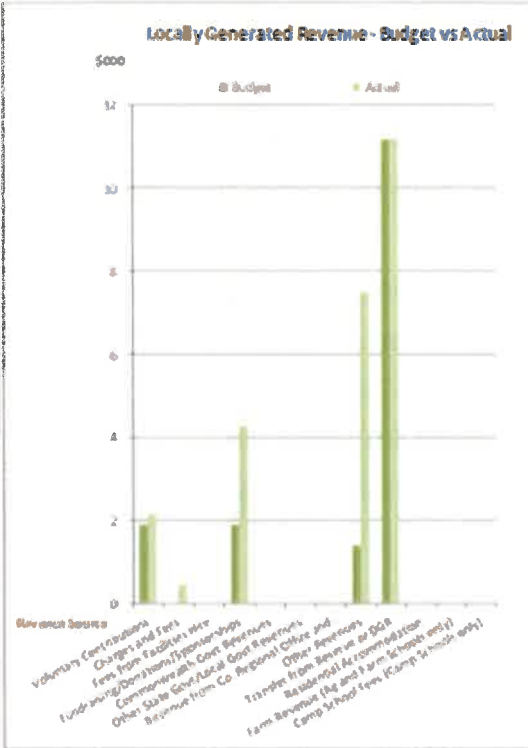
Staffing

KESC is a level 3 school with a principal, manager corporate services and in 2020, in line with increasing enrolments, the school was staffed with Teacher 5.4 FTE and 16.2 Education Assistant (EA) FTE. EA time of 0.1 FTE was committed to the Community Liaison Officer position. We have recruited a permanent 0.2 (one day per week) school psychologist and have allocated additional funds to top up what is allocated by Regional Office. In 2020, the school expanded to 4 full time classes, and one Kindy class (0.5 FTE). All KESC classes are now housed in Block 2, with plans for Block 7 to be re-purposed as an administration block for KESC.

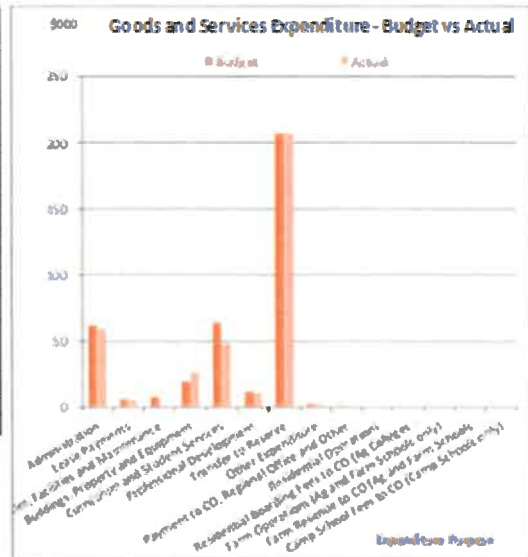


**Koorana Education Support Centre
Financial Summary as at
31 December 2020**

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,885.36	\$ 2,141.00
2 Charges and Fees	\$	\$ 442.00
3 Fees from Facilities Hire	\$	\$
4 Fundraising/Donations/Sponsorships	\$ 1,835.00	\$ 4,283.00
5 Commonwealth Govt Revenues	\$	\$
6 Other State Govt/Local Govt Revenues	\$	\$
7 Revenue from Co, Regional Office and Other Schools	\$	\$
8 Other Revenues	\$ 1,412.00	\$ 7,497.28
9 Transfer to Reserve or DGR	\$ 11,198.00	\$ 11,198.00
10 Residential Accommodation	\$	\$
11 Farm Revenue (Ag and Farm Schools only)	\$	\$
12 Camp School Fees (Camp Schools only)	\$	\$
To total Locally Raised Funds	\$ 26,370.36	\$ 25,540.28
Operating Balance	\$ 31,857.68	\$ 31,857.68
Student Centred Funding	\$ 324,939.13	\$ 324,420.40
Total Cash Funds Available	\$ 378,165.97	\$ 390,836.36
Total Salary Allocation	\$	\$
Total Funds Available	\$ 378,165.97	\$ 390,836.36



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 61,125.00	\$ 59,539.75
2 Lease Payments	\$ 5,890.00	\$ 5,736.11
3 Utilities, Facilities and Maintenance	\$ 7,325.00	\$ 1,634.53
4 Buildings, Property and Equipment	\$ 29,051.00	\$ 26,139.23
5 Curriculum and Student Services	\$ 63,995.13	\$ 43,024.59
6 Professional Development	\$ 11,200.00	\$ 10,520.11
7 Transfer to Reserve	\$ 207,168.00	\$ 207,168.00
8 Other Expenditure	\$ 2,110.00	\$ 2,625.61
9 Payment 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	\$ 378,134.13	\$ 361,477.93
Total Forecast Salary Expenditure	\$	\$
Total Expenditure	\$ 378,134.13	\$ 361,477.93
Cash Budget Variance	\$ 32.84	



1 Cash Position as at	
2 Bank Balance	\$ 393,556.57
Made up of	\$
3 General Fund Balance	\$ 31,857.68
4 Deductible GR Funds	\$ 324,420.40
5 Trust Funds	\$
6 Asset Impairment Reserves	\$ 37,370.49
7 Suspense Accounts	\$ 133.00
8 Cash Advances	\$
9 Tax Position	\$ (125.00)
Total Bank Balance	\$ 393,556.57

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

Name: Emma Bofinger Signature: 

KESC Board Chair

Dated: 1/4/21

Principal: MELISSA SARICH Signature: 

