

2025 - 2027

# BUSINESS PLAN



discover our potential together



**meadowSPRINGS**  
EDUCATION SUPPORT CENTRE



# School Vision

We are an inclusive school that provides positive learning for everyone as we discover our potential together.



## Our Values

We are curious about you

Educate for life

A place where everyone belongs

Conquer a communication journey

Embrace the joy in learning

Meadow Springs ESC, supported by our school board, is very proud to present our new school plan 2025-2027. Our school motto “discover our potential together,” along with our values, defines our school’s purpose and underpins everything we do.





# Positive Behaviour Support

Everywhere at our school we expect our staff, students and school community to be -

- > Safe
- > Respectful
- > Try their Best

Behaviour expectations at MDESC include academic, social and personal behaviour. Teachers explicitly teach lessons based on our three behaviour expectations.

Positive reinforcement is delivered through PBS points, PBS Assemblies and PBS Reward Days. This promotes a positive school culture that is inclusive of everyone.



# Positive School Culture

Our positive school culture for staff is built around the four principles of the FISH! Philosophy. We encourage our staff to live and breathe the FISH! Philosophy every day. We are committed to finding new ways to promote the four principles amongst our staff in fun

“  
We may all be different  
fish, but in this school  
we swim together.  
”

## 1. Choose your attitude

We cannot control everything that happens, but we can choose how we respond to things and be positive.

## 2. Be There

Being present in the moment, committing to what you are doing and giving it your all.

## 3. Play

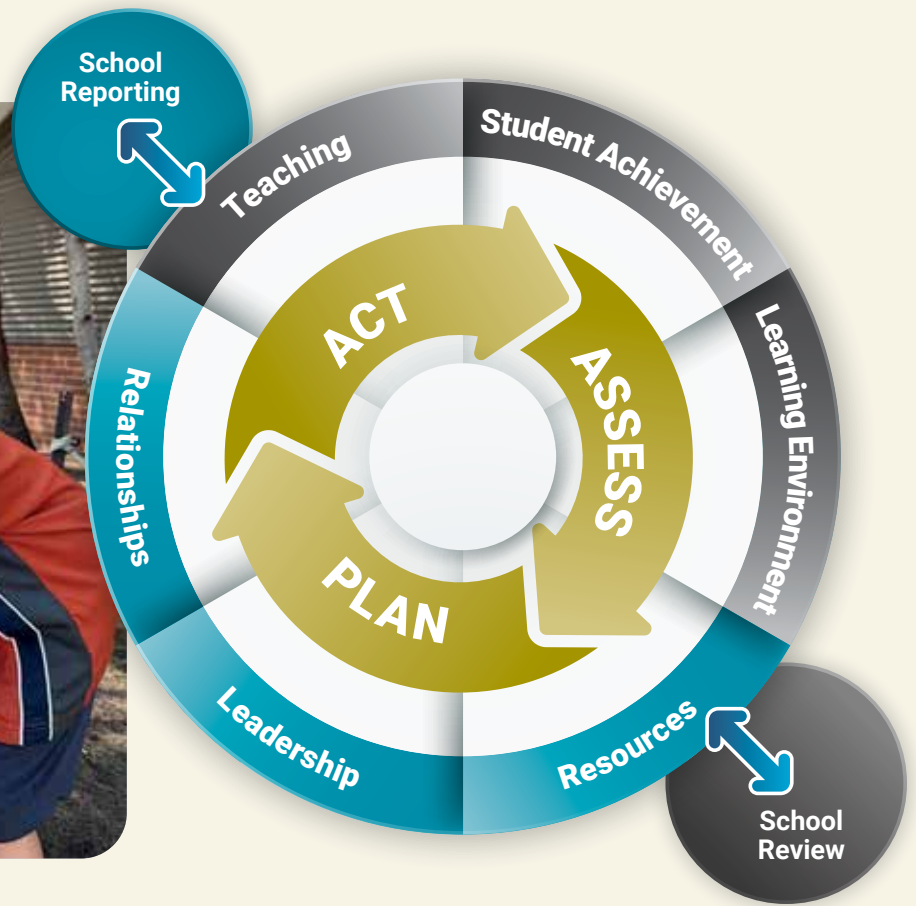
Learning is serious business, but it does not mean we can't enjoy ourselves and be playful in our learning and have fun.

## 4. Make their day

Going out of our way to make others feel special with our words and actions can make a real difference to them.





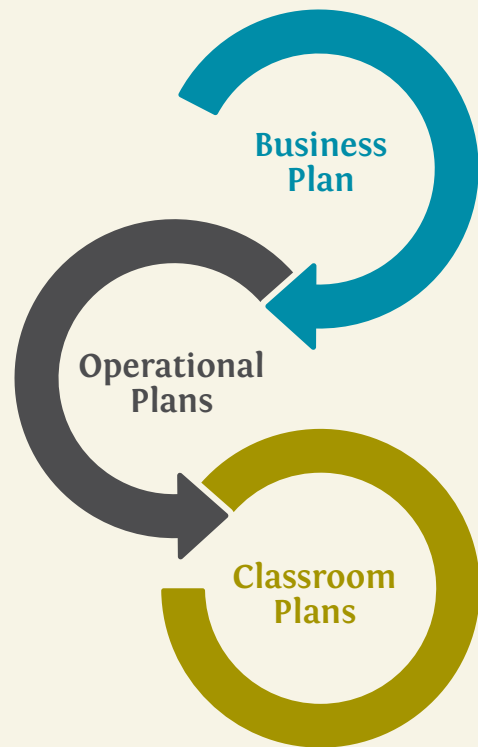


# School Improvement & Self Assessment

All Western Australian schools are reviewed by the Department of Education’s Public School Review directorate.

A review gives assurance to the local community, Minister for Education & Training and the Director General about the performance of public schools in delivering high quality education to all students.

Meadow Springs ESC was last reviewed in September 2023, and we were commended on having exceeded expectations in all areas. The school review report encouraged Meadow Springs ESC to continue to deliver high quality education to our students. The Public School Review, along with the school’s self-assessment surveys and feedback provided by staff, parents and students, underpins our new business plan 2025 – 2027.



# Relationships & Partnerships

“  
I love the warm and very  
welcoming community  
feel around the school.  
”



**We are dedicated to fostering a positive and inclusive school culture that promotes collaboration and mutual respect amongst all stakeholders. Our guiding principle, “Two Schools – One Community,” reflects our commitment to building strong partnerships between Meadow Springs Primary and Meadow Springs ESC.**

By implementing The Positive Behaviour Support approach, the FISH! Philosophy and adhering to the Cultural Standards Framework, we aim to create an environment where positive relationships thrive, enhancing the overall experience for students, staff and families.



## Strategies

### Students

- > Staff prioritise developing respected and trusted relationships with students.
- > PBS Year 6 Student Leaders are mentored, supported & promoted.
- > Staff build in student voice, interests, sensory needs, and preferences into all learning experiences.
- > Teachers use a variety of visual, auditory & kinaesthetic strategies to engage learners.

### Staff

- > Conflict Resolution Framework is understood and utilised by staff.
- > Staff Charter is established with involvement from all staff.
- > Varied and multiple opportunities for staff voice.
- > FISH Committee is strengthened, supported and promoted.
- > Mentoring and Coaching support provided to staff.



### Aboriginal Responsiveness

- > Welcome to Country re-created with student input.
- > Build connections with Aboriginal students and families.

### Parents

- > School newsletter and event calendar published for families and the wider school community.
- > Planned parent coffee mornings and events.
- > Promote parent representation on the school board.
- > Pre-Kindy Program supports new families to build connections with our school.



## Targets

1. The Parent Opinion Survey is completed by 60% of parents.
2. The Staff Opinion Survey is completed by 80% of staff.
3. The staff charter is created by staff.
4. The Meadow Springs Reconciliation Action Plan is developed.
5. A school based sensory profile is completed for every student in Kindy – Year 1 annually.

# Learning Environment

“  
I really like the hands-on learning approach to learning.  
”



Our learning environment is carefully designed and tailored to address the diverse learning needs of our students. Our class learning environments foster a strong sense of belonging and connection. Through our Positive Behaviour Support (PBS) program we actively teach, model and reinforce expected behaviours, empowering students to engage positively and safely in all learning activities.

All staff are trained in Augmentative and Alternative Communication (AAC), supporting students' ability to express their needs and preferences, creating increased student engagement. We are committed to creating and resourcing opportunities that enhance cultural inclusivity across our school, ensuring all students feel valued and supported in their educational journey.



## Strategies

### Positive Behaviour Supports (PBS)

- > Developing consistent behaviour management practices across the school.
- > PBS Teacher expectations are created and evident across the school.
- > Continue to refine PBS Tier 2 behaviour support processes.
- > Promotion of PBS on the digital board and other school entry points across the school.
- > Classroom Management Strategies (CMS) for new teachers and education assistants.
- > PBS Induction program developed and implemented.

### Cultural Responsiveness

- > Development of a cultural design aspect in a school shirt.
- > Understanding & implementation of culturally responsive classrooms.

### Staff Development

- > Modelling of behaviour management strategies for staff professional development.
- > Professional development for staff on managing a team and building a positive class environment.
- > Development of a Play Policy & Program across year levels and locations.
- > Team Teach Training for new staff, including 3-year refresher courses for existing staff.



## Targets

1. Each student with a Tier 2 referral has a decrease in behaviour incidents recorded on SIS (Compass), 6 months following the referral date.
2. Play policy is developed for Early Childhood outdoor play areas.
3. 80% of staff can verbally identify the difference between individual PBS dojo points and student tokens.

# Quality Teaching

“  
I love that my child  
is making progress.  
”



**At Meadow Springs ESC, we are dedicated to providing exceptional educational programs, tailored to meet the needs of every student. Our school motto “Discover Our Potential Together,” reflects our commitment to differentiated learning approaches that enhance student engagement and achievement.**

At Meadow Springs ESC we implement evidence-based programs designed to address the diverse requirements of each student, ensuring all learners make meaningful progress with the guidance of our trained staff. We use a comprehensive range of assessments that allow us to identify areas where additional support is needed, helping us to make informed decisions and improve educational outcomes for students.



## Strategies

- > Positive Behaviour Support (PBS) is explicitly taught across the whole school.
- > All classes are using the TEACCH (Structured Teaching) approach to support individual student needs.
- > Talk for Writing (T4W) whole school approach is reviewed and updated.
- > Life skills program developed.
- > Technology skills framework reviewed and updated.
- > Further development of the Teaching for Impact strategy.
- > Visual supports and Alternative & Augmentative Communication strategies.

### Student achievement:

- > Investigate the use of data tracking tools to track student progress.
- > Moderation processes within school and amongst “like” (similar context) schools.
- > Formalise data sharing processes.
- > Formalise team meetings for teachers on collaborative DOTT.

### Professional Learning

- > Boardmaker & PODD (Pragmatic Organised Dynamic Display) training provided.
- > Professional learning is provided to staff on moderation processes.
- > TEACCH Professional Learning provided to teachers & education assistants.
- > Coaching and mentoring used to support staff development.
- > Talk 4 Writing and PLD (Promoting Literacy Development) training.
- > Protective Behaviours training for all staff.
- > Foundation Skills Assessment training for all Early Childhood teachers.

## Targets

1. 80% of students in Years 1-6 make progress on the PLD Literacy Screen annually.
2. 80% of students in Year 1-6 will achieve 80% of their Mathematics goals, linked to the Western Australian Curriculum.
3. 80% of students in Year 1-6 will achieve 80% of their Reading & Viewing goals, linked to the Western Australian Curriculum.
4. 80% of students will make individual progress on the ROCC Assessment in Domain 8 (availability of communication systems) annually.
5. 80% of teachers have completed the TEACCH professional learning.
6. Each Kindy and Pre-Primary student in the Autism Early Intervention Program achieves a minimum of 60% of their IEP goals based on the Semester 1 report.



# Use of Resources

“  
Everyone is on their own learning journey, but when we collaborate and come together, we are an awesome educational force.  
”



**At Meadow Springs ESC we believe staff are our greatest resource. We recognise the importance of having a high staff-to-student ratio, in order to provide a consistent hands-on approach to learning. We provide personalised care and support for student wellbeing, while fostering academic excellence.**

Investing in staff development, training and the creation of educational programs tailored to our students’ diverse learning needs, is a key focus of our budgeting process. Our school-wide curriculum is designed to be consistent across all classrooms, incorporating personalised and differentiated strategies that empower every student to learn in a manner that works best for them.



## Strategies

### Workforce Planning

- > Workforce plan has strategies in place to support the attraction & retention of staff.
- > Permanent/fixed term staff relief budget in place to support relief shortages.

### Staffing Development

- > Develop a relief staff induction process.
- > Graduate mentoring & training program in place.
- > Aboriginal Education & Islander Officer (AIEO) role defined and funded.
- > Continue to develop the leadership strategy to support staff leadership opportunities.



### Resource Development

- > Investigate, plan and upgrade the Early Childhood playground.
- > Create a bright and engaging surface to the safe play area.
- > Development of a well-resourced Life Skills room.
- > Develop a Yarning Circle to support connection & belonging for Aboriginal families.
- > Implement a new parent communication platform (Compass).
- > Continued improvements to the sustainability garden.
- > PBS App investigated.

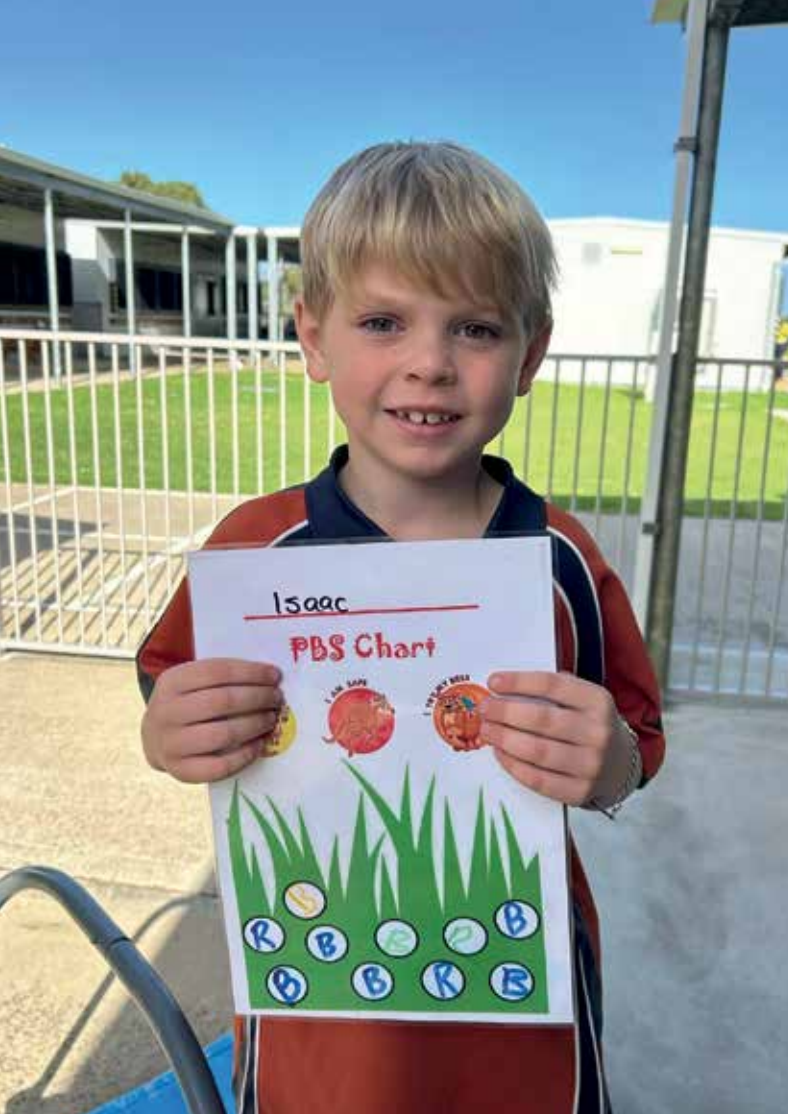
### Finance Development

- > Implementation of Program Kaartdijin (Compass).
- > Reserve plans reviewed and funds allocated to replace resources as needed.
- > Funding provided for leaders to be trained in key program areas, e.g. Team Teach, TEACCH.

## Targets

1. All new staff complete worksite induction within 6 weeks.
2. Teaching staff can accurately use the new Compass app for recording attendance and messaging class families.









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