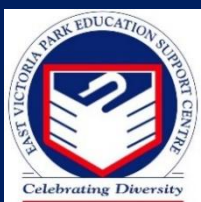




East Victoria Park Education Support Centre



Business Plan

2025 – 2027

ACKNOWLEDGEMENT OF COUNTRY

East Victoria Park Education Support Centre acknowledges the Whadjuk Noongar people as the Traditional Owners and Custodians of the land that we live and learn on. We pay our respects to Elders past, present and emerging.

PRINCIPAL'S MESSAGE

At East Victoria Park Education Support Centre, we are proud to present our 2025–2027 Business Plan, a strategic roadmap that reflects our unwavering commitment to inclusive education, student success, and community partnership.

This plan has been shaped by the voices of our students, staff, families, and broader school community. It outlines our shared priorities and aspirations, grounded in evidence-based practice and aligned with the Department of Education's strategic directions. Our focus over the next three years will be on strengthening quality teaching and learning, deepening positive partnerships, and investing in professional development to build a skilled, supported, and empowered workforce.

We celebrate diversity and embrace neuro-affirming practices that honour the unique strengths and needs of every learner. Through collaboration, innovation, and a culture of continuous improvement, we aim to create a learning environment where every student is known, valued, and supported to thrive.

I invite you to explore this plan and join us in our journey to empower diverse abilities with passion and purpose.

Christina Maunick-Gallie

School Motto:
**Celebrating
Diversity**

School Vision:
**To empower diverse
abilities in an inclusive
learning environment
with passion &
purpose.**



PRIORITY AREA 1 – QUALITY TEACHING AND LEARNING

Vision

EVPESC is committed to delivering high-quality teaching and learning through a culture of collective responsibility, evidence-based practice, and inclusive education. In alignment with system priorities and the Public-School Review, our plan focuses on embedding a consistent pedagogical framework, strengthening instructional practice, and ensuring every student makes sustained progress.

Targets

1. Achieve 80% or above of Individual Education Plan (IEP) goals per semester.
2. Demonstrate incremental progress in Letters and Sounds Assessment, advancing within or beyond current Phase per semester.
3. Demonstrate incremental progress in Whole School Maths Assessment per semester.
4. Demonstrate measurable progress across one or more Domains of the ROCC assessment annually.
5. Define and embed an agreed pedagogical framework informed by evidence-based research.
6. Embed Berry Street Education Model (BSEM) strategies in all classrooms (ongoing).
7. Embed Positive Behaviour Support (PBS) strategies consistently (ongoing).
8. Reduce major and minor behaviour incidents through consistent PBS implementation and data-driven intervention per term.
9. Undertake the National Quality Standard (NQS) Assessment and implement recommendations to enhance teaching, learning environments, and operations.



Strategic Sequencing of Initiatives (2025–2027)

Year 1: Foundation	Year 2: Development	Year 3: Consolidation
• Define and embed the Pedagogical Framework. • Implement Whole School Assessment Schedule. • Embed PBS Tier 1 strategies and develop Whole School PBS Plan. • Begin Instructional Coaching and mentoring. • Begin implementation of Talk 4 Writing and Top Ten Maths. • Conduct NQS Assessment and begin action plan. • Provide induction programs for new staff. • Ensure all students have communication and Positive Behaviour goals in their IEPs. • Provide access to AAC tools (PODD, ALS boards, visual timetables).	• Embed Talk 4 Writing and Top Ten Maths fully. • Introduce and embed STEAM through Whole School Plan. • Investigate and implement selected Social and Emotional Learning (SEL) program. • Continue coaching and mentoring with focus on instructional consistency. • Review and refine Pedagogical Framework based on feedback. • Conduct regular audits of PBS and BSEM implementation.	• Evaluate impact of all programs. • Deepen integration of STEAM and SEL. • Sustain and evolve PBS and BSEM practices. • Continue professional learning aligned with framework. • Embed student and community voice in ongoing review.

PRIORITY AREA 2 – POSITIVE PARTNERSHIPS

Vision

East Victoria Park ESC staff develop and nurture relationships and partnerships with students, families, staff, our partner school, the local community, and external stakeholders in a collaborative effort to support all students to achieve the best outcomes. We believe that strong, respectful relationships are foundational to student success and wellbeing, and we are committed to fostering a culture of trust, inclusion, and shared responsibility.

Targets

1. Maintain a 90% or higher positive rating in the annual School Culture Survey across students, parents/carers, and staff.
2. Ensure that at least 80% of parents/carers participate in IEP meetings each semester, either face-to-face or via phone.
3. Develop and implement a process for Campus Integration to enable student participation in whole-school activities such as assemblies, incursions, and the sports carnival.
4. Recruit and sustain active parent representation on the School Council to strengthen school-community partnerships.
5. Recruit and retain staff who share and uphold the Centre’s vision.

Strategic Sequencing of Initiatives (2025–2027)

Year 1: Foundation

- Maintain effective communication with families and staff via Class Dojo, Compass, IEP meetings, and case conferences.
- Schedule regular family engagement events (e.g., workshops, afternoon teas).
- Develop a Campus Collaboration Committee (CCC) to enhance communication, coordination, and collaboration across all departments, programs, and stakeholders within the Campus, ensuring a unified approach to student success, staff development, and community engagement.
- Begin implementation of the Campus Integration process to support student participation in whole-school activities such as assemblies, incursions, and the sports carnival. Ensure student voice is actively included in the planning and evaluation of these integration opportunities.
- Recruit active parent representation for the School Council.
- Embed Aboriginal Cultural Standards Framework into curriculum planning and pedagogy.
- Provide structured collaboration opportunities for staff (team meetings, PLCs).
- Embed the Community Access Program (CAP) into class programming, ensuring that student voice is meaningfully reflected in the selection of destinations, activities, and routines to promote engagement and relevance.



Year 2: Development

- Strengthen partnerships with local community organisations and external agencies.
- Expand family engagement events and increase parent/carer involvement in classroom activities.
- Embed the CCC into Campus operations, expanding its role in strategic planning, resource sharing, and innovation across programs.
- Continue embedding Aboriginal Cultural Standards Framework through professional learning.
- Implement feedback mechanisms (e.g., digital surveys for relief staff and families).
- Deepen collaboration with partner and network schools.

Year 3: Consolidation

- Evaluate impact of family and community engagement strategies.
- Sustain and evolve Campus Integration practices.
- Embed the CCC into Campus operations, expanding its role in strategic planning, resource sharing, and innovation across programs.
- Maintain high levels of parent/carer participation in IEP meetings.
- Continue to recruit and retain staff aligned with EVPESC’s vision.
- Embed regular self-assessment opportunities into the school calendar (e.g., surveys, focus groups).

PRIORITY AREA 3 – PROFESSIONAL DEVELOPMENT

Vision

Targeted high-quality professional development supports staff to develop the knowledge and skills they need to address students' learning needs, which in turn results in improved student outcomes. It is imperative that all ESC staff are provided with opportunities to engage in high-quality professional learning, mentoring, coaching, and performance development.

Targets

1. Ensure all staff participate in targeted professional learning aligned with individual goals identified through the Performance Development Process and the School's Business Plan priorities.
2. Require all teachers to complete key professional learning programs, including ROCC training, Talk4Writing, Letters and Sounds, Maths Assessment, Foundational Skills Assessment, and any additional relevant training aligned with student learning needs.
3. Increase the number of instructional coaches within the Centre and develop a structured plan to schedule and deliver regular coaching sessions that support teaching practice and student outcomes.

Strategic Sequencing of Initiatives (2025–2027)

Year 1: Foundation

- Provide ongoing, tailored professional learning opportunities for all staff that align with the Business Plan priorities and individual Performance and Development (PMD) goals.
- Ensure all staff actively engage in the performance development process, including peer observations and reflective practice.
- Implement a comprehensive induction program for new and early-career teachers to support their integration and professional growth within the school.
- Expand the instructional coaching program by increasing the number of coaches and scheduling regular coaching sessions focused on enhancing teaching practice and student outcomes.

Year 2: Development

- Establish and embed a distributed leadership model by identifying and supporting aspirant leaders through targeted professional learning programs and leadership opportunities.
- Develop capacity-building for curriculum and committee leaders to lead key school initiatives.
- Increase staff data literacy through targeted training, enabling teachers to effectively analyze and use assessment data to inform teaching and improve student learning outcomes.

Year 3: Consolidation

- Promote and sustain staff wellbeing through the formation and active operation of a wellbeing committee, delivering initiatives that support physical, mental, and emotional health.
- Embed the Workforce Plan into recruitment, retention, and professional development processes to ensure a skilled, sustainable, and motivated workforce.
- Evaluate the impact of professional learning and coaching on teaching practice and student outcomes.

Resourcing Priorities

EVPESC will strategically allocate financial and human resources to support the achievement of its three Business Plan priorities.

Priority One: Enhancing Campus Collaboration

- Time for coaching, mentoring, and collaborative planning.
- Investment in professional learning (Talk 4 Writing, Top Ten Maths, PBS, BSEM, SEL).
- Engagement with external agencies for AAC, NQS, and STEAM.
- Classroom upgrades with communication tools and learning resources.
- Data systems and staff time for assessment, moderation, and review.

Priority Two: Strengthening Relationships and Partnerships

- Staffing for collaboration, family engagement, and liaison roles.
- Training aligned with Aboriginal Cultural Standards and inclusive practices.
- Budget for family events, communication platforms, and partnerships.
- Infrastructure support for CAP, integration and community access.
- Tools to monitor engagement, feedback, and partnership outcomes.

Priority Three: Building Staff Capability and Wellbeing

- Professional learning aligned with Business Plan and PMD goals.
- Expansion of coaching and mentoring programs.
- Leadership development for aspirant leaders.
- Resources for wellbeing initiatives and staff support.
- Investment in data literacy tools and training.





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