



MADDINGTON
EDUCATION SUPPORT CENTRE



Business Plan

◆

School Vision

We encourage every child to reach their full potential.



Reach for the stars

✦

Strategic Direction

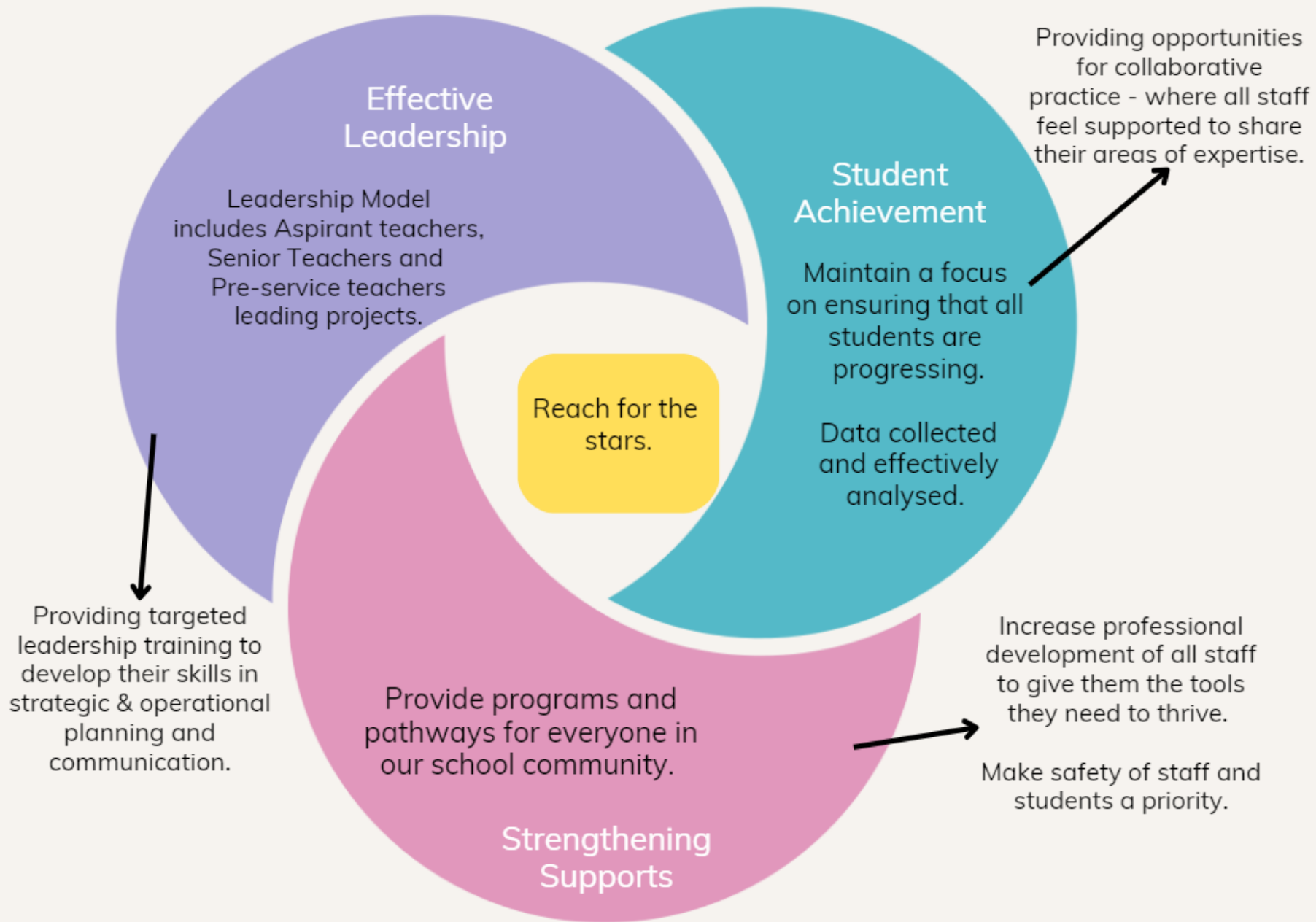
This business plan shows our 'road map' into 2025/2026.

Highlighting priority areas and strategies for improvement over the next two years. Everything in this plan is underpinned by the DOE Focus 2025 document.

We want to utilise this tool to overarch everything we do to foster the development of literate, numerate, self-regulating students. While reaffirming our unwavering dedication to the priorities set by the Department of Education (DOE).

Each of our priority areas has dedicated Committee, resource allocations, strategies, and success indicators. In the concluding year of this School Plan, we will conduct a thorough self-assessment of our performance and compile our Annual Report.

MADDINGTON EDUCATION SUPPORT CENTRE



Priority Area 1 - Effective Leadership

DOE Improvement Driver: Build the capability of our principals, teachers, and allied professionals.

Overarching Goal: Leadership Model includes Aspirant teachers, Senior Teachers and Pre-service teachers leading projects.

Goals	Strategies	Key Indicators of success	Investment
To develop the capacity of leadership across the school.	Refine the school Leadership Operational Plan Document and processes. Provide Professional Learning opportunities for school leaders and aspirants.	Established priority area leaders. Use OneNote/Teams effectively Increase in attendance of relevant PL.	Microsoft training 4 days relief Prelim budget allowing for 10 days for Admin team (which includes conferences and association commitment)

To build the leadership capacity of middle leaders	<p>Talent identification (area of strength)</p> <p>Providing targeted leadership training to develop their skills in strategic & operational planning and communication.</p> <p>Mentorship and coaching to middle leaders to foster confidence and autonomy in decision-making.</p>	<p>Establishing regular leadership meetings for collaboration, sharing best practices, and monitoring progress on leadership initiatives.</p> <p>PL and time</p> <p>Time off line</p>	<p>12 Days allocated</p> <p>Allow for full DOTT days for middle leaders above their 270minutes.</p>
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Priority Area 2 - Student achievement & Progress

DOE Improvement Driver: Strengthen support for teaching and learning excellence in every classroom.

Overarching Goal:

Maintain a focus on ensuring that all students are progressing. Data collected and effectively analysed.

Objectives	Strategies	Key indicators of success	Investment
<p>Foundational Skills Curriculum delivered with fidelity in all classrooms.</p>	<p>Provide on-going training in FSC</p> <p>Providing opportunities for collaborative practice and moderation where all staff feel safe and supported to share their areas of expertise.</p> <p>QTS leader can establish learning opportunities that are designed to ensure all students are appropriately challenged.</p>	<p>Consistency in programs/content across the school</p> <p>Teachers present clear student work samples, to show how their assessments and judgments align with FSC learning objectives.</p> <p>Classroom observations are implemented with fidelity, consistency and are well received.</p>	<p>5 days to release EA's to upskill further and have PL sessions on FSC</p> <p>2 days release time for peer interaction in the year.</p>

	<ul style="list-style-type: none"> - facilitating better organisation - improving time management - promoting consistency in teaching methods/delivery/content. 	Significantly enhanced educator practice in the classroom	Additional time offline (as above)
<p>To improve the collection of assessment data that informs teaching and learning programs.</p> <p>&</p> <p>To undertake data analysis that considers overall school performance.</p>	<p>1 Develop a suite of valid, reliable data assessment tools.</p> <p>2 To improve the collection of assessment data that informs teaching and learning programs.</p> <p>3 Staff collaborate regularly to interrogate whole school data and evidence to better understand student performance.</p> <p>4 Use external coach to middle leaders through data analysis and coaching conversations.</p>	<p>Increased alignment between assessment data and instructional strategies as shown through classroom observation data and QTS initiative.</p> <p>Set meetings to review data put in the calendar (Early close and teacher)</p> <p><u>Data collection 2024/25</u> FSC Phonics AbleWA ROCC</p>	
Letters & Sounds delivered with fidelity in all classrooms.	<p>Maintain literacy project coordinator</p> <p>Provide phonics professional learning for all staff.</p> <p>Develop a clear and comprehensive literacy plan that outlines the key objectives, benefits, and details of the phonics program. Including collaborative meeting time.</p>	<p>One-line budget allows for offline and ongoing PL.</p> <p>All staff effectively implement phonics instruction in at their station. Staff will demonstrate increased confidence and consistency. Measurable improvements in student literacy IEP goals.</p> <p>Average student improvement 15% per semester.</p>	<p>Literacy budget allocation</p> <p>Additional time offline (as above)</p>

Priority Area 3 - Strengthening Supports

DOE Improvement Driver: Support school autonomy within a unified school system. Make safety of staff and students a priority.

3.1 Student Voice: There will be an overall increase in the number of students accessing assistive technologies for communication purposes.

Objectives	Strategies	Key indicators of success	Investment
<p>To maintain learning conditions to support strong development in Augmentative and Alternative Communication (AAC)</p> <p>To use ROCC to measure student progress over time as they move along a continuum towards communicative competence.</p>	<p>Annual development and implementation of AAC operational plan with baseline data gathered in 2024</p> <p>Use this data to inform Communication IEP goals.</p> <p>On-going staff engagement in professional learning linked to AAC systems being used in the school</p> <p>Change the role of NDIS Speech Therapists in our classrooms with a policy around their involvement.</p>	<p>Average student improvement each year 5%</p> <p>Collaborative meetings have formal minutes.</p> <p>Educators feel empowered to implement strategies to meet the IEP goals.</p> <p>Liaising with external providers to support comms in the classroom. Teachers to anecdotally report back on this.</p>	<p>AAC budget allocation for Apps</p> <p>KWS budget allocation for learning tools</p> <p>2 days PL for upskilling staff</p>

			the school community.
To promote a psychologically safe workplace.	<p>1 WSH officer and a deputy WSH in place. WSH officer offline 0.2FTE to support her role.</p> <p>2 Staff wellbeing activities On-going with 0.1FTE for an Advanced EA to lead this.</p> <p>3 Debrief tool promoted and used</p> <p>4 Become a Team Teach training school</p>	<p>Psychologically safe survey sent out Sem 2 and reviewed again Sem 2 2025 – see a 30% increase in staff feeling safe in the workplace.</p> <p>Trust survey results to see an increase in 10% across all areas.</p> <p>Put it into the Handbook and Teacher Handbook</p> <p>Trained and qualified a second staff by the end of 2024.</p>	<p>\$1000 – on staff appreciation and PL sessions for wellbeing</p> <p>\$1000 new seating for breaks</p> <p>5 day training course.</p>