

School Plan

2025 – 2027



EASTERN GOLDFIELDS
Education Support Centre



The objective of the 2025 – 2027 School Plan is to strengthen teaching and learning programs, foster a collaborative school culture and build respectful, productive relationships with community stakeholders to achieve improved academic and social outcomes for all students.

About Us


Eastern Goldfields Education Support Centre has been an integral part of the Goldfields community since 1946, offering an inclusive and nurturing environment for students with disability and additional needs. We are dedicated to empowering every student to achieve their full potential by providing personalised learning in a setting that values their unique strengths, interests, and aspirations. Through reduced class sizes and a focus on developing essential life skills, we help students engage meaningfully with their communities and guide them toward independence and readiness for life beyond school.

We work closely with families, local agencies, and the wider community to ensure our students receive the support they need to grow academically, socially, and emotionally. Our highly trained and specialised staff are dedicated to creating personalised learning experiences that reflect each student’s unique needs and goals. By collaborating with our partners, we connect students to essential services such as health, transport, and community resources. These connections help foster independence and provide a strong foundation for their transition into adulthood.


As our students navigate various aspects of their lives, including school, home, work, social activities, and the digital world, we support them in building the skills necessary to engage safely and confidently in each. We are committed to creating an environment where students feel empowered to develop their independence, resilience, and sense of belonging. By equipping them with the tools, confidence, and life skills they need, we prepare our students to lead fulfilling, purposeful lives as active members of their communities.

Eastern Goldfields Education Support Centre is proud to be a place where students are heard, valued, and supported as they navigate their learning journey.


Our Priority Areas



Teaching Excellence







Wellbeing & Culture



Collaborative Partnerships

Our Targets

 <p>Achieve 85%+ whole school attendance, with no unexplained absences.</p>	 <p>80 % of students IEP SMART goals will be achieved.</p>	 <p>Achieve a 10% increase in the number of students demonstrating improved self-regulation skills.</p>	 <p>80% of students will successfully transition to their planned post-school pathway.</p>
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Our Vision

Empowering students to live purposeful, happy, and meaningful lives within their communities by equipping them with the skills, confidence, and independence needed to thrive.

Our Values

At Eastern Goldfields Education Support Centre, we **RISE** by showing Respect, Integrity, Safety, and Excellence.

Respect: We value every individual by fostering kindness, fairness, and understanding. Respect strengthens our community and encourages positive, supportive interactions.

Integrity: We act with honesty and responsibility, upholding strong moral principles. Integrity ensures trust and accountability in all we do.

Safety: We create a secure and nurturing environment that prioritises the physical, emotional, and social well-being of everyone. Safety empowers everyone to thrive.

Excellence: We strive for continuous growth and high standards in learning, leadership and personal achievement. Excellence inspires everyone to realise and reach their fullest potential.

Our Motto

Ready For Life

Our Motif

Our motif represents the unique educational journey of each student at Eastern Goldfields Education Support Centre, highlighting how they carry the knowledge, skills, and values gained at our school into the wider community, where they flourish and make meaningful contributions.

Evaluation and Accountability

At EGESC, we are committed to continuous improvement and transparent accountability. Guided by the WA DOE School Improvement and Accountability Framework, we regularly assess and refine our practices to ensure high-quality education for all students.

Our planning aligns with national, state and WA DOE frameworks, with clear, measurable goals that meet the needs of our students. Annual School Reports provide updates on student achievements, priorities, and initiatives, while feedback from students, families, and community partners helps us evaluate and improve our practices.

We also participate in Public School review evaluations, using their feedback to make evidence-based improvements. This ensures our approach remains focused on supporting student success.



Adapted from the WA DOE School Improvement and Accountability Framework and Public School Review



Teaching Excellence

Inspiring students through continuous growth in teaching

1.1 – A contextually adapted Instructional Framework is embedded in all classrooms.

Strategies	Performance Indicators
Create a school Instructional Model aligned with DOE's Quality Teaching Strategy and Teaching for Impact.	There is a clearly documented and implemented school based Instructional Model, by the end of the first year.
Professional learning to build awareness and understanding of Teaching for Impact.	100% of staff are aware and understand the schools Instructional Framework and Teaching for Impact.
Review and update Staff Handbook and peer observation plan to include Instructional Model.	100% of teachers embed the Instructional Model and Teaching for Impact into classroom practice.

1.2 – A curriculum framework is in place to meet diverse student needs.

Strategies	Performance Indicators
Develop an ESC curriculum framework aligned with SCSA guidelines, tailored for individual learning plans.	ESC curriculum framework completed and implemented across at least one learning areas within the first year.
Trial and evaluate differentiated learning materials and adaptive technologies to cater to diverse abilities.	100% of teachers utilise differentiated resources, confirmed through lesson plans and observations.
Establish curriculum teams to review and update the curriculum framework annually.	Termly curriculum review meetings result in documented updates reflecting student needs.

1.3 – Performance Development is embedded in the school culture, driving continuous professional growth.

Strategies	Performance Indicators
Implement a school-wide professional development plan focused on teacher growth and performance goals.	100% of staff complete and review performance development plans annually.
Use teacher reflections, student outcomes, and observations to personalise professional development.	Professional development addresses areas for growth in staff capacity to meet diverse student needs.
Create a whole-school learning plan aligned with strategic priorities and student needs.	The whole-school learning plan is implemented, supporting staff in improving student outcomes.

1.4 – Data-driven practices guide teaching and enhance student outcomes.

Strategies	Performance Indicators
Provide professional development on interpreting and applying student data for instructional adjustments.	85% of teachers report improved confidence in using qualitative and quantitative data to inform instruction.
Implement a centralised data system to simplify the collection and analysis of student learning outcomes.	Centralised data system utilised by 100% of staff, with positive feedback on ease of use.
Establish collaborative moderation sessions for teachers to identify trends and plan interventions.	Quarterly data moderation sessions held, with documented action plans shared to support targeted interventions.

1.5 – Staff leadership capabilities are expanded across the school.

Strategies	Performance Indicators
Create pathways, including professional learning and shadowing opportunities for aspirant leaders.	Aspirant staff participate in leadership development initiatives within the cycle.
Integrate leadership responsibilities into performance development plans for teachers and EAs.	Leadership responsibilities included in 50% of staff performance development plans.
Establish a school leadership team to mentor and guide staff taking on middle leadership roles.	School leadership team meets twice a term, with mentoring activities and outcomes shared annually.



Wellbeing & Culture

Creating a safe, supportive environment for all.

2.1 – Our Positive Behaviour Plan is embedded across the school and understood by students, staff and families.

Strategies	Performance Indicators
Deliver targeted professional development for staff on Positive Behaviour Support (PBS) strategies.	100% of staff trained in PBS strategies, with consistent implementation evident across classrooms and the school.
Integrate PBS lessons into learning to teach students behaviour expectations and social-emotional skills.	90% of students demonstrate understanding of expectations through participation in PBS lessons.
Incorporate student voice in developing behaviour expectations and rewards.	At least 75% of students provide feedback on behaviour expectations and reward systems through focus groups.

2.2 – A whole-school mental health and wellbeing framework supports resilience and connectedness, for staff and students.

Strategies	Performance Indicators
Implement evidence-based Social-Emotional Learning (SEL) programs across all year levels.	SEL programs aligned with IEP targets are delivered in 100% of classrooms by the end of the year.
Develop a staff wellbeing committee to monitor and promote staff mental health initiatives.	Staff wellbeing survey results show a 10% improvement in positive outlook annually.
Regularly review the framework's effectiveness through stakeholder feedback.	Annual framework review completed, with 80% stakeholder satisfaction.

2.3 – The Student Services framework and SAER case management approaches are integrated.

Strategies	Performance Indicators
Establish a centralised case management system accessible to all staff and provide training on its use.	100% of students entered to the case management system by mid-year.
Facilitate regular team meetings for SAER students referred to the Executive Leadership Team (ELT).	SAER team meetings conducted twice per term, with 75% attendance.
Set minimum requirements for multidisciplinary IEP meetings and build teacher capacity for effective case management.	Staff survey indicates a 25% increase in confidence in conducting meeting processes.

2.4 – High-quality resources and facilities meet student needs and program delivery.

Strategies	Performance Indicators
Use the MTSS framework to conduct an annual review of resources to identify gaps in meeting diverse student needs.	Resource review completed annually, with action plans implemented within three months and impact reviewed.
Upgrade sensory and learning spaces to support inclusive education.	100% of sensory and learning spaces identified upgraded by the end of the cycle.
Develop a resource allocation plan aligned with student and program requirements.	Resource satisfaction survey indicates a 20% increase in positive feedback from staff and families.



Collaborative Partnerships

Strengthening community connections to enhance student learning

3.1 – Positive relationships and communication with families are strengthened.

Strategies	Performance Indicators
Regularly host family engagement events such as workshops, information nights, and student showcases.	Family event participation increases by 20% annually.
Provide clear and consistent communication through multiple channels.	80% of families actively engage with communication channels.
Develop and implement a feedback system to gather input on communication and engagement strategies.	80% of families report satisfaction with communication methods through annual surveys.

3.2 – Productive community partnerships enhance learning opportunities.

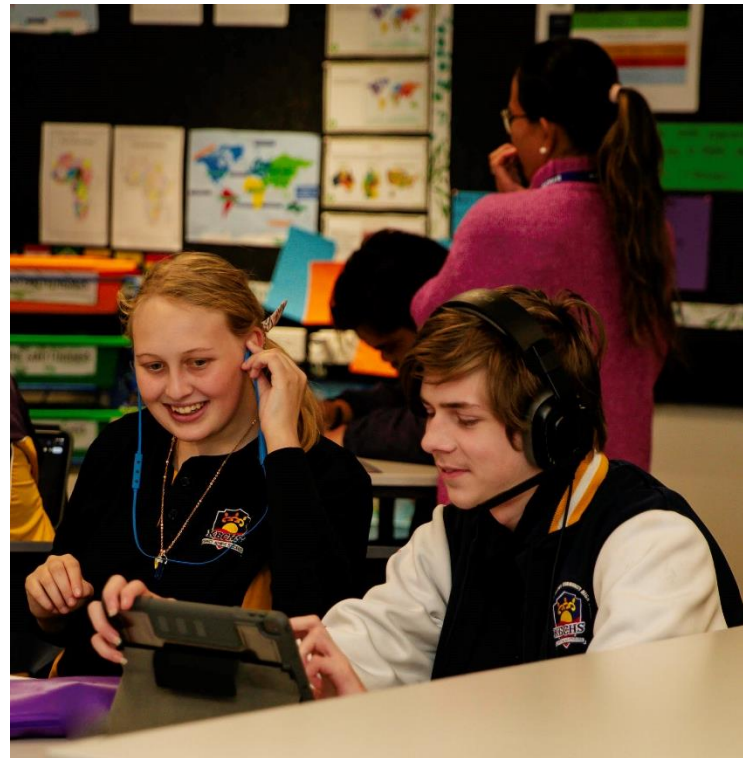
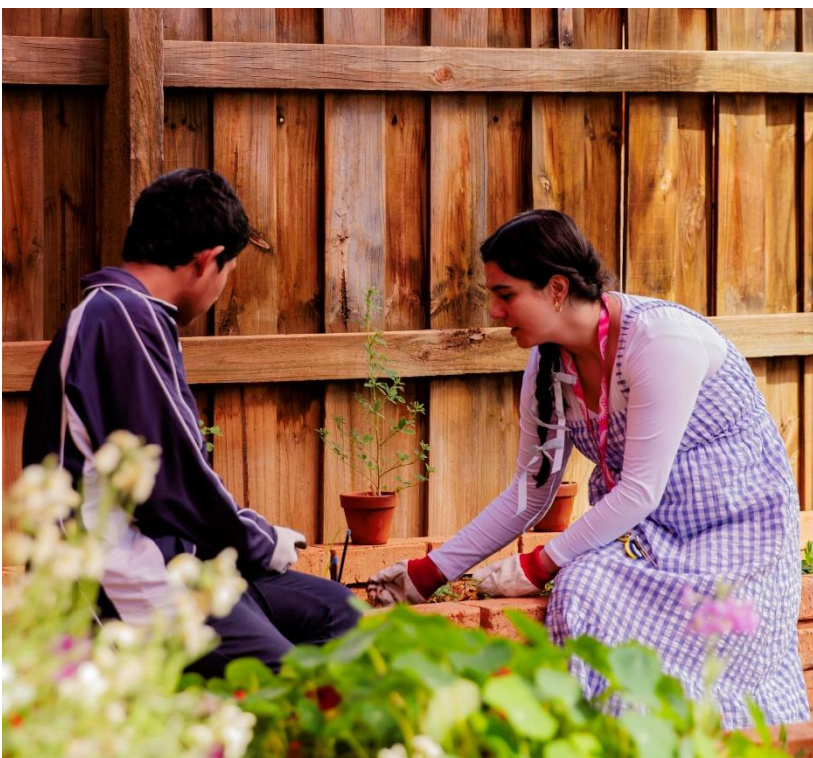
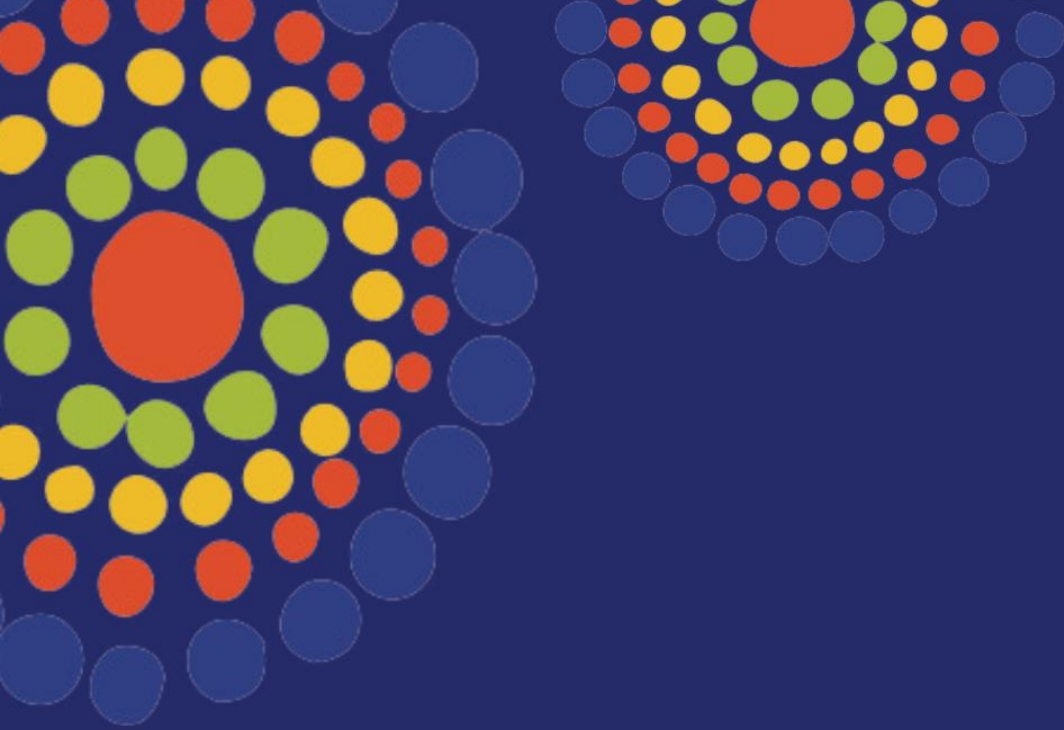
Strategies	Performance Indicators
Strengthen relationships with post-secondary institutions, including VET and employment prospects.	80% of students have participated in at least one post-secondary institution-led educational program or event.
Organise work placements, internships, and volunteering programs for students.	100% of students participate in at least one community-based work placement or experience.
Build partnerships with community services to support students' social and emotional development.	80% of students participate in outreach programs with community services, enhancing SEL development.

3.3 – Culturally responsive practices are embedded across the school.

Strategies	Performance Indicators
Provide professional development for staff on culturally responsive teaching practices.	100% of staff complete training, with evidence in planning and classroom practice.
Integrate diverse cultural perspectives into the curriculum.	At least 30% of classroom activities incorporate cultural perspectives.
Celebrate cultural diversity through school-wide events and activities.	80% of students report feeling their culture is valued in school activities, measured through annual focus groups.

3.4 – A process for gathering and analysing feedback ensures ongoing partnerships.

Strategies	Performance Indicators
Implement regular surveys and focus groups with families, students, and community partners to assess the effectiveness of school partnerships.	100% of stakeholders participate in at least one feedback session annually.
Establish a feedback loop for actioning input from stakeholders and making improvements.	80% of feedback gathered results in evaluation of practices, with actionable changes or improvements where necessary.
Comment on the effectiveness of partnerships and their impact on student learning, in schools annual report.	Annual school report is completed and shared with all stakeholders.



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