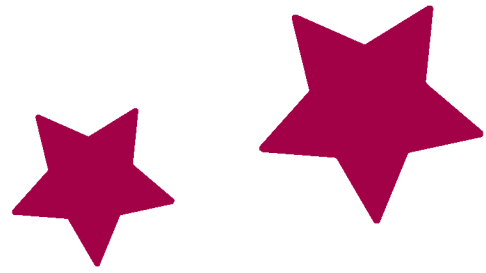


MANJIMUP EDUCATION SUPPORT CENTRE



MESC



Manjimup Education Support Centre (MESC) provides education for students with moderate to severe disabilities from Kindergarten to Year 12. Every student is supported through a personalised Individual Education Plan (IEP), developed in partnership with parents, carers and relevant agencies. These plans reflect each student's strengths, needs and priorities, while aligning with the Western Australian Curriculum and ABLEWA outcomes.

At MESC, we are committed to creating a safe, inclusive and engaging learning environment where every student can thrive. Through a strong focus on literacy, communication and meaningful learning experiences, we support students to develop the skills, confidence and independence needed for life beyond school and a successful transition into adulthood.

Our school continues to evolve through a process of reflection, collaboration and continuous improvement. Guided by community feedback, our previous Business Plan and recommendations from the 2022 Public School Review, we have identified three key priorities that drive our work: Wellbeing, Engagement and Achievement. These focus areas reflect our commitment to fostering a culture of kindness, safety, belonging and excellence for students, staff and families. The 2024–2026 Business Plan builds on this foundation by using individual student data and whole-school evidence to inform decision-making and improvement priorities. Recommendations from the 2022 Public School Review have been embedded within our Multi-Tiered System of Supports (MTSS), ensuring that Universal, Targeted and Intensive supports are in place to meet the diverse needs of our students. Clear targets and measurable outcomes guide our improvement journey as we work towards the next Public School Review.

Our work is also aligned with the Dovetail Southwest Regional Plan and responds to key priorities across the region. This includes improving outcomes for Aboriginal students, strengthening year-on-year planning and differentiation, and ensuring students with both diagnosed and imputed disabilities receive the support they need to achieve success. We remain focused on improving student engagement, behaviour, health and wellbeing, while working to reduce unauthorised absences and strengthen attendance outcomes. Through ongoing collaboration with Statewide Services and the South West Complex Case Model, we continue to access specialised expertise and support for students with complex needs.

Recognising that education is dynamic and responsive, this Business Plan is intended to be a living document. It will be regularly reviewed and refined to ensure it remains relevant to the changing needs of our students, staff and community. This commitment to ongoing reflection and adaptation is particularly important within our tiered intervention framework, ensuring every student receives the right support, at the right time, to achieve their personal best.

Motivate **E**ducate **S**upport **C**ommunicate

OUR VISION

Our school and community supports and encourages our students' unlimited potential and celebrates their efforts and successes.



OUR PURPOSE

M otivate
E ducate
S upport
C ommunicate

OUR VALUES

Our Values Our values are integral to MESC's culture and are supported by our Positive Behaviour Support (PBS) framework.



Be Kind

Be Safe

Be Your Best

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FOCUS AREA 1

Wellbeing

At MESC, we deeply value building strong connections with one another, our students, their families, and the wider community. These relationships are the foundation for creating safe, positive, and supportive learning environments that are tailored to each student's needs, providing the conditions for them to thrive.



RECOMMENDATION FROM 2022 MESC PSR

Continue developing a Social and Emotional Learning plan to support a cohesive, whole-school approach across the campus.



What we will see and celebrate

- An established Wellbeing team with scheduled meetings
- 'Wellbeing' policy updated
- Improved Be You survey result
- SEL resource boxes
- Conduct Psychosocial Hazards Risk Assessment
- Conduct 'Be You' surveys
- Draft SEL/PB/PBS lesson schedule for 2024-25
- Process for identifying children at risk





Target	Strategy
1. Establish MESC's Wellbeing Team <i>By July 2024, MESC will have an established Wellbeing Team with meetings held at least twice per term.</i>	- Scheduled Meetings – Held Wednesdays at 9:00 am during weeks 3, 6, and 9 each term. - EA Attendance – Education Assistants are allocated release time to participate in meetings.
Draft Scope and Sequence – Integrate SEL, PBS, and Protective Behaviours. Lesson Schedule – Wellbeing team to finalise a whole-school SEL schedule by July 2024.	- Distribute Scope and Sequence to all staff. - Supply SEL Resource Boxes to support lessons. - Regularly Review for continuous improvement.
3. SEL resource box created <i>By July 2025, MESC will have created a SEL resource box with a combination of resources to match lessons from scope and sequence document</i>	- Curate Resources – Identify needs, select, and adapt materials. - Assemble & Train – Organize box and train staff. - Evaluate & Improve – Collect feedback for ongoing updates.
4. Psychosocial Hazards Risk Assessment reviewed and updated <i>By July 2025, MESC will have reviewed current assessment, and update according to DoE requirements</i>	- Review – Evaluate current Psychosocial Hazards Risk Assessment. - Update – Align with Department of Education requirements. - Implement – Apply updates and monitor regularly
5. Establish procedures for identifying and supporting students at risk <i>By July 2025, MESC will have a documented procedure for identifying and supporting students at risk</i>	- Identify At-Risk Students – Establish an identification process. - Support Procedures – Document support methods for at-risk students. - Record Management – Improve system for tracking interventions. - Allocate Budget – Fund "student wellbeing," including food support.

We are dedicated to building staff capacity for inclusive, evidence-based teaching, with a commitment to reflective practice that ensures we meet each student's needs and believe in their potential for success

RECOMMENDATION FROM 2022 MESC PSR



Strengthen the use of Augmentative and Alternative Communication (AAC) through a clear implementation plan that sets expectations for AAC in every class, offers professional learning, models effective communication partner skills, and provides training in Pragmatic Organisation Dynamic Display (PODD).

What we will see and celebrate

- ***Strengthen school-community communication and relationships.***
- ***Maintain AAC use school-wide.***
- ***Continue participation in the Manjimup Shire AIAC.***
- ***Keep communication goals in all IEPs.***
- ***Refine processes for managing severe nonattendance.***
- ***Review Tier 1 engagement strategies.***
- ***Re-establish the Tier 2 PBS Committee.***





Target	Strategy
1. Increased use of AAC and visuals in the school and community By the end of 2025, MESC will have co-ordinated the installation of communication boards at MESC and MPS.	- AAC PL for staff in PODD and KWS - Assist in implementation of playground boards at school and in the Manjimup shire (AIAC) - Re-establish 'AAC Bootcamps'
2. Full implementation of Tier 1 PBS with fidelity By July 2025, MESC will have 100% implementation of Tier 1 universals according to the Team Implementation Checklist (TIC).	- Establish EA PBS champions in each class - Regular, scheduled Tier 1 meetings - Use TIC to give direction to team - Re-establish Tier 2 team
3. Reduction in severe nonattendance By September 2026, MESC will have a new policy and relevant procedures in place to address nonattendance.	Use Reconnect Framework to establish process for students at risk due to inattendance
4. Establish process for recording, collating and analysing behaviour data By the end of 2025, MESC will have a consistent method of recording behaviour data, with scheduled data analysis time during PBS meetings.	- Explore re-implementation of PBIS Rewards for both student rewards and behaviour referrals - Use behaviour data to inform PBS foci and teaching
5. Refine processes for recording team meetings and for students requiring targeted and intensive supports By the end of 2025, MESC will have a system and procedure for documenting Tier 2 and 3 interventions.	- Re-establish Tier 2 team - Review Tier 2 referral processes - Apply for Tier 3 PBS training

MESC is dedicated to curriculum continuity, prioritising whole-school literacy and numeracy programs and consistent practices to support sequential learning.



RECOMMENDATIONS FROM 2022 MESC PSR

- Implement classroom observations guided by evidence-based feedback and agreed communication protocols.
- Engage staff in data-informed decision-making to enhance classroom practices.
- Expand collaborative moderation to ensure consistency in teacher judgment.
- Use literacy and numeracy data to track progress at the school, class, and individual levels, setting targets and informing programs.
- Maintain whole-school literacy programs with consistent practices supported by staff collaboration.
- Enhance IEP SMART goal consistency and use IEP outcomes to track progress at both individual and school-wide levels.

What we will see and celebrate

- *Maintain consistent implementation of dedicated Maths program from K12.*
- *Sustain Promotion and Consistent approaches to Literacy Development.*
- *Administer ABLES assessments for K-12 students.*
- *Complete ASDAN modules for Years 6-12.*
- *Ensure consistent IEP development across classrooms.*
- *Record student achievement in alignment with the assessment schedule.*
- *Develop MTSS Achievement Tiers.*
- *Administer ROCC assessments for identified students.*



FOCUS AREA 3 - Targets



Achievement

Target	Strategy
1. Ensure full implementation of a White Rose Maths program school-wide, with consistent application across all classrooms by the end of 2026.	• Provide ongoing training and feedback to ensure consistent Top Ten Maths implementation. • Integrate Top Ten Maths into curriculum planning across year levels. • Facilitate peer support for sharing best practices and addressing challenges. • Track progress and assess student outcomes to measure impact.
2. Continue to strengthen a whole-school literacy framework through the implementation of Decodable Readers Australia across K-6 and a text-based literacy approach in Years 7-12 by the end of 2026	• Ensure consistent implementation through ongoing training, observations, and curriculum integration. • Facilitate peer support for sharing best practices. • Track progress and evaluate student outcomes to measure program impact.
3. ABLES assessments completed for all students K-12 • <i>By July 2025, MESC will have a new policy and relevant procedures in place to address</i>	• Establish a policy with clear procedures for consistent ABLES assessment implementation across K-12. • Provide targeted training to ensure staff familiarity with ABLES tools and processes. • Monitor assessment completion through a tracking system and conduct regular reviews to ensure policy alignment.
4. Achieve an 80% IEP goal attainment rate for all students. • <i>By November 2025 MESC students will achieve 80% of their IEP goals.</i>	• Align IEP goals with measurable, achievable outcomes for each student. • Provide staff training on setting and tracking SMART IEP goals. • Monitor progress regularly and collect data on goal achievement. • Hold termly reviews with staff, parents, and carers to adjust strategies as needed. • Analyse data to quickly address any barriers to goal attainment.
5. Assessments recorded for all students as per assessment schedule • <i>By the end of Semester 1 all assessment data recording will be aligned to the assessment schedule</i>	• Ensure staff understand the assessment schedule and recording requirements. • Regularly check assessment completion and data recording. • Provide support for staff needing assistance with data entry. • Monitor schedule alignment and address gaps promptly. • Review Semester 1 data for full compliance.

