

2026- 2028

BUSINESS PLAN



Kaya,

The 2026–2028 Business Plan reflects our dedication to delivering meaningful, engaging learning opportunities within a safe, supportive, and nurturing environment. At NMESC we pride ourselves on being student centred and meeting the needs of the whole child. We recognise that our students learn best when they have their social, emotional and wellbeing needs met.

Our student-centred approach ensures that every learner is heard, valued, and empowered to reach their full potential. We celebrate difference and diversity, promote independence and encourage achievement of personal best.

Students remain at the heart of all strategic planning and decision-making. We actively build strong partnerships and create diverse learning experiences that are embraced and supported by students, staff, families, and the wider community.

We maintain high expectations for learning and are committed to differentiating our approaches to meet the diverse needs of all students. Investing in our educators is a priority, and throughout the 2026–2028 Business Plan we will continue to develop expert staff across all areas. By nurturing a collaborative culture and encouraging the sharing of professional expertise, we aim to continually enhance teaching collective efficacy.

We will continue to strengthen school-wide improvement through the Department of Education's Teaching for Impact framework, building staff capability through a layered, strategic approach which is embedded throughout the Business Plan, supporting improved teaching practices and positive outcomes for every student.

Jo van der Plas
Principal



Our Vision

Our VISION is to see young people with disabilities living a life of their choice, embraced and supported by the community around them.

Our Purpose

Our Purpose is to equip students with the skills they need to meet the challenges (and succeed in) in our fast paced world.

Our Priority

Our PRIORITY is to grow and enrich the educational, social and vocational potential of students by providing a caring and supportive specialised learning environment.

Our Success

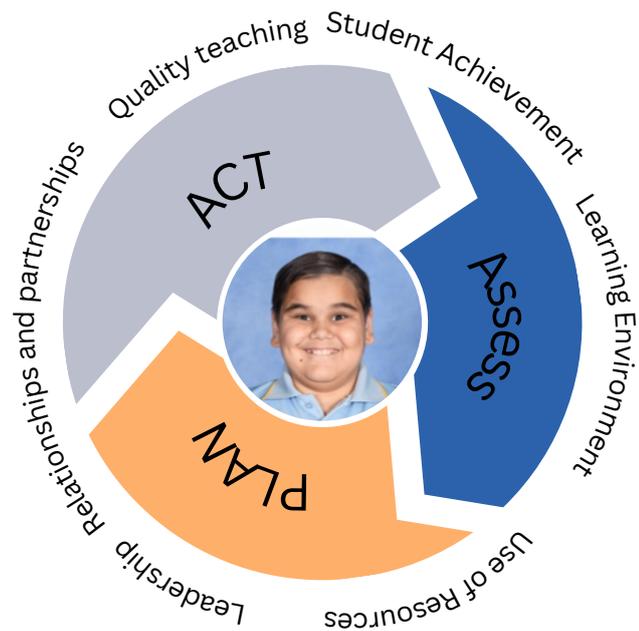
Our SUCCESS is to ensure our students are empowered to live a life of their choice.

Newton Moore ESC has developed its new three-year business plan through a thorough and collaborative process grounded in continuous school improvement. Staff engaged in structured reflection to analyse current practices, identify strengths, and highlight areas requiring further development. This self reflection was complemented by stakeholders input, ensuring the plan reflects the aspirations and priorities of the broader school community. Families, students, staff, and external partners contributed through surveys, targeted feedback opportunities, and open consultation forums, creating a genuine collective voice that shaped the school's future direction.

The insights gathered were carefully examined alongside the Public School Standards to determine the most meaningful and achievable goals. This deliberate and inclusive approach ensured that decisions were not made in isolation but were informed by diverse perspectives and grounded in what will best support student learning, wellbeing, and long-term success.

As a result, Newton Moore ESC has established a clear, community-aligned set of priorities that will guide our work over the next three years. Priorities have been aligned to foci areas from the Public School Standards, supporting self reflection.

The business plan reflects shared ownership, a commitment to excellence, and a unified vision for continuous growth, ensuring the school remains responsive, reflective, and focused on delivering high-quality outcomes for every learner.



Focus Area 1: Our People and Places

Newton Moore ESC values strong connections with our students, families, staff and the wider community to foster a safe, positive and supportive learning environment. Together, we create opportunities that help students succeed at school and beyond. By strengthening our existing practices, we can engage more deeply with partners who share our goals. Our focus will be on building external partnerships with parents and local support systems, and providing a culturally responsive environment with improved facilities that enhance independence and accessibility. We will also seek to extend the multi tiered supports available to all to encourage engagement and learning. We also recognise our specialist knowledge and seek to support in our network where we can. The following targets relate to the 'Relationships and partnerships' and 'Learning Environment' domains of the Public School Review Standard.



Clear and effective communication between all stakeholders

1.1 Establish and embed clear, consistent, and accessible communication processes and procedures that strengthen engagement and understanding

Strategies

- Communication policy and procedure for all stakeholders.
- Induction around communication for new staff, students and families.
- Review and update website to provide more information for community.
- Increased parent and staff representation on the School Board.

Milestones and Measures

- Newton Moore ESC Communication Policy and procedures document.
- New parent welcome package including communication.
- Improved information available on website.
- School Board provides regular (termly) updates to the community.
- School Culture Survey reflects improved satisfaction with communication and awareness of school board.

Successful Post School Connections

1.2 Strengthen destination pathway planning to ensure successful post school outcomes for all leavers.

Strategies

- Clear transition supports for school leavers, beginning in Year 10 led by Transition Support Team.
- Introduce Pathways and Partnerships Expo to help parents explore NDIS-supported post-school options.
- Parent information sessions.
- Create opportunities for past students to volunteer at the school.
- Work with community groups to increase social opportunities after school.
- Build stronger relationships with trade training centres, RTOs, and tertiary providers

Milestones and Measures

- Transition processes reviewed, updated, and implemented.
- Increased participation of past students in the Expo and My Life, My Way events.
- Annual identification and involvement of students in local Try-a-Trade activities.
- Annual leaver destination data shows all students engaged in employment, volunteering further education or community programs



Our People and Places

Building through and within our Network

1.3 Strengthen relationships with network schools to support smooth transitions, effective information sharing, and shared expertise.

Strategies

- Maintain regular communication between NMESC leadership and the shared-site school.
- Promote enrolment eligibility and raise awareness of our school.
- Partner with network schools to share staff expertise in supporting students with disabilities.

Milestones and Measures

- Shared-Site Memorandum of Understanding expanded to include deeper collaboration.
- Participation in Year 5/6 transition meetings where requested.
- Increased involvement in the annual network School Development Day.

Cultural Connectiveness

1.4 Embed culturally responsive practices and procedures aligned with the Cultural Framework.

Strategies

- Professional Learning plan including cultural awareness and student support.
- Engagement with community for First Nations voice.
- Cultural Responsiveness Plan embedded in school community.

Milestones and Measures

- Physical environment incorporates aspects of Aboriginal culture.
- Whole School reflection will show “proficient” against the Cultural framework.
- School Culture Survey shows improved results.
- Teach for Impact teacher reflection tool shows improved results.



Improving our Physical Environment

1.5 Enhance physical environments to improve student wellbeing, independence, and social engagement.

Strategies

- Increase physical spaces for regulation and social support across the school, both indoors and outdoors.

Milestones and Measures

- Consultation with community for preferences, needs and wants.
- Indoor space created to extend structured environments during breaktimes.
- Development plan of outdoor spaces established and resources planned.



Our People and Places

Multitiered Systems of Support for Engagement

1.6 Implement strong, multi-tiered systems of support that improve student attendance, engagement, and readiness for learning.

Strategies

- School supports to re-engage students back into school case management practices.
- Induction of new staff in the PBS ethos and practices, with strong knowledge built around behaviour support systems.
- A strong multi-tiered regulation system ensures students are ready for learning, with universal classroom routines supported by targeted and individualised interventions for students with higher regulation needs.
- Whole school wellbeing program for staff and students.

Milestones and Measures

- Successful, evidence based wellbeing program embedded in school.
- Strong induction process for new staff in line with PBS.
- Whole school attendance rate will be above 85% and in line with like schools.
- Continued decrease in rates for 'major' behaviours annually

Student Voice

1.7 Provide meaningful opportunities for students to develop voice, leadership, and self-advocacy skills.

Strategies

- Continued staff skill development in the use of AAC, supported by a dedicated staff member.
- Student Council developed with students to promote student leadership.

Milestones and Measures

- Professional Learning plan including support complex communication needs.
- School Council with representatives from each year group.
- Student leadership engagement at a governance level.





Focus Area 2: Excellence in Teaching and Student Achievement



Staff at Newton Moore ESC are driven by the vision of our students being able to live the life of their choosing, embraced and supported by the community around them. To do this our purpose is to enrich the educational, social and vocational potential in our environment. They must leave with the skills to meet the challenges they may face post school. Quality teaching is how we achieve this and with the right measure we are able to recognise and acknowledge their progress and achievement. Following the "Believe", "Know", "Do" model we create a culture for teaching excellence and student achievement. The following targets relate to the 'Teaching Quality' and 'Student Achievement and Progress' domains of the Public School Review Standard.

Quality Teaching

2.1 Use reflection, student achievement data, and student voice to evaluate and improve teaching effectiveness.

Strategies

- Collaboration Framework to support the agreed way educators will work together to support student outcomes.
- Clear instructional model aligned with the NMESC TFI framework.
- Digital Capability framework to build practices.
- Performance Management Cycle

Milestones and Measures

- Annual School Culture Survey
- Improved TFI self reflection data
- Collaboration Framework know and embedded
- Instructional model known and embedded

Continual Improvement Cycle

2.2 Build a school-wide culture of continuous improvement through collaboration, professional growth, and high-impact practice.

Strategies

- Professional learning to build practice for all towards the Newton Moore ESC Teach for Impact (NMESC TFI) framework.
- Performance Management cycle for all staff.
- Continuous Improvement Notices (CIN) increased usage
- Induction Framework for all staff.

Milestones and Measures

- 3 year whole school Professional Learning plan aligned to Business Plan and Performance management.
- Annual reflection against the Newton Moore ESC TFI
- Teaching and Learning Observations will show strong alignment with the NMESC TFI.
- Annual School Culture Survey
- CIN's tabled increased



Excellence in Teaching and Achievement

Quality Curriculum

2.3 Develop the Newton Moore ESC curriculum that meets the diverse learning profiles of all students.

Strategies

- Establish and implement the Mathematics scope and sequence.
- Provide professional learning focused on effective mathematics instruction
- Build the digital capabilities of students and staff following the framework
- Curriculum pathways differentiated to meet student needs.

Milestones and Measures

- Maths score and sequence embedded in the NMESC Curriculum Framework
- Professional learning plan reflects focus on numeracy.
- Improvement on the Digital Capabilities self assessment tool.
- Curriculum map clearly shows differentiated learning pathways.

Achievement and Progress

2.4 Strengthen data literacy across staff to inform planning, teaching, and targeted intervention.

Strategies

- Use of 'Elastik' to identify and plan to close gaps in learning and build progress.
- Provide professional learning focused on using assessment data to identify gaps in learning.
- Improved literacy data collection of learners, supported by a dedicated staff member.

Milestones and Measures

- 'Elastik' data routinely used by educators to plan for teaching, captured through TFI reflection.
- Professional learning plan identifies data literacy as a priority
- Advanced EA role with data collection job description.
- Whole school tracking of reading intervention data

The Whole Child

2.5 Develop moderation and assessment systems that enable consistent tracking of students' personal and social capability progress, including communication.

Strategies

- Collaborative time to moderate student progress within class teams.
- ROCC Assessment tool.
- Continued staff skill development in the use of AAC, supported by a dedicated staff member.
- ABLES

Milestones and Measures

- Increased achievement of PSC goals set in IEP's.
- Continuation of progress through the ROCC data collected for individuals.
- Professional learning plan reflects focus on AAC.



Focus Area 3: Effective Leadership



Newton Moore ESC recognises and values leadership at all levels and by all stakeholders in our community. By investing in the growth of each other's leadership skills, we continue to move the school forward in meeting student outcomes.

At Newton Moore ESC we have a commitment to continually reflect on practices and plan for future success, of students, staff, and the school. With a focus on organisational change, with effective use of resources, leadership in the school aims to provide clear vision to all with a pathway to success. The following targets relate to the 'Leadership' domain of the Public School Review Standard.

Opportunities to Lead

3.1 Develop leadership capacity through distributed leadership structures and targeted professional learning.

Strategies

- WA Future leaders Program
- Student Council established with representation through year groups led by nominated staff member.
- Advanced EA Roles with specific area focus and support.
- Mentor teacher program to support new teachers to the school.

Milestones and Measures

- Student Council established.
- Advanced EA NMESC specific jdf established.
- WA Future leaders Program framework established, working with network schools.
- Strong induction process for new staff.

Strategic Leadership

3.2 Build a clear and aligned improvement agenda that informs strategic, operational, and classroom planning.

Strategies

- Implement Leading School Improvement practices and reflections routinely.
- A collaboratively developed Operational plan that is strategic, resourced and communicated.

Milestones and Measures

- School Self Assessment Plan
- Yearly operational plan
- Annual Report

Culture for Progress

3.3 Grow collective efficacy across all teams to strengthen collaboration and improve student outcomes.

Strategies

- Implementation High performance Teams (HPT) across the school utilising the HPT structures.
- Collaborative opportunities
- Induction Framework

Milestones and Measures

- Pulse Collective efficacy data will show 75% or above in monthly data for all teams.
- Embedded HPT practices, with sustainable processes.





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