



BELDON EDUCATION SUPPORT CENTRE



BUSINESS PLAN
2017-2019

ASPIRE TO GO BEYOND



School Priorities

- ◇ Communication
- ◇ Functional Play
- ◇ Early Intervention
Autism Program (EIIP)
- ◇ Professional Learning



SCHOOL PROFILE

Beldon ESC was established in 1985 as a stand-alone building on the Beldon Primary School site. Although Beldon ESC is physically separate to the primary school there is a seamless connection between the two in the form of common school policies, shared facilities, shared teaching expertise, shared newsletter, shared website and common administrative practices. The partnership, although informal, provides students at the Centre with extraordinary learning opportunities. Staff from both schools share duty-of-care across the combined campus. The Beldon ESC and Beldon Primary School occupy a large well-fenced site sharing numerous facilities such as the pre-primary room, art room, kitchen and large garden.

The Centre is located on the south side of Ocean Reef Road in the expanding north coastal corridor of Perth. Beldon Education Support Centre is a school of choice because its programs are appropriate for their child. The Centre's reputation is spread via "word of mouth" promoting the quality of its exceptional individualized well-resourced early-years (K-2) program, the Early Intervention Autism Program and the improved outcomes as an Independent Public School (IPS) with better facilities and higher profile. As the Centre is without a local intake area, the school uses proximity to the school as its main criterion for prioritising enrolments. Children who live outside the Beldon Primary School catchment area are transported to and from school on a contract bus. The two schools work in concert to resolve enrolment for families with mainstream students and a special needs student

The Centre has a Principal, specialised teachers and education assistants who are all trained in teaching children with disabilities. Cleaning, gardening and building maintenance services are sourced through a formal agreement with the administration of Beldon ESC. Staffing is carefully managed through a comprehensive workforce plan.

Teachers are matched to classes according to special needs and interests and staff turnover is low. The large growth in the number of education assistants has been matched by a significant growth in their duties as para-professionals. Education assistants are highly valued and work as productive partners with teachers to ensure positive outcomes for all students.

The Centre's ethos "***Aspire to go Beyond***" is well established and well regarded in the surrounding district as evidenced by a rapid growth in enrolments. The tone of the Centre is best described as caring, quiet and steady with a clear focus on individualised instruction, within a shared school environment with Beldon Primary School.

OUR SHARED VALUES

Promoting Self Esteem, Worth and Belief: students and staff should feel good about their achievements and believe in themselves.

Mutual Respect: treat others how you would like to be treated.

Nurturing: provide a safe, secure and trusting environment for learning.

Fun: provide an academic and socially rich environment that children and staff find fun.

School Targets

Communication

- * Students will achieve 70% of the goals set in their Individual Education Plans
- * Students will be able to access and use Alternate Assistive Communication effectively across the school setting.
- * Students will have a reading age of 7 yrs by the end of year 6.

Functional Play

- * Using the hierarchy of play 60% of K-Year 1 will have moved from solitary play to shared joint attention.

Early Intervention Autism Program (EIIP)

- * Students in EIIP will achieve 80% of set goals on existing the 2 year program.
- * All students within the program will enrol fulltime in their local school for year 1.

Professional Learning

- * Staff will have completed Autism Professional Learning modules as per yearly schedule.
- * Staff will use Performance Management identify areas for development.



OUR BUSINESS PLAN

The Business Plan references and implements The Department of Education Corporate Framework including the *Strategic Plan for WA Schools* and the Director General's *Classroom First Strategy*. The plan outlines an overview of the strategic intent of the school towards quality improvement strategies within academic and non-academic areas.

The Business Plan has been informed by school performance data, student, staff and community feedback, and findings from the Independent Public School Review. The plan forms part of a collection of documents including the annual Operational Plan, Learning Area Plans, Annual Report, Workforce Plan and the Delivery and Performance Agreement

Strategies to achieve targets

- ⇒ Teaching staff will ensure consistency in the number of goals set and will use the Special Education Needs (SEN) assessment and reporting to parents .
- ⇒ PIVATS assessments bi annually to map students progress.
- ⇒ All students will be plotted on a Play profile to identify level of play.
- ⇒ Continued use of ABA strategies and discrete trials, collecting data and analysing of student performance in EIIP to ensure mastery of skills is achieved and generalised so as to ensure a successful transition into their local school
- ⇒ Staff will enagage with the online Autism Positive Partnerships modules and will continue to complete modules as per the schools Professional Learning schedule.
- ⇒ Staff will use the Professional Learning Matrix to identify their area of need.



OUR FOCUS AREAS

Focus 1 An explicit improvement agenda

Beldon ESC has established and is driving a strong improvement agenda, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

Explicit and clear targets for improvement have been set and communicated.

WE WILL:

Develop an annual Operation Plan and Individual Education Plans aligned to the focus areas.

Monitor progress towards targets and systematically evaluate initiatives and programs in relation to their effectiveness in producing desired improvements in student and staff learning and performance.

Focus 2 Analysis and discussion of data

A high priority is given to school wide analysis and discussion of systematically collected data on student outcomes. Data analysis considers overall school performance as well as performance of individual students, evidence of improvement/regression over time, performances in comparison with similar schools and measures of growth across the years of schooling.

WE WILL:

Collect, analyse and use a range of student achievement data to track individual student achievement and progress to increase student connection to their learning.

Continue to build staff capacity in analysing and interpreting a range of school data.

Focus 3 A Culture that promotes learning

Beldon ESC driven by a deep belief that every student is capable of learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

There is a strong collegial culture of mutual trust and support among teachers, education assistants and school leaders. Parents are treated as partners in the promotion of student learning well-being.

Our school works to maintain a learning environment that is respectful, tolerant, and promotes inclusivity

We WILL:

Promote and maintain an environment reflective of our high standards so that all students will engage and progress in their learning.



Focus 4 Targeted use of school resources

Beldon ESC applies its resources in a targeted manner to meet the learning and social and emotional needs of all students.

We Will

Allocate all human, physical and financial resources in alignment with the Business Plan

Engage with the broader community (where applicable) as a resource in the development and delivery of learning.

Focus 5 An Expert teaching team

Beldon ESC has built a school-wide, professional team of highly able teachers, including teachers and education assistants who take an active leadership role beyond the classroom.

Strong procedures are in place to encourage a school-wide shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based of individual

WE WILL:

Continue to develop and implement a professional learning culture to retain and develop high quality teachers.

Focus 6 Systematic curriculum delivery

Beldon ESC has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning across the year with a focus on tailoring programs to the individual student.

The plan, within which evidence based teaching practices are embedded, and to which assessment and reporting processes are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice.

WE WILL:

Implement the WA Curriculum as applicable and make use of the SEN reporting and ABLEWA.

Focus 7 Differentiated teaching and learning.

Beldon ESC places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of Individual students

Teachers are encouraged and supported to monitor closely the progress of Individuals, identify specific needs and make adjustments within the classroom activities to assist the student to reach their full potential.

WE WILL:

Continue to support the effective delivery of the Early Intensive Intervention autism Program

Monitor the progress of individual students and continually adjust teaching practices in curriculum delivery in response to individual needs.





Focus 8 Effective pedagogical practices.

Beldon ESC recognises that highly effective teaching is the key to improving students learning throughout the school.

The school encourages the use of research based teaching practices in all classrooms to ensure every student is engaged, challenged and learning successfully.

All teachers understand and use effective teaching methods, including explicit instruction to maximise student learning.

WE WILL:

Continue development and implementation of a best practice teaching and learning culture to establish and communicate clear consistent understanding of expectations concerning the use of highly effective teaching strategies throughout the school.

Focus 9 School-community partnerships

Beldon ESC actively seeks out ways to enhance student learning and well-being by partnering with parents and families, other education and training institutions, local businesses and community organisations.

Parents and families are recognised as part of the school community and partners in their children's education.

Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available with the school.

WE WILL:

Continue to build a strong connection with Beldon Primary School to ensure continuity of programs across the site.

Continue to identify and develop community education and external partnerships to support improved student achievement and/or well-being.





BELDON EDUCATION SUPPORT CENTRE

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