

# South Ballajura Education Support Centre Business Plan 2021-2023

(Abridged Version)



## SBESC Vision

SBESC enables our students to *flourish* at *school* and in the wider *community* by providing specialist *expertise* and strong *partnerships*



## Welcome

SBESC is a highly successful multicultural Independent Public School, co-located with our partner primary school and is purpose built for Kindergarten to Year 6 Students with diagnosed disabilities. Our community continues to maintain a reflective culture and dedication to making a positive and significant difference in the life of every student and their family. Creating a safe, engaging, inclusive learning environment for our school community is the foundation for student personal and academic success.

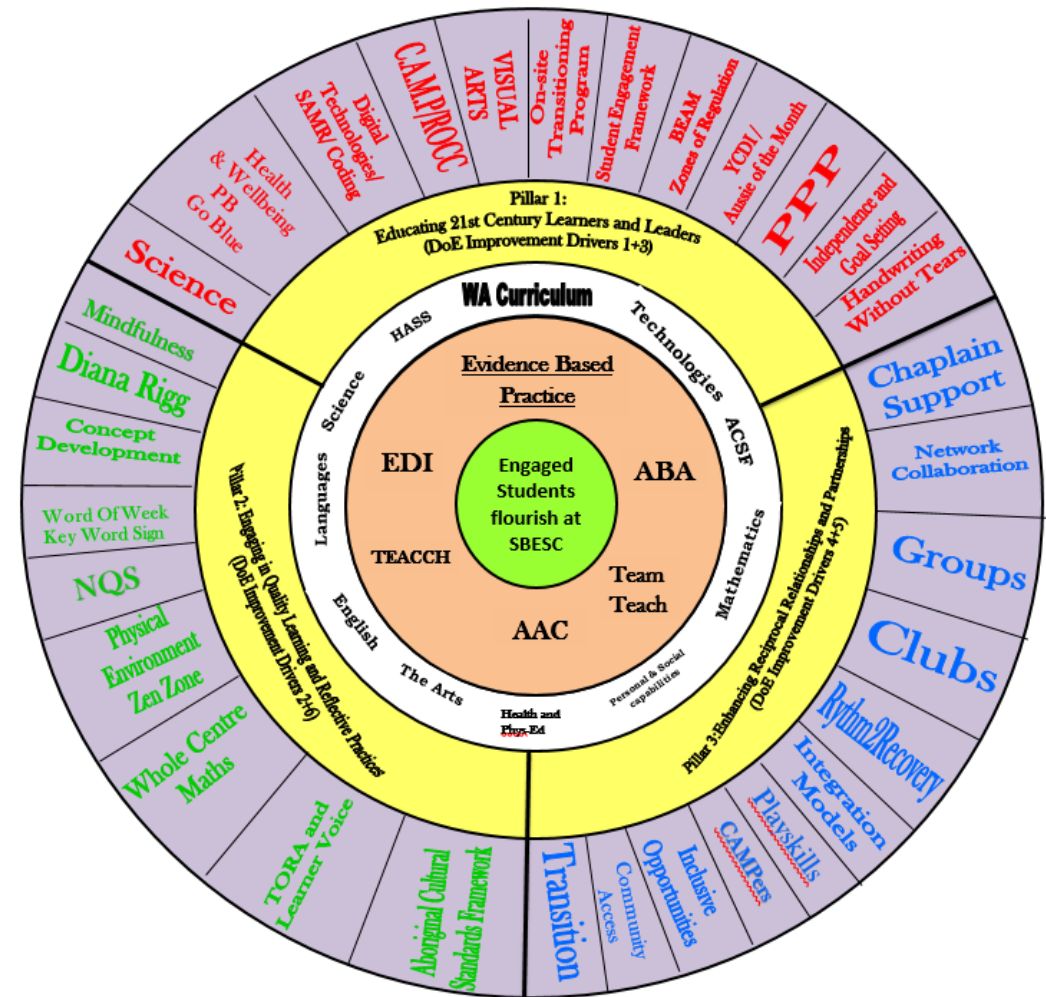
We offer **'The Best of Both Worlds'** for students, by providing evidenced-based approaches, including contemporary Applied Behaviour Analysis, along with explicit small group instruction, and quality inclusive opportunities with primary school peers. Committed and innovative staff teams provide consistent expectations and have expertise in catering for the wide range our students' learning, social, communication, and sensory needs, in collaboration with parents and service providers.

There is an overall focus on multi-modal communication, literacy, numeracy, social and emotional skills. Engaging in our inclusive clubs, signing, drumming and Jump Jam, with performance opportunities, epitomises our campus motto – **'Learning Together- Growing Together'** - enabling students to flourish and shine.

Our valued community access programs provide varied opportunities for students to generalise the social and academic skills taught in classrooms. Our T.E.A.M philosophy – **'Together Everyone Achieves More'** is based on mutually respectful, positive relationships with our whole community. Parents are encouraged to be active Board members to steer the vision and direction of the school.

The 3 Recommendations from the last School Review:

- Include measurable targets in the 2018-20 Business Plan
  - Monitor the workload of staff before implementing new programs and activities to ensure they are sustainable
  - Complete a workforce plan that outlines the future staffing needs of the school
- These have been addressed and will continue to be monitored and adjusted on an ongoing basis. We value community input in devising and implementing this next 3 year Business Plan and look forward to celebrating success stories together.



## Glossary of Terms

ABA	<i>Applied Behaviour Analysis</i>	DG	<i>Director General</i>	IPS	<i>Independent Public School</i>	SCCSR	<i>Specialist Cross Curriculum Cusp Skills Rubric</i>
ABLLS	<i>Assessment of Basic Language and Learning Skills</i>	DTT	<i>Discrete Trial Training</i>	LSC	<i>Learning Support Co-ordinator</i>	SCFM	<i>Student Centred Funding Model</i>
ACSF	<i>Aboriginal Curriculum Standards Framework</i>	EA	<i>Education Assistant</i>	NQS	<i>National Quality Standards</i>	SENSENAT	<i>Special Educational Needs Assessment Tool</i>
AIP	<i>Autism Intensive program</i>	ECE	<i>Early Childhood Education</i>	NSOS	<i>National Surveys of Satisfaction</i>	STEM	<i>Science, Technology, Enterprise, Maths</i>
AITSL	<i>Australian Institute for Teaching and School Leadership</i>	EDI	<i>Explicit Direct Instruction</i>	OSF	<i>Outcomes and Standards Framework</i>	SCSA	<i>School Curriculum and Standards Authority</i>
ASD	<i>Autism Spectrum Disorder</i>	EI	<i>Early Intervention</i>	PB	<i>Protective Behaviours</i>	SOE	<i>Statement Of Expectation</i>
BMP	<i>Behaviour Management Plan</i>	ELYF	<i>Early Years Learning Framework</i>	PEGS	<i>Performance &amp; Entertainment Group Session</i>	TAPPLE	<i>Teach first, Ask Questions, Pick a non-volunteer, Pause to Prompt, Listen for response, Effective feedback</i>
CAMP	<i>Create an opportunity; Ask a question; Model; Pause to Prompt</i>	HASS	<i>Humanities and Social Sciences (History and Geography)</i>	PL	<i>Professional Learning</i>	TAPS	<i>Tuesday Afternoon Programs</i>
CCY	<i>Community Connecting Youth</i>	IBSP	<i>Individual Behaviour Support Plan</i>	PM	<i>Performance Management</i>	WOW	<i>Word Of The Week</i>
CPI	<i>Communication Partner Instructors</i>	ICT	<i>Information and Communication Technology</i>	PS	<i>Primary School</i>	YCDI	<i>You Can Do It</i>
		IEP	<i>Individual Education Plan</i>	RTP	<i>Reporting to Parents</i>		
				SAMR	<i>Substitution, Augmentation, Modification, Redefinition</i>		

<p><b>DoE Focus Improvement Drivers 2020-2024</b></p>	<p><b>1. Provide every student with a pathway to a successful future</b></p>	<p><b>2. Strengthen support for teaching and learning excellence in every classroom.</b></p>	<p><b>3. Build the capability of our principals, our teachers and our allied professionals.</b></p>	<p><b>4. Support increased school autonomy within a connected and unified public school system</b></p>	<p><b>5. Partner with families, communities and agencies to support the educational engagement of every student.</b></p>	<p><b>6. Use evidence to drive decision-making at all levels of the system</b></p>
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**OBJECTIVES:**

**South Ballajura ESC (and Campus) focus on providing an intellectually, socially and physically supportive learning environment.**

**The foundation for all learning and teaching is the core shared values:**

- \*The Campus environment is caring, safe and inclusive.
- \*Positive relationships are developed between children, parents and staff based on care, mutual respect and open communication.
- \*Each person’s uniqueness is valued, enriching the learning environment.
- \*Students are provided with the opportunity to achieve their full potential in literacy and numeracy.
- \*Students are encouraged to achieve their personal best through goal setting and reflection, and to celebrate their success and the efforts of others.
- \*Engaging and developmentally appropriate programs and Digital Technologies are provided to ensure that learning is optimised.
- \*Active learning processes are explicitly taught and embedded in an integrated curriculum.
- \*Staff engage collaboratively in an ongoing, professional learning cycle.
- \*Resources provided by the Department of Education are distributed fairly according to student needs.

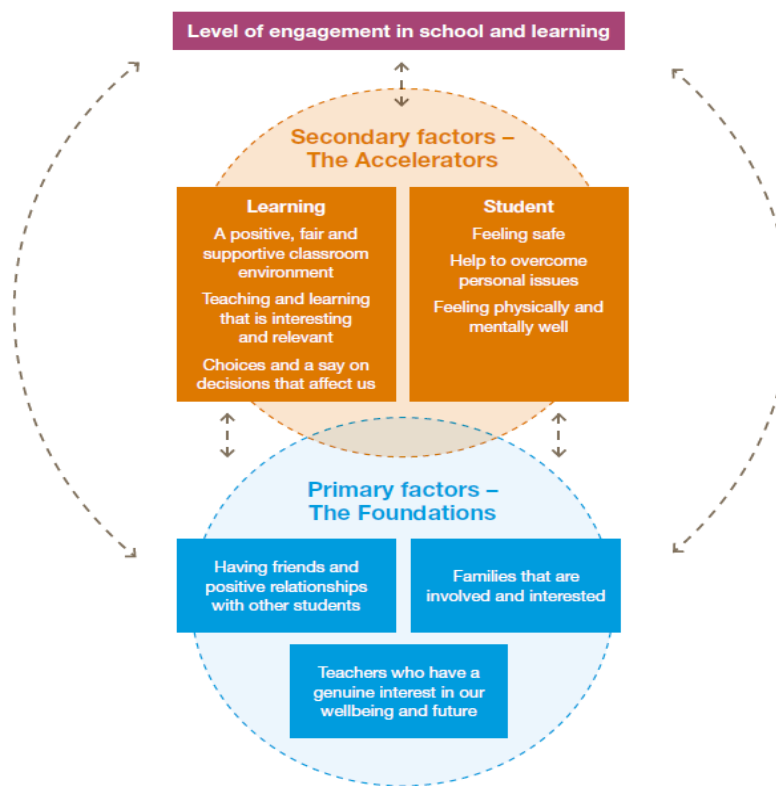
Our objectives are aligned to the directions set by the **Every student, every classroom, every day, Strategic directions for public schools 2020-2024**, the objectives and key elements of the **Focus 2021, WA Curriculum and Early Years Learning Framework (EYLF)**. and reflect **UNICEF Rights of the Child: To be SAFE, SUPPORTED, HEALTHY & CONNECTED in order to PARTICIPATE & LEARN**

This Business Plan is a three year strategic plan subject to annual review.

In a consultative Review by the Commissioner for Children and Young People WA – “Speaking out about Schools and Learning,” January, 2018, children and young people identified nine factors that influence their engagement in school and learning. Our SBESC community strives to ensure that all students have a voice and experience a strong sense of belonging and engagement in learning to address these nine factors.

**The Student Engagement Framework**

These nine factors and their inter-relatedness can be described with the following model:



Courtesy Commissioner for Children and Young People

SBESC actively promotes the values underpinning these five YCDI keys to success:



**Our Mission and Purpose**

To be an inclusive, communication accessible school providing our students with a world class education based on researched models of best practice, emphasising their health and wellbeing.

**Our Students**

- \*Have Intellectual Disabilities and/or Autism (approx. 77%) often with co-morbid conditions.
- \*Have Individual Education Plans tailored to suit their individual learning requirements and capabilities.
- \*Require intensive and ongoing support to access a customised curriculum in the context of the WA curriculum.
- \*Access therapy or sensory based programs where required.
- \*Are explicitly taught cusp and life skills and are afforded opportunities to practice and transfer these skills in real-life situations.
- \*Exhibit a wide range of language skills and are supported with multi-modal communication strategies and supports.
- \*Access targeted literacy and numeracy programs.
- \*Learn social and interpersonal skills with explicit instruction.
- \*Utilise Digital Technologies as effective learning tools.
- \*Benefit from explicit teaching of a thinking framework for decision making and problem solving.



**DoE Improvement Drivers 1: Provide every student with a pathway to a successful future.**  
**DoE Improvement Drivers 3: Build the capability of our principals, our teachers and our allied professionals.**

**SBESC Pillar 1:  
 Educating 21<sup>st</sup> Century Learners and Leaders**

*Note: Staff Quotes from SBESC 'Cultural Pulse Checklist' (June 2020)  
 Seeks to better staff members through additional learning.  
 Transfer of knowledge/ information is ongoing.*

Focus Areas	Key Strategic Direction	Enabling Strategies	Targets (3yr)
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**Health & Wellbeing**

Provide a safe, caring & inclusive learning environment which enables students to develop a sense of belonging, and social & emotional competencies, including Protective Behaviours.

- Develop and implement SBESC Mindful Education and programs for both students and staff
- Embed mindfulness & yoga practices across classes & school day
- Refine Movement activities
- Install verandah blinds to extend Zen Zone space
- Gatekeeper training in 'Mental Health' for staff
- Embed mindfulness and yoga practices across classes and school community
- Promote and track ongoing mainstream peer friendships from Playskills groups
- Whole school TEAM TEACH refreshers
- Maintain minimal physical intervention using positive handling for the safety and wellbeing of staff and students
- Involve parents in Mindful Morning Moment sessions
- Students identify/choose independent mini weekly goal with minimal staff input
- Students reflect on their achievement
- Continue access to 'Be You' and 'Happy School' resources for staff wellbeing



- 80% of students show progress on Pre & Post Yoga assessment.

2021	2022	2023

- All students to receive a minimum of 1 YCDI faction token certificate per year (20 tokens = 1<sup>st</sup> certificate)



2021	2022	2023









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Focus Areas	Key Strategic Direction	Enabling Strategies		Targets (3yr)												
<p><b><u>National Quality Standards (NQS)</u></b></p> 	<p>Create engaging Physical Learning Environments</p>	<ul style="list-style-type: none"> <li>• Create/enhance school grounds including more Artefacts</li> <li>• Develop nature playground</li> <li>• Add climbing nets/frame</li> <li>• Create native garden linked to Noongar 6 seasons</li> <li>• Create an outdoor “yarning circle”</li> <li>• Trial extension group during TAPS</li> <li>• Students create two physical activities murals including dance on gazebo (CCY partnership) including more Artefacts</li> <li>• Implement SBESC ACSF Plan 2021-2023</li> <li>• Create Noongar classroom signs</li> <li>• Implement SBESC Health &amp; Wellbeing Plan 2021-2023</li> <li>• Complete revision of SBESC “Safe and Friendly Overview” including revamped YCDI program</li> </ul>		<ul style="list-style-type: none"> <li>• 80% students demonstrate skills required to play a game</li> </ul> <table border="1" data-bbox="1899 387 2116 459"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>• 80% students show progress in personal &amp; social capabilities IEP/RTP</li> </ul> <table border="1" data-bbox="1899 608 2116 679"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	2021	2022	2023				2021	2022	2023			
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<p><b><u>STEM Science Technology Engineering Maths</u></b>        (STEM takes Science and encompasses the elements of Technology, Engineering and Mathematics in an interdisciplinary and project approach).</p>	<p>Integrate Digital Technologies in creative and purposeful ways to enhance learning across the School Community.</p>	<ul style="list-style-type: none"> <li>• Link VR headsets to Community Access program for improved engagement</li> <li>• Implement individual student/staff iPad program to further cater for student digital technology needs</li> <li>• Embed SBESC Coding checklist and scope and sequence</li> <li>• Implement SBESC list of (DoE approved) 3<sup>rd</sup> party services to adhere to</li> <li>• Expand repertoire of ‘How To’ documents and SAMR examples including video modelling to upskill staff and open further opportunities for SAMR activities for students</li> </ul>		<ul style="list-style-type: none"> <li>• 70% of year 4-6 students use one program/app at the Modification level of the Digital Technologies SAMR model.</li> </ul> <table border="1" data-bbox="1899 866 2116 938"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>• 70% of year 1-6 students can logon/off a device independently with a visual cue.</li> </ul> <table border="1" data-bbox="1899 1058 2116 1129"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	2021	2022	2023				2021	2022	2023			
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<p><b><u>Community Access (C.A.)</u></b></p> 	<p>Maximise Community Access learning opportunities to facilitate transfer and generalisation of key life skills.</p>	<ul style="list-style-type: none"> <li>• Review and maintain successful safety and assessment strategies</li> <li>• Create Learner Voice for Community Access opportunities</li> <li>• Include in termly PMI evaluations, Learner Voices used; aim to use at least 5 per year</li> </ul>		<ul style="list-style-type: none"> <li>• 70% of students show progress in at least 2 focus area sub strands on C.A. Diagnostic Rubric.</li> </ul> <table border="1" data-bbox="1899 1254 2116 1326"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>• 80% of students achieve their IEP objectives related to C.A</li> </ul> <table border="1" data-bbox="1899 1414 2116 1485"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	2021	2022	2023				2021	2022	2023			
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DoE Improvement Driver 2: Strengthen support for teaching and learning excellence in every classroom. DoE Improvement Driver 6: Use evidence to drive decision-making at all levels of the system.		SBESC Pillar 2: Engaging in Quality Learning & Reflective Practice		Note: Staff Quotes from SBESC 'Cultural Pulse Checklist' (June 2020) Inclusive of all students and their culture. We have many cultures in our school and we respect each of them. As a team and where opinions of others matter																							
Focus Areas		Key Strategic Direction		Enabling Strategies		Targets (3yr)																					
<b>English</b> 		Integrate effective evidence-based strategies for literacy development		<ul style="list-style-type: none"> <li>Evaluate Diana Rigg program to cover Speaking, Listening, Reading &amp; Writing</li> <li>Evaluate Hand Writing Without Tears program for selected students</li> <li>Embed the use of Kahoot to aid comprehension with the use of Blooms questions</li> <li>Review IEP goal selection based on Diana Rigg assessment</li> </ul>				80% of students attain their reading IEP objective <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> 80% of students attaining Sound Progress or Consistently Demonstrated in their English IEP objectives <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		2021	2022	2023				2021	2022	2023									
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<b>Communication Accessibility</b>		Enable all students to engage in meaningful communication and interactions across all environments by utilising multi-modal C.A.M.P. approach		<ul style="list-style-type: none"> <li>Establish a library of KWS resources</li> <li>PODD refresher for whole school – Update understanding</li> <li>CAMPers use self-initiation in the integrated settings when interacting with non-verbal students</li> <li>Review the use of ROCC assessment as a communication assessment Tool</li> <li>CPI upskilling to continue</li> <li>Establish an ALD school based resource bank to support Literacy in the classroom for all students</li> <li>Trial Speech Pathologist as part of DoE Pilot</li> </ul>		80% students attain Communication goal <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> 70% of selected PP-Yr6 students show progress pre to post ROCC Assessment in at least in 1 Key Goal Domain <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		2021	2022	2023				2021	2022	2023											
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<b>ABA – the South Ballajura way</b>		Integrate effective evidence-based ABA – providing a structured ABA learning environment which enables students to increase independence whilst developing maintenance and generalisation skills		<ul style="list-style-type: none"> <li>Setup TEACCH rotations to facilitate DTT/Independent and other workstations</li> <li>Staff training by in-house or external provider/ or PL (TEACCH)</li> <li>Embed Independent work &amp; implement DTT with 3 learning programs 3 times per week</li> <li>Staff post survey to assess current Independent, ABA and DTT progress</li> </ul>		80% of all students K-6 achieve their IEP objective relating to independent tasks <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> 70% of all students K-6 demonstrate generalisation skills in 2 learning areas through the use of DTT <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td>N/A</td> <td></td> <td></td> </tr> </table>		2021	2022	2023				2021	2022	2023	N/A										
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<b>Performance Development &amp; Explicit Instruction</b> 		Embed a positive learning culture involving effective evidence, integration of classroom observation, effective reflection and feedback		<ul style="list-style-type: none"> <li>Embed SBESC Specialist Cross-Curriculum Cusp Skills Rubric SCCR</li> <li>Embed 4 Concept Development tactics &amp; Eg/non eggs strategies (including Fishbone/ Thinking Hats for Years 4-6)</li> <li>Embed Safe &amp; Friendly overview</li> <li>Align topics/themes as per Safe &amp; Friendly overview</li> <li>Add instructional Tactics to RTP SBESC template</li> <li>Barry Bennet's Teacher Self-Assessment for Applying Think/Pair/Share</li> <li>Continue cross curricular class Kahoots for K-2 Thinking Hats and add YCDI (Yr3-6)</li> </ul>				80% of students attain IEP Concept Development objective <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> 80% effectively demonstrate progress on end of year RTP <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> 80% of students show progress on end of year RTP for Thinking Hats <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		2021	2022	2023				2021	2022	2023				2021	2022	2023			
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<b>Maths</b> 		<b>Whole Centre SEN Maths Approach</b> 		<ul style="list-style-type: none"> <li>Implement and review new Joondalup Number delivery format and assessments</li> <li>Utilize EQUALS Maths resource kits and teacher notes for 2021</li> <li>Information session-Joondalup Number Assessment (Term 1,2021)</li> <li>Initial teacher training sessions in classrooms (modelling program)</li> <li>Collect all centre Maths resources, establish inventory and set up Maths Library</li> <li>Develop resource files/manipulative for assessment tool for each class</li> </ul>		80% of students attain their Maths IEP objective <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> 70% of students attain 70% of their EQUALS Maths assessment <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </table> 70% of students attain 90% (move up) of their Joondalup Maths Assessment <table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td>NA</td> <td></td> <td>NA</td> </tr> </table>		2021	2022	2023				2021	2022	2023	NA	NA	NA	2021	2022	2023	NA		NA		
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DoE Improvement Driver 4: Support increased school autonomy within a connected and unified public school system.  
 DoE Improvement Driver 5: Partner with families, communities and agencies to support the educational engagement of every student.

### SBESC Pillar 3: Partnerships: Enhancing Reciprocal Relationships and Partnerships

*Note: Staff Quotes from SBESC 'Cultural Pulse Checklist' (June 2020)*  
*Class teams work together at a very high standard. There is a focus on including all students & staff to make our school a safe place to come. Our staff work well as a team and we work hard to be good communicators*

Focus Areas	Key Strategic Direction	Enabling Strategies	Targets (3yr)
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#### Community Networks



Expand & Strengthen school partnerships with parents, service providers, Primary School, and wider community to maximise resources and positive inclusive learning experiences for SEN students.

Expand support for families and students, including school transitions

- Continue to strengthen SBESC Board
- Aboriginal Voice on P&C / Board
- Apply Aboriginal Cultural Standards Framework by implementing programs/projects to support student welfare and staff awareness
- Integrate cultural and diversity awareness and activities through the school day to promote cultural identity and a sense of belonging
- Involve multicultural parents and communities in school life more to enhance our sense of community



- Maintain high level of satisfaction on National School Student/Parent/Staff Survey - perceptions and recommendations are followed-up

2021	2022	2023

#### Education Networks



Embrace reciprocal networking opportunities to enhance staff and student learning and improve student outcomes

- Active membership in a range of Networks and engagement in Network Events to improve outcomes for all members/groups/students- Camps, Performing Arts, Work Experience
- Participate in ESNN Principal, Deputies and MCS networks
- All staff attend ESNN conference (term 2, 2021)
- All staff attend Ballandjarra conference (term 2, 2021)
- Be part of Ballandjarra Reconciliation and Health & Wellbeing sub-committees
- Continue Yr6-Yr7 BCC transition activities, especially Maths and STEM
- Access Be You Network & sharing ideas
- Representative on Ballandjarra Network Reconciliation Action Plan (RAP) Group
- School Representative and students to participate in ESNN Lego masters competition
- Continue Campus Admin meetings & collaboration re Health & Wellbeing, You Can Do It, ICT, Integration & Events, Camp, Campus environment/artefacts/facilities
- Continue campus 3 day Yr6 camp and ESNN overnight camp

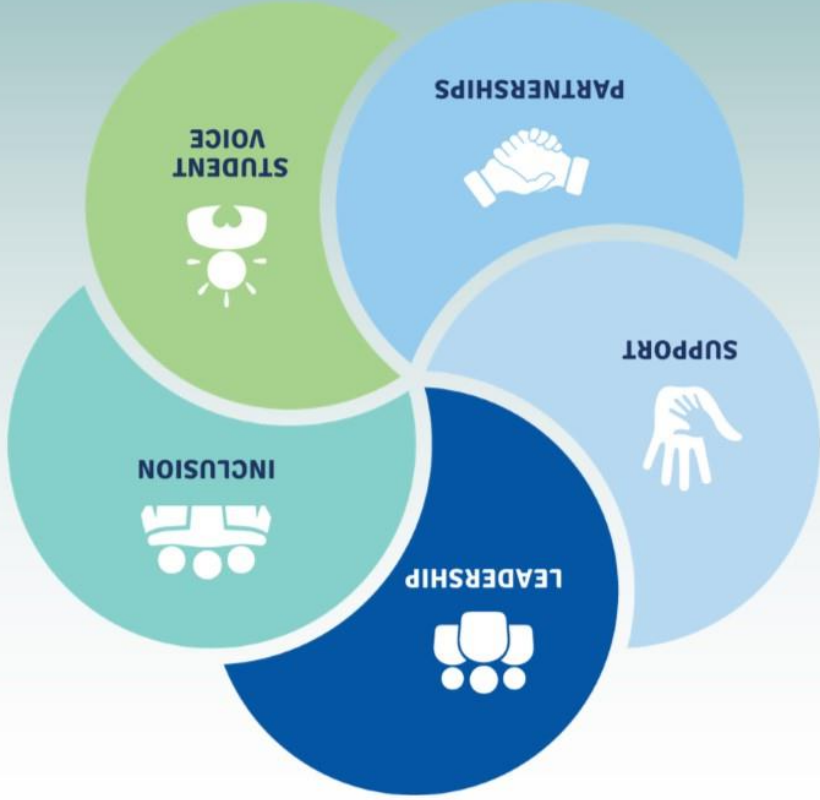
- Newsletter items include student perceptions

2021	2022	2023





Australian Student Wellbeing Framework



**South Ballajura Ed Support Centre**  
**Independent Public School**

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 BALLAJURA WA 6066  
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LEARNING TOGETHER - GROWING TOGETHER