

ASPIRE TO GO BEYOND

SCHOOL BUSINESS PLAN



BELDON
EDUCATION SUPPORT
CENTRE

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OUR VISION

At Beldon Education Support Centre, we envision a world where every child, regardless of their ability, is empowered to thrive through inclusive, student-centred education.

We are committed to recognising and nurturing the unique potential of each learner, delivering high-quality, individualised education that meets children where they are at and supports them in reaching beyond.

Guided by our ethos "Aspire to Go Beyond," we foster a community that celebrates diversity, promotes growth, and inspires every student to exceed expectations – academically, socially, and emotionally.





OUR SCHOOL

Beldon Education Support Centre (ESC) is proudly located on the traditional lands of the Whadjuk Noongar people, who have cared for this country for over 45,000 years and continue to do so today.

We are an Independent Public Primary School specialising in disability education and catering for students with special educational needs. Co-located with our partner school, Beldon Primary School, we operate as part of a shared and inclusive campus. Since opening in 1985, Beldon ESC has become deeply integrated into this partnership, strengthened by common policies, joint events, shared facilities, and collaborative teaching practices. Together, we provide enriched learning opportunities for students across both schools.

At Beldon ESC, we believe students learn best when they feel safe, supported, and valued. Our multidisciplinary team, including specialist teachers, general educators, allied professionals, a school psychologist, chaplain, and external therapists, partners closely with families to provide high-quality, individualised education. Small class sizes and a high staff-to-student ratio ensure each student receives the focused support needed to achieve meaningful progress toward their personal learning goals.

We recognise every child as a unique learner, communicator, and decision-maker, whose voice plays an essential role in shaping their learning. Our programs are grounded in person-centred planning, focusing on each student's strengths, needs, and aspirations to inform meaningful goals. Strong partnerships with families and the broader school community support and enrich this approach.

Guided by our ethos, "Aspire to Go Beyond," we are committed to helping every student reach their full potential in a caring, calm, and inclusive learning environment.



ASPIRATIONS FOR ALL

In line with the Department of Education's strategic direction, our school priorities focus on:

1. Providing the right supports to facilitate every student achieving their potential.
2. Quality teaching and learning in every classroom.
3. Purposeful school leadership.
4. Clear direction and support across the school.



At Beldon ESC, we believe every child can achieve success, regardless of their individual starting point. Guided by Aspirations for All, we are committed to providing personalised, meaningful learning experiences that recognise each student's unique strengths, needs, and potential. Our aim is for every child to experience growth and achievement in ways that matter most to them, academically, socially, emotionally, and in preparation for life beyond school.



TEACHING FOR IMPACT

Our teaching practices are guided by the Department of Education's Teaching for Impact framework. We use high-impact, evidence-based strategies that are responsive to student needs, strengths, and learning profiles. Our focus is on delivering quality instruction that supports meaningful progress for every student.

Teaching for Impact Focus Area	Our Commitment
High impact teaching strategies	We will implement explicit instruction, visual supports, and multi-sensory learning, alongside augmentative and alternative communication (AAC) tools to ensure access and engagement for every learner.
Know students and how they learn	We will prioritise person-centred planning by developing detailed student profiles and Individual Education Plans (IEPs), informed by functional assessments and ongoing collaboration with families and therapists.
Quality differentiation	We will differentiate teaching and learning through tailored learning goals, flexible groupings, and adapted materials that meet each student's unique strengths, needs, and learning preferences.
Collaboration and reflection	We will engage teachers and support staff in regular team planning, shared classroom practice, peer coaching, and reflective dialogue to continually improve teaching quality and student outcomes.
Student progress and achievement	We will closely monitor each student's progress through ongoing data collection, goal tracking, and regular reporting to families, ensuring that teaching remains targeted and responsive.



R*A*I*S*E

Our five key priority areas:



Reflective Practice

Strategic Target: *Develop and sustain collective teaching efficacy by systematically using coaching, observation, and feedback to improve teacher practice, collaboration, and student achievement.*

Focus Areas

Collaborative Professional Growth

- Implement Professional Learning Communities (PLCs) to support collaborative data analysis and reflection.
- Embed peer observation and mentoring to support teacher growth.

Teaching and Reflection

- Establish a school-wide instructional design framework aligned to the AITSL standards and Teaching for Impact.
- Introduce structured reflective cycles incorporating classroom observation, student data, and teaching outcomes.

Milestones

2026: Establish and Embed

- Instructional design framework drafted and trialed in selected classrooms.
- Peer observation and mentoring cycle established for all staff.
- First PLCs formed and begin collaborative data review.
- Baseline classroom observation data collected.

2027: Deepen and Extend

- Framework refined and implemented across all classrooms.
- Peer observation cycles integrated into termly teaching plans.
- PLCs analyse termly student and classroom data to inform practice.
- Reflective cycles embedded in all classrooms, with evidence of impact.

Milestones

2028: Sustain and Transfer

- Reflective practice embedded as a whole-school culture.
- Peer mentoring and observation cycles fully sustained and led by internal coaches.
- PLCs lead professional learning for new and existing staff.
- Measurable improvement in teaching quality and student outcomes evidenced through observation and data analysis.

Measures of Success

- Instructional design framework developed, implemented, and aligned to the AITSL standards.
- Peer observation cycles completed, with feedback and mentoring provided to all staff.
- PLCs meet regularly, with documented evidence of collaborative analysis and reflection.
- Meeting minutes or action logs showing analysis of student data and agreed program changes.
- Reflective cycles implemented across classrooms, with measurable improvements in teaching practice and student engagement.



Accessible Learning

Strategic Target: *Ensure all students receive differentiated teaching that drives measurable progress through strength-based instruction and tailored assessment pathways.*

Focus Areas

Personalised Learning

- IEPs consist of individualised strength-based learning goals.
- All teaching and learning is differentiated and supported through TEACCH strategies.

Curriculum

- Use of explicit teaching practices and high-impact strategies to support diverse learners.
- Trial and implementation of the Essentials for Living assessment to monitor progress for students demonstrating pre-foundation skills.

Milestones

2026: Establish and Embed

- Baseline walkthroughs completed to identify current use of TEACCH strategies and explicit teaching practices.
- Highly individualised learning goals developed for all students, linked to their strengths and assessment data.
- Essentials for Living assessment trialed in selected classrooms.
- Evidence of differentiated planning visible in classroom documentation and IEPs.

2027: Deepen and Extend

- 100% of teaching staff consistently apply TEACCH strategies in lesson planning and delivery (verified through peer observations, coaching feedback, and classroom documentation).
- Strength-based language embedded in goal setting and classroom feedback.

Milestones

- Essentials for Living fully implemented for identified students, with assessment data used to inform teaching and learning goals.
- Regular coaching and reflection cycles in place across all classrooms.
- Assessment data routinely used to plan differentiated lessons and monitor progress.
- Staff collaborate to share examples of their differentiated practice and high-impact teaching strategies.

2028: Sustain and Transfer

- TEACCH strategies and explicit teaching consistently evident across all learning areas.
- Essentials for Living used as a school-wide assessment to monitor progress for students with pre-foundation skills.
- Staff demonstrate high confidence in using assessment data to adjust instruction.
- Differentiation practices embedded in planning, teaching, and assessment cycles.
- Individualised and strength-based goal setting sustained as part of school culture.

Measures of Success

- TEACCH strategies consistently implemented across all classrooms.
- Internal coaches provide targeted support in AAC, CPI, TEACCH, and high-impact teaching strategies (e.g. explicit teaching, differentiation and promoting student engagement).
- Evidence of assessment data being used to inform differentiated learning programs.



WITH PRIDE
BELDON
PRIMARY SCHOOL

Instructional Leadership

Strategic Target: *Strengthen instructional leadership across the school to drive high-impact teaching and learning.*

Focus Areas

Staff Capacity

- Build staff capacity in the school's core pedagogical frameworks, including TEACCH, Balanced Literacy, Explicit Numeracy, AAC, CPI, and the Berry Street Education Model.
- Establish and maintain a culture of coaching and reflection.

Embedding Effective Practices

- Use instructional coaches to embed daily practices across all classrooms to ensure consistency in high-quality instruction.
- Further develop the leadership strategy to ensure clearly define leadership roles.
- Identify and support emerging leaders with access to ongoing professional learning.

Milestones

2026: Establish and Embed

- Develop and share Instructional Framework outlining expectations for teaching and learning.
- Administer a baseline self-assessment for staff to evaluate their instructional practices (e.g. a reflection tool or survey)
- Establish internal coaching model. Identify and train lead coaches.
- Deliver a series of whole-school PL in TEACCH, Explicit Numeracy, AAC, and CPI.
- Develop and display the Classroom Planning Non-Negotiables poster (e.g., AAC access, predictable routines, visuals, regulation breaks, concrete numeracy).

2027: Deepen and Extend

- Strengthen data-informed decision-making in classroom planning meetings.

Milestones

- Internal coaching in Literacy, TEACCH, CPI and Berry Street led by school-based experts.
- Deep-dive PL on aligning IEP targets with Balanced Literacy and Explicit Numeracy.
- Refine coaching cycle to include self-reflection and goal tracking.
- Develop a PLC that promotes practice-sharing, collective efficacy, and ongoing capacity building
- Frameworks visible in classroom walkthroughs.

2028: Sustain and Transfer

- Distributed leadership model embedded.
- Staff lead Network PL for ESNN/ESSN and WAESPAA.
- Peer observation, reflection and coaching cycles are standard practice.
- Instructional Framework reviewed and updated.
- Annual reflection informs future direction.

Measures of Success

- Completion of instructional coaching cycles in TEACCH and Literacy across all classrooms.
- Regular classroom observations with feedback and reflection implemented.
- Staff engaged in internal coaching plans and reflection cycles.
- Evidence of improved teaching practices aligned with core school-wide pedagogical frameworks
- Demonstrated growth in staff confidence and capability in TEACCH strategies and Literacy, Numeracy, AAC, CPI practices.



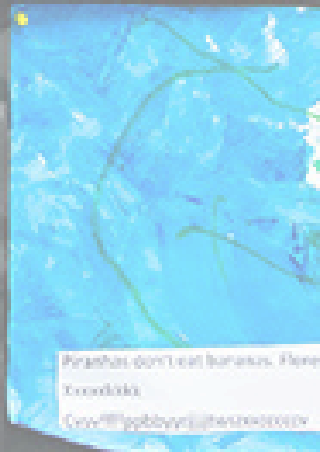
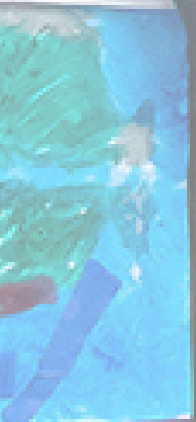
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Piranhas don't eat bananas. Males
Pirahmasoes don't eat Bananas. Males



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This is a rainbow



Piranhas don't eat bananas. Females
Xxxxxxxx
Cww!!!ppbbvrrllttssssssss

Social Inclusion

Strategic Target: *Ensure all students experience a genuine sense of belonging, connection, and participation within the school environment by fostering a culture of inclusion through strength-based programming, empowering student voice and agency through personalised goal setting.*

Focus Areas

Structured Integration

- Develop Integration Framework with Beldon Primary School to increase inclusion and student agency across all year groups.

Whole-School Framework

- Embed Social and Emotional Learning (SEL) strategies across the curriculum to provide students with opportunities to express choices and reflect on learning.
- Embed Berry Street Education Model strategies (e.g. morning circle, brain breaks, positive primers etc).
- Implement the Zones of Regulation Framework to support students to recognise, communicate, and regulate emotions independently, strengthening self-advocacy.

Student Empowerment

- Collaboratively set social and learning goals with each student based on their strengths.
- Provide opportunities for students to make choices, monitor progress, and celebrate achievements.

Milestones

2026: Establish and Embed

- Appoint a Student Services Coordinating Teacher and allied professional to lead SEL and wellbeing programs.
- Staff complete and maintain professional learning in Berry Street and CPI.
- Establish Integration Framework that facilitates joint activities and peer mentoring opportunities with Beldon Primary School.

Milestones

2027: Deepen and Extend

- Student Services team evaluate and lead continuous improvement of SEL and wellbeing programs.
- Refine strength-based goal setting across all IEPs and celebrate student achievements school-wide.
- Demonstrated improvement in student engagement, participation, and social-emotional outcomes.

2028: Sustain and Transfer

- Maintain high participation in SEL programs and integration activities.
- Review and refine all social inclusion strategies to ensure ongoing effectiveness and alignment with school priorities.

Measures of Success

- Staff consistently facilitate student voice and choice in daily activities.
- Students actively contribute to goal setting and make meaningful choices in social and learning activities.
- IEPs reflect student strengths and include student-led goals.
- Increased integration opportunities.
- Observable improvements in students' confidence, self-advocacy, and social participation.



Empowered Communication

Strategic Target: *Embed a whole-school approach to AAC that strengthens student voice, agency and independence across all learning settings.*

Focus Areas

Teaching Practice

- Embed multimodal communication strategies, including AAC, across all daily routines to enhance teaching, learning and student engagement.

Learning Environment

- Align classroom structures and visual supports to provide consistency across the school.

Staff Capacity

- Provide all staff with targeted professional learning in evidence based AAC practices.
- Strengthen fidelity with an AAC coaching, mentoring, feedback and reflection cycle.

Milestones

2026: Establish and Embed

- Baseline classroom walkthroughs completed in Term 1 and Term 3.
- 100% of staff complete AAC professional learning and communication partner training.
- Incorporate AAC consistently into daily learning routines to promote inclusive communication and learning.

2027: Deepen and Extend

- Embed and model AAC strategies in play, transitions and community access.
- Students use AAC to make choices and express their voice every day.
- Most staff (80%+) regularly model AAC during walkthroughs.
- Peer AAC champions support and mentor other staff.

Milestones

2028: Sustain and Transfer

- Consistent, evidence-based AAC practices evident across all classrooms.
- Ongoing coaching and peer mentoring led by AAC champions.
- Incorporate AAC expectations in new staff induction and training to support consistent practices.
- Provide families with workshops, resources, and communication support to promote consistent use of AAC at home and reinforce learning.
- Walkthroughs show almost all staff (90%+) consistently modelling AAC.
- Student communication progress tracked and celebrated through IEP reviews.
- Beldon ESC shares its AAC model across the ESNN.

Measures of Success

- Classroom walkthroughs demonstrate consistent AAC implementation.
- Coaching data shows improved fidelity year on year.
- Observed growth in student-initiated communication.
- Student profiles with communication needs and strategies to support communication updated semestery.





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