



**SOUTH BALLAJURA
EDUCATION SUPPORT CENTRE**
LEARNING TOGETHER GROWING TOGETHER



Business Plan

2025 - 2027

Our Key Expectations

Kind ~ Respectful ~ Achieving ~ Safe

Our Vision

To unlock learning in a safe and inclusive environment.

Learning Together Growing Together

South Ballajura Education Support Centre



Our Vision

The South Ballajura Education Support Centre Business Plan 2025–2027 is guided by our vision: "To unlock learning in a safe and inclusive environment." This vision reflects our commitment to ensure that every student has access to meaningful learning through evidence-based teaching in a supportive and specialised setting.

Through self-assessment and ongoing consultation with staff, the School Board, and our parent community, we have identified key focus areas that prioritise student achievement wellbeing, and engagement for success. This Business Plan is supported by Operational, Workforce, and Financial Plans, ensuring that resources are effectively allocated to drive continuous improvement and positive outcomes for all.

Our Key Expectations

Our Positive Behaviour Support key expectations—Kind, Respectful, Achieving, and Safe — are the foundations of everything we do. These values create a nurturing and inclusive environment where every student is supported to reach their full potential. Kindness fosters a sense of belonging, respect builds strong relationships, achievement encourages personal growth, and safety ensures a secure and supportive learning space. Together, these principles underpin our commitment to empowering students with the skills, confidence, and resilience they need for lifelong success.

South Ballajura Education Support Centre



Priorities & Targets

Priority One	High Quality Teaching
Target	All students will show measurable progress in English, Mathematics, and Communication, with at least 80% achieving individual learning goals aligned to their individual education plans. Progress will be tracked using evidence-based assessment tools, incorporating universal design for learning (UDL), assistive technology, and disability specific teaching strategies. Data will be reviewed each term to ensure continuous improvement and inform targeted interventions.
Priority Two	Connected Relationships and Partnerships
Target	To build strong, culturally responsive partnerships with families and the community through purposeful communication, strategic collaboration, and inclusive engagement.
Priority Three	Optimised Learning Environments
Target	To optimise learning environments by embedding positive behaviour guidelines, integrating student voice in decision-making, and creating supportive spaces that enhance self-regulation and independent learning, fostering an inclusive environment that amplifies engagement and academic progress.

Priority One

High Quality Teaching



All students will show measurable progress in English, Mathematics, and Communication, with at least 80% achieving individual learning goals aligned to their individual education plans. Progress will be tracked using evidence-based assessment tools, incorporating universal design for learning (UDL), assistive technology, and evidence-based teaching strategies. Data will be reviewed each term to ensure continuous improvement and inform targeted interventions.

Key Performance Indicators

1. Student Progress & Achievement:

- 80% of students achieve or exceed their individual learning goals in English, Mathematics, and Communication as outlined in their IEPs.
- 100% of students demonstrate measurable progress each year, based on evidence-based assessment tools (e.g., ABLEWA, PAT, teacher observations).

2. Assessment & Data Tracking:

- 100% of students have their progress reviewed and updated each term using assessment data and teacher observations.
- 100% of teachers utilise formative and summative assessments to guide instructional strategies and interventions.

3. Inclusive Teaching & Learning Strategies:

- 100% of classrooms embed UDL principles to provide multiple means of engagement, representation, and expression.
- 100% of students have access to appropriate assistive technology and communication supports (e.g., AAC devices, visual supports).
- 100% of staff engage in professional learning on evidence-based teaching practices annually.

Priority Two

Connected Relationships and Partnerships



To build strong, culturally responsive partnerships with families and the community through purposeful communication, strategic collaboration, and inclusive engagement.

Key Performance Indicators

1. Purposeful Communication with Families & Community

- 100% of families receive regular communication through newsletters, meetings, and digital platforms to ensure transparency and engagement.
- 90% of families actively participate in Individualised Education Plan (IEP) meetings, goal-setting discussions, and progress reviews.

2. Strengthening Community Partnerships

- Two new community partnerships established annually with schools, therapy providers, and cultural organisations to support student learning and inclusion.
- 100% of partnerships are formalised with clear expectations and structured agreements to ensure meaningful collaboration.

3. Cultural Responsiveness & Inclusive Engagement

- 100% of staff complete professional learning on cultural responsiveness and inclusive practices annually.
- Increased representation of diverse cultural perspectives in school events, curriculum, and community engagement activities.

4. Active Family & Community Engagement

- Two or more family and community workshops delivered annually to support student learning and wellbeing.
- Annual family feedback surveys conducted, with at least 80% positive feedback on communication, collaboration, and cultural responsiveness.

Priority Three

Optimised Learning Environments



To optimise learning environments by embedding positive behaviour guidelines, integrating student voice in decision-making, and creating supportive spaces that enhance self-regulation, fostering an inclusive environment that amplifies engagement and academic progress.

Key Performance Indicators

1. Positive Behaviour Support Guidelines

- 100% of staff consistently apply the whole school positive behaviour support guidelines.
- Termly review of student wellbeing data to monitor progress, identify trends, and ensure the strategies are implemented effectively across all areas of learning.

2. Inclusion of Student Voice in Decision-Making

- 100% of students are actively included in decision-making processes, with strategies adapted to ensure all voices are heard (e.g., using AAC devices, visual supports, or simplified communication tools).
- Annual review to assess how student voice has shaped decisions, ensuring an inclusive approach in adapting school policies and learning environments.

3. Support for Self-Regulation

- 100% of learning environments are designed to support self-regulation, incorporating sensory spaces, calming areas, visual schedules, and adaptive resources.
- 90% of students show improvement in self-regulation, measured through teacher observations, student self-check ins, and individualised tracking tools.
- At least two professional development sessions annually for staff on best practices for supporting self-regulation and co-regulation, including strategies such as sensory integration and tailored social-emotional learning approaches.

4. Enriched and Inclusive Learning Environments

- 100% of classrooms are equipped with resources that support a variety of learning styles and abilities, including assistive technology, visual aids, and tactile learning materials.