



ADESC

BEACON PROGRAM

Table of Contents

Introduction

Rationale

Objectives and Goals

Enrolment Requirements

Program Design and Structure

- Personalized Plans

- Core Academic Subjects

- Life Skills and Personal Development

- Electives and Enrichment Activities

Teaching and Learning Approaches

Assessment and Evaluation

- Formative and Summative Assessments

- Personalized Feedback and Progress Reports

Professional Development for Educators

- Training and Workshops

- Collaborative Planning and Reflection

Program Policies and Procedures

- Standard Operating Procedures

- Working with Individual Students

Monitoring and Evaluation of Program Effectiveness

- Program Review and Feedback Mechanisms

- Data Collection and Analysis

- Continuous Improvement Strategies

Conclusion

- Summary of Program Benefits

- Future Directions and Expansion Plans

- Contact Information and Support Channels

Introduction

Rationale

Albany Secondary Education Support Centre (ASESC) which is located alongside North Albany Senior High School, currently has 63 enrolled students for 2024. Being the only Secondary Education Support facility in the Great Southern necessitates catering to a broad and diverse range of students who each present unique strengths, needs, and challenges. The diversity of needs that our school must cater to is accentuated by the fact that our region does not have a dedicated K - 12 Education Support School within it (unlike metro areas and some larger regional cities). Therefore, we are accommodating students with the most complex and challenging circumstances in our region amongst our many other cohorts of young people.

Enrolling young people with multiple diagnoses and highly complex and challenging circumstances into the BEACON program requires a comprehensive and individualized approach to ensure their success. These students often present with unique emotional, behavioural, safety, and sensory regulation needs that must be carefully managed to create a safe and supportive environment. By addressing their regulation needs in a compassionate manner, the BEACON program aims to promote a more positive and empowering educational experience.

The BEACON program recognizes the importance of alternative learning spaces in meeting the diverse needs of these students. These spaces are designed to offer a flexible and responsive environment, allowing young people to engage with the curriculum in ways that suit their individual needs and challenges. Using sensory tools, calming activities, and tailored instructional methods, these students are supported in a manner that respects their unique circumstances and fosters their academic and personal growth.

The leadership team at ASESC had identified that based on the needs of the students and the multiple complexities surrounding each individual student, a comprehensive plan involving redevelopment of infrastructure, development of operating procedures, safety equipment, and staff specialised in trauma-informed behaviour support, de-escalation and Team Teach. The plan was developed in consultation with Regional Office, SSEND, Building and Maintenance and Works, The School Psychology Service, both past and current staff and each individual student's key stakeholders (parent, guardians, therapists, etc.).

During the summer of 2022/2023, the C1 classroom, corridor and Area 1 playground was transformed into a safe space where students can be assisted in relation to their learning and regulation needs. The safety-focused design of the area allowed staff to provide support in a way which greatly reduced the need for physical interventions. The students transitioned to ASESC at the beginning of 2023 and due to the forward thinking and comprehensive planning conducted prior to the student's arrival, the students were able to foster a love of learning and have the support from a team of dedicated educators and staff to assist with regulation and social/emotional learning. There was a notable decrease in behaviours of concern. As a result, the BEACON program was established due to the immense success experienced by students presenting with extremely challenging behaviours and needs. By prioritizing a supportive and adaptive learning environment, the BEACON program empowers young people with extremely complex needs to succeed. This approach not only acknowledges their challenges but also provides them with the tools and opportunities to thrive within the educational setting

Objectives and Goals

BEACON symbolizes a guiding light, reflecting the program's aim to illuminate the path for students facing significant challenges. The objectives and goals lie within the acronym **BEACON**:

Behavioural - Addressing the challenging behaviours.

Students who access the BEACON program struggle to engage in a typical classroom environment and as a result display consistent and challenging major behaviours¹ and have not effectively responded to Tier 1 and 2 interventions. By meeting underlying needs of students and identifying and acting on the functions of their

¹ ASESC defines major behaviour incidences as absconding, wilful offence against property, verbal abuse, intimidation, physical aggression, self injury, nudity, vomiting, urinating, defecation, spitting, etc.

behaviours, students will receive intensive support and care to perform an alternative behaviour or develop a repertoire of strategies to self-regulate during times of crisis.

Education - Emphasizing the learning aspect.

The program aims to provide high-quality education for students displaying challenging behaviours by focusing on creating and sustaining effective learning environments tailored to their unique needs. The Department of Education's *Teaching for Impact* strategies are focal in delivering a high standard of education to these students.

Academic - Focus on academic support.

To tailor students' academic workloads according to their state of regulation while maintaining high expectations, by developing individualized learning plans in collaboration with relevant stakeholders. These plans will include core subjects and integrate opportunities for practicing and reinforcing regulation strategies.

Co-regulation - Providing guidance and support in emotional regulation.

Our goal is for students to initiate their own regulation strategies during times of crisis. BEACON allows students to achieve this within a safe, predictable environment and with the guidance of staff trained in Therapeutic Crisis Intervention (TCI). During times of crisis, staff support students by being available to the student so they can recover from crises without using behaviours of concern to communicate their distress.

Outstanding - Recognizing the exceptional circumstances and strengths of the students.

Staff recognize and address the exceptional circumstances and strengths of students, ensuring that their unique needs and abilities are acknowledged and supported in all aspects of their education. This is achieved by frequent communication amongst all stakeholders and liaison with staff who work closely with students enrolled in BEACON.

Needs - Catering to the specific requirements of each student.

Each student in the BEACON program will have their diverse needs catered to through differentiated instruction, culturally responsive teaching practices, and a variety of instructional materials. We aim to cultivate an inclusive classroom environment that addresses varied learning styles, ensuring that all students have equitable opportunities to succeed and thrive in their educational journey.

The BEACON program is designed to accommodate the diverse sensory needs of all students, ensuring an inclusive and supportive learning environment. The environment is designed to avoid discomfort for students with sensory sensitivities. The program also includes sensory breaks and personalized sensory activities to help students regulate and manage their sensory experiences effectively, promoting focus and well-being throughout the school day. In alignment with Shanker's five domains of self-regulation—biological, emotional, cognitive, social, and prosocial—we recognize the importance of supporting each student's unique requirements:

- **Biological:** We consider the physical well-being of students, ensuring that factors like sleep, nutrition, and physical activity are assessed to optimize their readiness for learning.
- **Emotional:** The program fosters emotional awareness and regulation, helping students manage stress, anxiety, and other emotional responses, creating a safe space for emotional expression and growth.
- **Cognitive:** We support the development of cognitive skills, encouraging students to set goals, focus attention, and engage in problem-solving activities that enhance their critical thinking and executive functioning.
- **Social:** Our program emphasizes the importance of social connections and interactions, promoting positive relationships and social skills that are essential for collaborative learning and community building.
- **Prosocial:** We nurture prosocial behaviours by encouraging empathy, cooperation, and respect for others, helping students to contribute positively to their school community and beyond.

Enrolment Requirements

Enrolment in the BEACON program requires comprehensive evidence that demonstrates that a student is experiencing consistent Tier 3 level complexities. Tier 3 interventions are designed for students who present with significant and persistent challenges that cannot be effectively addressed through Tier 1 or Tier 2 supports. If the students meet the following criteria, parents and stakeholders of students are given an official offer of placement and provided information in relation to how the BEACON program will benefit their child:

- **Formal Diagnoses** - A critical component of the enrolment process is the presentation of formal diagnoses. Documentation of these diagnoses helps ensure that the student's needs are accurately identified and that appropriate resources can be allocated to support their learning and wellbeing.
- **Behavioural Data** - Behavioural data is required to demonstrate the frequency and severity of the student's challenges. This data should include records of behavioural incidents, interventions attempted, and the outcomes of those interventions.
- **Wellbeing Data** - This may include data on mental health, emotional regulation, and social interactions. Students who consistently struggle with anxiety, depression, or other mental health issues, and who have not responded to less intensive interventions, are likely to benefit from the specialized support offered at the BEACON program.
- **Academic Progress** - Enrolment also requires a review of the student's academic progress. Data should include ABLEWA assessments, previous semester reports, and any other relevant academic documents that exhibit signs that a student is struggling with engaging in learning in a typical classroom environment.
- **Attendance Records** - Finally, attendance data is considered in the enrolment process. Students with chronic absenteeism, especially when linked to their behavioural or emotional challenges, may require Tier 3 interventions to address underlying issues and improve their engagement with school.

Program Design and Structure

Personalized Plans

Students in the BEACON program participate in an alternative learning program that is structured around learning and then immediately providing a sensory or movement regulation activity afterwards. The student work in C1 is levelled according to a new system:

- Level 1: successful work
- Level 2: achievable work
- Level 3: challenging work

Learning expectations are always balanced with a student's regulation and sensory needs. This may change through the day. Sensory and movement breaks are individualised, and students communicate their choice and will participate in reward on completion of learning activity.

Assessment of Individual Needs

To effectively assess individual needs, we begin by examining each student's previous school reports, behaviour data, and overall profile. This initial review helps us understand their educational background and specific requirements.

In addition, staff members observe prospective students who are identified as candidates for the BEACON program. These observations are crucial for gaining a comprehensive understanding of each student's unique needs and how they interact with their environment.

To further tailor our approach, staff are provided with detailed information on each student's diagnosis. This includes insights into how the diagnosis affects their ability to engage with the Western Australian curriculum, as

well as their needs in areas such as assessment, communication, social skills, healthcare, mobility, hygiene, mealtime management, self-regulation, and mental health.

By integrating these elements—historical data, direct observations, and diagnostic information—we create a personalized plan that addresses each student's individual needs and supports their overall development.

IEP Goal Setting and Planning

Each semester, an Individualised Education Plan (IEP) is developed for each student as they require significant adjustments to access the WA curriculum. The IEPs developed for students attending the BEACON program contain goals not only on developing their literacy and numeracy abilities, but also focusing primarily on functional learning and social skills. Individualized Education Plans are crafted with input from key stakeholders that are an integral part of an individual's life and are developed so students have optimal opportunities to develop independence for life and actively contribute to society.

Incorporating the Western Australian (WA) curriculum into the BEACON program involves tailoring the educational experience to meet the diverse needs of students across various learning areas. By differentiating content, educators can ensure that each student, regardless of their abilities, can engage with the material at a level that suits their learning style and pace. This approach allows for flexibility within the curriculum, enabling students to achieve their full potential while meeting the standard educational outcomes expected in the WA curriculum. Differentiation may involve modifying tasks, providing varied resources, or offering alternative assessment methods to cater to individual learning preferences and abilities.

Furthermore, aligning Individual Education Plan (IEP) goals with the ABLES WA framework ensures that the specific needs of students with disabilities are met. ABLES WA provides a comprehensive assessment tool that helps educators identify students' strengths and areas for development, making it easier to set realistic and achievable goals within their IEPs. By using ABLES WA, teachers can track progress more effectively and adjust teaching strategies to ensure that each student's educational experience is both challenging and supportive, ultimately leading to better educational outcomes. This alignment also promotes consistency in how educational goals are set and monitored, ensuring that all students receive the support they need to succeed within the BEACON program.

Escalation Profiles

Escalation Profile/Behaviour plans are always developed for students enrolled in the BEACON program. These plans are developed collaboratively by the Student Support and Wellbeing Deputy Principal and the students' classroom teacher. They are then reviewed by the School Psychologist and the Principal. Once finalised they are communicated to all relevant staff. Student voice is included via the students' opportunity to identify their own coping strategies to be included in the plan. Consultation with parents is key with these plans. They are always included in the plans by way of their participation in complex case conference meetings. Given the nature of diagnoses and circumstances our students grapple with we acknowledge that there will always be emotional regulation challenges within the BEACON program. However, data does reflect impressive improvements over time which can be attributed to our overall approach. Our comprehensive escalation profiles are one component of this approach.

Core Academic Subjects

Mathematics

Educational strategies in mathematics, such as Yumi Maths, practical maths activities, the use of manipulatives, and explicit teaching, align closely with the principles outlined in the Department of Education WA's Teaching for Impact framework. Yumi Maths incorporates culturally responsive teaching, integrating Indigenous perspectives and traditional knowledge to make mathematics more relevant and engaging for students. By connecting mathematical



concepts to real-life contexts and stories, Yumi Maths fosters a deeper understanding and personal connection to the subject, which is a key aspect of the Teaching for Impact focus on culturally responsive pedagogy.

Practical maths activities provide students with hands-on experiences that connect classroom learning to real-world applications, a strategy that supports the Teaching for Impact emphasis on authentic learning experiences. These activities, such as measuring for a cooking recipe or managing a budget, allow students to see the practical value of mathematics in their everyday lives, enhancing their engagement and retention of mathematical concepts.

Using manipulatives supports the development of foundational mathematical understanding by allowing students to visualize and physically manipulate mathematical concepts. This approach is particularly effective for BEACON learners or those who benefit from concrete representations of abstract ideas, aligning with Teaching for Impact's focus on differentiated instruction to meet diverse student needs.

Finally, explicit teaching is a direct and systematic approach where teachers model and explain mathematical processes clearly and explicitly. This method ensures that all students, regardless of their prior knowledge, can access and understand mathematical concepts. The Teaching for Impact framework emphasizes the importance of clear, intentional teaching strategies that support student learning and mastery of skills, making explicit teaching a crucial component of effective mathematics instruction. By integrating these strategies, educators can create a learning environment that is both inclusive and impactful, supporting the diverse needs of students in mathematics education.

Literacy

The BEACON program integrates literacy strategies with a focus on evidence-based practices outlined in the Department of Education WA's *Teaching for Impact* document. This approach emphasizes explicit instruction, formative assessment, and differentiated teaching to meet diverse student needs. BEACON incorporates these strategies by ensuring that literacy instruction is systematic and targeted, utilizing data to inform teaching practices. The program also leverages expertise in emergent literacy, letters and sounds, and Augmentative and Alternative Communication (AAC) to support students at various stages of literacy development. Additionally, BEACON is closely aligned with the HALO framework, which further enhances the program's ability to cater to students with diverse communication needs. Teachers in the program receive ongoing professional development to apply these strategies effectively, fostering a classroom environment where literacy skills are consistently reinforced, and student progress is closely monitored. Through this alignment with *Teaching for Impact* and the integration of specialized literacy approaches, BEACON aims to enhance student outcomes by embedding high-impact literacy practices into daily instruction.



Life Skills and Personal Development

Communication Skills

The area in which the BEACON program is taught, is designed to support students with challenging and complex behaviours, fostering communication skills is paramount. Effective communication allows students to express their needs, feelings, and thoughts, which is essential for reducing frustration and promoting positive interactions. For students who struggle with verbal communication, Augmentative and Alternative Communication (AAC) systems are crucial. AAC methods, such as aided language displays and access to AAC devices, provide students with alternative ways to communicate, whether through symbols, pictures, or speech-generating devices. By incorporating these tailored communication strategies, educators ensure that every student has the means to be understood and to understand others, thereby enhancing their ability to engage meaningfully with the world around them and express their needs clearly.

Social/Emotional Regulation and Resilience

Social and emotional regulation is another critical focus area in the BEACON program. Students with complex behaviours often experience difficulties in managing their emotions, which can lead to regular outbursts or withdrawal. In supporting the social-emotional development of special needs students with challenging and complex behaviours, the implementation of comprehensive strategies is key. The Zones of Regulation framework plays a central role, helping students identify their emotional states and develop appropriate coping strategies to manage those states effectively. Staff trained in Therapeutic Crisis Intervention (TCI) are equipped to de-escalate situations safely and provide the necessary support during emotional crises. Explicit teaching of regulation strategies ensures that students are not only aware of how to recognize their emotions but also understand the tools and techniques they can use to maintain self-regulation. For students requiring more intensive support, individualized Tier 3 strategies are developed by the Student Wellbeing Team, led by the deputy principal Haydn Mansell. These personalized plans are carefully tailored to meet each student's unique needs, providing targeted interventions that promote their emotional and behavioural well-being in a supportive and structured environment.

Understanding the root causes of behaviours of concern in students is crucial for effective intervention. The BEACON program underscores the importance of identifying the social and emotional needs that drive these behaviours. Teachers and support staff play a key role in this process, beginning with careful observation of students across different settings to detect triggers and patterns in their behaviour. This observation can be complemented by tools such as behaviour checklists, student interviews, and consultations with parents or guardians, all of which contribute to a fuller understanding of the student's social and emotional challenges.

It is also important to consider that some behaviours may be rooted in experiences of trauma, anxiety, or other mental health issues. Recognizing the signs of these underlying issues is essential for providing appropriate support. The BEACON program advocates for a compassionate and informed approach to understanding these behaviours, ensuring that interventions are not just reactive but are tailored to address the core needs of each student. This approach is particularly vital when working with students with disabilities, who may require additional support to develop the skills necessary to regulate their emotions, which in turn can have a positive impact on their relationships and overall well-being.

Finally, resilience is embedded throughout the BEACON program daily for students to build the skills necessary to navigate life's challenges and setbacks effectively. Through their Health lessons, students learn to recognize their own strengths, develop problem-solving skills, and cultivate a positive mindset. The curriculum incorporates practical activities and role-playing scenarios to practice resilience skills in a supportive setting. Emphasis is placed on helping students understand that challenges are opportunities for growth and that persistence, adaptability, and self-belief are essential for overcoming difficulties. By integrating these resilience-building strategies into their daily learning, students are empowered to approach problems with greater confidence and perseverance, contributing to their overall emotional and behavioural stability.

Enrichment Activities

ASDAN – Creativity and Baking Sensory

The ASDAN program, designed to enhance educational experiences and personal development, includes various units tailored to foster different skills and interests. Among these, the Creativity and Baking Sensory units stand out for their unique approaches to learning.

The Creativity unit is crafted to encourage students to explore and express their artistic talents. It emphasizes the importance of creative thinking and problem-solving through a range of activities that may include visual arts, music, drama, and design projects. This unit helps students to build confidence in their creative abilities, develop a deeper understanding of artistic processes, and appreciate the value of creativity in everyday life. By engaging in various



creative tasks, students not only enhance their artistic skills but also improve their ability to think critically and innovatively.

The Baking Sensory unit, on the other hand, focuses on the sensory experiences associated with baking. This unit introduces students to the fundamentals of baking, including ingredient handling, mixing techniques, and the science behind baking processes. It also emphasizes the sensory aspects of baking, such as the textures, smells, and tastes involved in creating baked goods. Through hands-on activities, students learn to refine their sensory awareness and develop practical baking skills. This unit not only provides a fun and engaging way to learn about cooking but also supports the development of fine motor skills and cognitive functions related to sensory processing.



Together, these units offer a comprehensive approach to learning, combining artistic expression with practical skills and sensory exploration. They provide students with valuable opportunities to discover their interests, develop new skills, and gain confidence in their abilities.

Physical Education

In the BEACON program, Physical Education (PE) is strategically implemented to align with the Western Australian (WA) Curriculum's scope and sequence, as well as the stages set forth by ABLEWA. The curriculum ensures that students engage in a variety of physical activities that promote fundamental movement skills, physical fitness, and overall well-being. The scope and sequence guide the progression of PE content, beginning with basic motor skills and participating in activities with peers and staff. By integrating these practices, the BEACON program not only meets the standards set by the WA Curriculum and ABLEWA but also supports the holistic development of students through a comprehensive and inclusive approach to Physical Education.

Teaching and Learning Approaches

Engagement in learning that is meaningful and that will equip students with the skillset to become functional members of the community is key to the BEACON program and staff have a variety of effective teaching strategies that achieve this.

To foster a love of learning among students with complex and challenging needs, explicit teaching plays a crucial role by providing clear, structured instruction tailored to individual learning styles. Explicit teaching involves breaking down content into manageable chunks and demonstrating the desired skills and knowledge explicitly. This method ensures that students understand the objectives and expectations, which can boost their confidence and motivation. By using direct and focused teaching strategies, BEACON staff can make learning more accessible and engaging for students who may struggle with traditional methods.

Scaffolds and frameworks are essential tools in supporting students with diverse needs. The Department of Education WA emphasizes the importance of scaffolding in the Teaching for Impact document, which involves providing temporary support structures that help students gradually develop independence. These scaffolds can include visual aids, step-by-step guides, and interactive activities that align with the student's current level of understanding. By employing these supports, teachers can build on students' existing knowledge and skills, creating a more inclusive learning environment where students feel supported and encouraged to take risks and explore new concepts.

Relational skills are equally vital in fostering a positive learning experience for students with complex needs. By establishing a trusting and supportive classroom environment, educators can better understand each student's unique needs and preferences. The Teaching for Impact document highlights the importance of building strong, respectful relationships between teachers and students. This relational approach helps create a safe space where students feel valued and motivated to engage in learning. When BEACON staff actively listen to their students,

provide constructive feedback, and celebrate their achievements, they help cultivate a love of learning and a sense of belonging that can drive academic and personal growth.

Assessment and Evaluation

Assessment Principles – School Curriculum and Standards Authority

How staff assess student progress in the BEACON program is guided by the School Curriculum and Standard Authority's Assessment Principles. This principle is especially significant in the context of students with special needs, as it allows teachers to closely monitor progress towards individualized learning goals, which are tailored to each student's unique abilities and challenges.

This approach allows teachers to gather a variety of evidence about student progress, using different methods that align with the student's strengths and areas of improvement. Teachers can use formative assessments, such as observations or work samples, which provide immediate feedback and inform instructional adjustments. These assessments are adapted to reflect the goals outlined in a student's Individualized Education Plan (IEP), making them more relevant and focused on personal development.

Through regular and meaningful assessment, teachers can track each student's progress over time. They can identify both successes and areas where further support is needed. By doing so, teachers can adjust their instructional strategies, offer additional interventions, and set new, achievable goals. This individualized and continuous monitoring ensures that students are not only progressing academically but also in the context of social and emotional skills, in line with their personalized learning paths.

In addition, SCSA's Principle 4 promotes a partnership between teachers, students, and families. For students in the BEACON program, this collaboration is critical, as it ensures that assessments are aligned with both school-based objectives and home-based priorities. Staff can communicate progress in a way that is accessible and meaningful to both students and parents, fostering a shared responsibility for achieving learning goals.

ABLEWA

In the BEACON program, the ABLEWA assessment tool is an essential tool for compiling a detailed and individualised picture of a student's strengths and abilities. The assessments are designed to capture indicators of student proficiency and understanding through direct observation by staff during school and classroom interactions. This allows the coordinating teacher to draw on tangible evidence of a student's capabilities when planning learning programs as well as enable educators to make informed decisions about the next steps in each student's education, ensuring the development of a personalised, strength-based learning plan.

There are a variety of ABLEWA reports that display student progress in various domains. A learning readiness reports provide structured summaries of a student's current skills, offering concise overviews that guide teachers in setting instructional goals. These reports include suggested learning activities and strategies tailored to the student's needs while emphasising the importance of professional judgment. They help shape both short- and long-term instructional plans in alternative learning settings.

Additionally, student profile reports give a longitudinal view of a student's progress, mapping growth across assessments in various domains. By using visual markers to compare recent and past assessments, these reports help teachers understand a student's learning trajectory, including non-linear patterns of growth. Class and School Reports allow educators to analyse group-level trends, comparing student progress to refine instructional methods and promote equitable outcomes in alternative learning programs.

Reports

At ADESC students are provided semester reports on the progress of their child in relation to academic and social/emotional learning goals. Semester reports offer a comprehensive overview of a student's academic progress by detailing their performance in various learning areas. These reports typically include assessments of how the student is progressing in relation to their individual goals, highlighting strengths and areas for improvement.

In addition to academic performance, semester reports assess a student's social and emotional skills, as well as their attitude, behaviour, and effort during learning tasks. Teachers evaluate how students interact with peers, manage their emotions, and demonstrate responsibility in the program. These reports often reflect whether students show resilience, focus, and a positive attitude towards challenges. Effort is assessed by observing a student's persistence in completing tasks, their engagement in class activities, and their ability to work independently or with the assistance of staff. By providing feedback on these areas, semester reports offer a more holistic view of the student's overall development, beyond just academic achievement.

Professional Development for Educators

At Albany Secondary Education Support Centre (ASESC), the BEACON program is central to our professional development framework, designed to support educators in addressing the complex needs of students with multiple diagnoses and challenging circumstances. The program emphasises a comprehensive approach to educator growth through targeted training, collaborative planning, clear policies, and standardised procedures.

Training and Workshops

The BEACON program provides specialised training and workshops tailored to the unique needs of our students. Our professional development includes:

- **Therapeutic Crisis Intervention (TCI):** Educators receive in-depth training in TCI, equipping them with skills to manage and de-escalate crises effectively. This training focuses on creating a safe environment and using strategies to support students during moments of heightened stress or behavioural challenges.
- **Functional Behaviour Analysis (FBA) Training:** Educators are trained in FBA to understand and analyse the underlying functions of students' behaviours. This training enables staff to identify the root causes of challenging behaviours and develop targeted interventions that address students' specific needs.
- **Team Teach Positive Handling and De-escalation Training:** This training provides educators with techniques for positive handling and de-escalation, emphasising non-physical approaches to managing challenging behaviours. The focus is on using proactive strategies and maintaining a supportive environment to minimise the need for physical interventions.

These targeted workshops ensure that educators are equipped with the latest skills and knowledge to create a supportive and effective learning environment for students with complex needs.

Collaborative Planning and Reflection

Within the BEACON program, collaborative planning and reflection are integral to our professional development strategy. Educators participate in team-based planning sessions to develop and implement individualised learning and behavioural plans. Regular reflection meetings allow staff to assess the effectiveness of these plans, share best practices, and make necessary adjustments. This collaborative approach fosters continuous improvement and alignment in supporting our students.

Program Policies and Procedures

The BEACON program is guided by clear and comprehensive policies and procedures that support consistent and high-quality care. These include detailed guidelines for managing challenging behaviours, implementing sensory supports, and ensuring student safety. Adhering to these policies helps educators maintain a structured and effective learning environment.

Standard Operating Procedures

Standard Operating Procedures are crucial for the consistent implementation of the BEACON program. SOPs cover various aspects, including crisis management, daily instructional routines, and behavioural interventions. By following these procedures, educators provide a predictable and supportive environment, ensuring that all students receive consistent and effective support.

In summary, the BEACON program at ASESC supports professional development through targeted training in Therapeutic Crisis Intervention, Functional Behaviour Analysis, and Team Teach Positive Handling and De-escalation. Combined with collaborative planning and reflection, clear program policies, and standardised operating procedures,

this framework equips educators to effectively meet the diverse needs of our students and enhance their educational experience.

Working with Individual Students

Staff working with students enrolled in the BEACON program understand that these students come from a diverse range of linguistic, cultural, religious, and socioeconomic backgrounds, each bringing unique strengths, interests, and needs to the classroom. By recognising how students learn and applying effective strategies, all staff can teach students to process, recognize, remember, and transfer knowledge in ways that resonate with their learning styles. This approach not only fosters academic growth but also promotes inclusivity, ensuring that students feel valued and supported regardless of their background or abilities. Tailoring instruction to address these diverse factors allows students to fully engage in their learning journey and achieve meaningful outcomes.

The BEACON coordinating teacher plays a critical role in documenting best practices when working with individual students, ensuring that each student's underlying needs are met effectively. By carefully tracking strategies that work well, the teacher creates a valuable resource for colleagues, helping to form a consistent and supportive learning environment. Through collaboration and communication, staff can share insights, refine approaches, and maintain a cohesive support system that enhances the wellbeing and success of students with complex special needs.

Monitoring and Evaluation of Program Effectiveness

The BEACON program at ADESC ensures the ongoing effectiveness of its interventions through rigorous monitoring and evaluation processes. By leveraging structured programme reviews, comprehensive data collection and analysis, and continuous improvement strategies, we maintain a responsive and adaptive approach that optimally supports the diverse needs of our students.

Program Review and Feedback Mechanisms

The BEACON program employs a structured approach to programme review and feedback mechanisms to ensure its effectiveness and responsiveness to student needs. Regular review meetings are held with educators, support staff, and key stakeholders, including parents and therapists, to gather comprehensive feedback on program implementation and student progress. These reviews focus on evaluating the impact of interventions, assessing student outcomes, and identifying areas for improvement. Feedback is systematically collected through surveys, focus groups, and one-on-one interviews, providing valuable insights that inform adjustments and enhancements to the programme.

Data Collection and Analysis

Data collection is a fundamental aspect of monitoring and evaluating the BEACON program's effectiveness. We utilise a range of quantitative and qualitative data sources, including academic performance records, behavioural incident logs, and sensory regulation assessments. Additionally, we track progress through individualised learning plans and behavioural goals. Data is collected systematically and analysed to identify trends, measure the impact of specific interventions, and assess overall programme effectiveness. This analysis helps us understand the progress of each student, evaluate the success of different strategies, and make informed decisions about programme adjustments.

Continuous Improvement Strategies

The BEACON program is committed to continuous improvement through a dynamic and iterative process. Based on data analysis and feedback, we implement targeted strategies to enhance programme delivery and student outcomes. These strategies include revising intervention techniques, updating training and professional development for staff, and refining programme policies and procedures. We also establish action plans to address identified areas for improvement and monitor the implementation of these plans to ensure they are effective. Regular follow-up assessments are conducted to evaluate the impact of changes and make further adjustments as needed, fostering an environment of ongoing development and refinement.

Conclusion

The BEACON program at Albany Secondary Education Support Centre (ASESC) has proven to be a transformative initiative, yielding substantial benefits for both students and staff. By addressing the needs of students with complex behavioural challenges, the program has created a safer, more supportive learning environment, improved staff competency, and enhanced overall student engagement. Notable successes include a significant reduction in safety incidents, fewer physical altercations, and improved student emotional regulation and social skills.

Future Directions and Expansion Plans

As we look to the future, a key priority is increasing our capacity to meet the growing demand for the BEACON program. We plan to expand our resources and infrastructure to accommodate more students and provide even more comprehensive support. Additionally, we aim to share our successful practices with our main feeder school, SPESC, to extend the program's benefits and foster a collaborative approach to managing complex behaviours across both institutions. By scaling our efforts and integrating our methods with SPESC, we hope to create a broader, more cohesive support network for students.

Contact Information and Support Channels

For further information about the BEACON program or to seek support, please reach out through the following channels:

- **Email:** haydn.mansell@education.wa.edu.au
- **Phone:** 9844 2550

Our dedicated team is available to provide assistance, answer any questions, and offer guidance on how to engage with and benefit from the BEACON program. Thank you for your interest and support in advancing educational excellence through this important initiative.