Messages

Principal’s message

This report provides our school community with important information on our achievements and programs in 2012.

The school plan for 2012–2014 includes the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents. The targets support the ongoing provision of quality teaching and learning programs for our students with moderate and high support needs from Kindergarten to Year 12.

The school promotes student achievement through the provision of an engaging and supportive learning environment within a culture of high expectations. The teamwork at the school in supporting our students with their learning and complex needs, is outstanding and makes a difference in the lives of our students.

In 2012, Beverley Park School was awarded the School Education Director’s award for Support for the Strategic Pillars of SWSR. These Strategic Pillars include directing energies and resources to supporting the core activities of the school; the maintenance of the organizational and educational environment which is characterized by professionalism, integrity and ethical decision-making; Public Education that is valued, celebrated and responsive. This is a significant acknowledgement of the achievements of the school. It was my pleasure to attend the South Western Sydney Region ‘Director’s Choice’ on Thursday 8 November to accept this award on behalf of the students, staff and community of our school.

2012 has been a year of outstanding community support. Volunteers assist in many ways including the library, conductive education and hydrotherapy. Financial support from the Children’s Hope Foundation, Campbelltown Court Tavern, The Wales Family Foundation, Teachers Mutual Bank and the P&C has enabled a program of facility and equipment upgrades which include the multi-sensory dens, play equipment, innovative technology and equipment. These provide wonderful opportunities for our students to achieve and we are fortunate to have strong community support.

The provision of multi-sensory interactive dens has been an outstanding success. The Children’s Hope Foundation has funded this project through their generous donation and ongoing commitment to the students at our school. Stage two of this project has included specialized interactive equipment which encourages our student’s engagement in learning with current technologies.

Beverley Park Kids Incorporated provides funding for additional support staff. The use of the charities’ buses during school hours enables the community access, sport and work programs for students to be implemented.

In 2012, the school was successful in an application for funding of two hundred thousand dollars through the State Government’s Public School Upgrade Program. This program enabled the renovation of facilities in poor condition. All classrooms were refurbished with new practical activity areas. The administration offices and staff room were upgraded to better accommodate the staff and administration operations.

I thank the P&C for their work throughout the year and the school community for their continued support.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Carmel Seeto
Principal
P & C

Beverley Park P&C has experienced a successful 2012. The support of the parents, school and wider community has enabled the P&C to purchase a range of resources to facilitate our student’s learning. The annual general meeting has seen the reinstatement of the P&C committee, but with the addition of a fundraising sub-committee made up of a very dedicated group of parents.

There have been three major fundraising events during the year. Firstly a community barbeque was held in February which raised a substantial amount of money. A movie night was held midyear which was very well attended and gave many parents the opportunity to come together socially while their children enjoyed a great movie. Our chocolate drive was held in November and this proved to be a great success. It was very encouraging to have such parent support for this fundraiser.

The P&C has purchased new cameras for all classrooms and specialized equipment for therapy. We have provided funds for the Education Week morning tea and also the catering for the Visual Arts exhibition. The P&C also bought a book for each student as a Christmas gift that was presented at the school picnic day.

Most importantly the P&C has worked collaboratively in partnership with Beverley Park School to make decisions that directly affect teaching and learning practices. It is pleasing to reflect on the contribution the P&C has made to the many individual programs that are happening at the school. Thank you to the many parents and community members who support the ongoing work of the Beverley Park P&C.

Elva East

P&C President

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

As a special school, students enrolled at the school are placed through the regional placement panel process and not directly by the school.

Beverley Park School maintains a full enrolment across nine classes. The school has a student enrolment of fifty six. 32% of students are from language backgrounds other than English.

The students are aged between four and eighteen years of age. There are twenty eight primary students and twenty eight secondary students. All students have an intellectual disability. 82% have an intellectual disability in the severe range and 18% have an intellectual disability in the moderate range. Many students have complex disabilities which impact significantly on the levels of support needed for them to achieve learning outcomes. Programs are developed to meet the personalized learning needs of students in consultation with parents. The NSW Board of Studies syllabus’ are used across the school.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>32</td>
<td>34</td>
<td>35</td>
<td>36</td>
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<tr>
<td>Female</td>
<td>25</td>
<td>24</td>
<td>22</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

![Gender Enrolments Chart](image-url)
Structure of classes

There are nine classes from Kindergarten (K) to Year 12. The school is organized as Primary (Years K to 6) and secondary (Years 7 to 12). Within these sections students are organized into classes with other students of similar age and stage of learning. The complexity of the support needs of the students also impacts on class structures. Every class has a teacher and a school learning support officer.

Student attendance profile

Student attendance at Beverley Park School varies due to the associated medical and health care needs of each student. School absences are often related to ill health and hospitalization. Student absences are monitored and at times direct contact with families is made to support student attendances.

Management of non-attendance

All families are requested to provide written notes to explain absences and call the school to inform staff. Also, transport personnel are to be informed by the parents.

Information about student attendance is provided through school newsletters and in the student diaries.

Post-school destinations

Beverley Park School had six graduating students in 2012 who received the Higher School Certificate, Life Skills.

Access to post school programs funded by Ageing, Disabilities and Home Care (ADHC) is available to students exiting schools at eighteen years of age. The students exiting Beverley Park School all accepted placements at ADHC funded Community Participation programs. Our students were supported in their transition to their post school destinations.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Our staff includes teachers, School Learning Support Officers (SLSO), School Administration Staff, School executive, casual and temporary staff and a General Assistant. They are a team committed to the provision of a safe and supportive learning environment to facilitate the best educational outcomes for students.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>9</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative Staff</td>
<td>1.422</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>21.222</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012 there were no indigenous Australians employed at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

All staff has access to ongoing professional learning.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
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</table>

We maintain highly skilled School Learning Support Officers and School Administration staff.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>238950.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>195762.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>264753.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55508.66</td>
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<tr>
<td>Interest</td>
<td>11988.68</td>
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<tr>
<td>Trust receipts</td>
<td>19193.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>786157.71</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 10857.21   |
| Excursions                 | 619.54     |
| Extracurricular dissections| 34910.09   |
| Library                    | 1467.00    |
| Training & development     | 5813.02    |
| Tied funds                 | 231175.91  |
| Casual relief teachers     | 46189.78   |
| Administration & office    | 48620.31   |
| School-operated canteen    | 0.00       |
| Utilities                  | 39253.38   |
| Maintenance                | 27784.40   |
| Trust accounts             | 9434.02    |
| Capital programs           | 27670.98   |
| **Total expenditure**      | 483795.64  |
| **Balance carried forward**| 302362.07  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Our students have continued to explore visual arts based on their interests and capabilities.

Congratulations to Toforati Fashen whose artwork was selected by Dr. Paul Brock, senior officer of the Department of Education and Communities for the Primary Colours Art award. Toforati’s work titled ‘Ned’ was included in an exhibition of art by primary students at the State Office. This is a wonderful acknowledgement of Toforati’s efforts.

Zac Stewart and Hamilton Morrow were successful entrants in an art competition. Their works of art were exhibited at the Nagoya Art Exchange Exhibition in Nagoya, Japan along with art by students from countries including Canada, Mexico and America.

Greg Bellamy-Kendrick was awarded first prize in the International Day of People with Disability Digital Photography Competition. Greg’s underwater photograph features his friends Zac and Liam.

The Visual Arts Exhibition of student work was held in November. The theme ‘My Place……inspire, create, imagine’ was chosen to provide a wide range of opportunities for our students to explore visual arts and produce works of art based on their interests and individual capacities. The processes involved in the development of each piece were undertaken over the year.
Mr. Murat Dizdar, Regional Director of South Western Sydney, opened the exhibition. He featured it in his weekly letter to all DEC staff across the region. He selected a piece of work by the students in Secondary 1 to be displayed at regional office.

We were delighted to welcome Dr. Paul Brock to our school to meet the students and staff and view the outstanding Art Exhibition. He spoke passionately of the need to develop in our children a love of the creative arts and to give them the opportunity to learn and express through the arts.

The creative and performing arts program included weekly music lessons with a specialized music teacher. Our students respond positively to music in all its forms. The signing choir practices each week. They performed a several community events and are always at their best when performing to an enthusiastic audience.

Sport

The Department of Education and Communities Special Swimming Scheme (SSS) was conducted at Beverley Park School and Campbelltown pools for some primary students during term 1. This provided a foundation for ongoing weekly swimming and hydrotherapy lessons throughout the year. Students who attended the SSS demonstrated improvements in entering and exiting the pool, floating, dog paddling, swimming and water confidence.

A combined sports carnival was held with Mary Brooksbank, Passfield Park, Tangara and Beverley Park Schools in August. The range of games and races allowed for some healthy activity and competition.

Weekly physical education and sports included gymnastics at Yotala gymnasium, Riding for the Disabled, bowling, basketball, conductive education, game skills, swimming and hydrotherapy. These activities gave the students opportunities to develop their physical skills at school and in community venues.

Student Leadership

The leadership skills of students continue to strengthen through a range of activities. Our student ambassador, Joshua Irlam was presented with a certificate at the South West Sydney Regional Ambassadors event during Education Week. He, along with many other students from Regional Public Schools, their families and principals, attended a wonderful evening to acknowledge the role of the student leaders in our schools.

Congratulations to Christopher Hristovski who was awarded a Highly Commended certificate at the Rotary Club of Campbelltown Youth Excellence Awards as a Dynamic Achiever for 2012. This was a wonderful acknowledgement of Christopher’s achievements.
Student leadership opportunities were further enhanced when Beverley Park School hosted a Community of Schools Student Voice program in August.

The Student Voice Day, involved students from Beverley Park School, Passfield Park School, Mary Brooksbank School and Leumeah High School. This day was the first of its kind in the region. The Community of Special Schools students worked alongside Student Representative Council members from a mainstream high school, providing the opportunity for students with special needs to engage in conversations about their own learning, their classrooms, teachers and schools.

From the moment the students arrived they were settled, comfortable and ready to share their thinking and opinions for a range of purposes. They interacted with each other, discussed the important qualities of being an effective team member for ultimate learning, shared the important qualities that teachers must have to make them the best learners they can be. They reflected and responded to a series of survey questions using the SMART Response Clicker kit and finally engaged in some creative group artwork which allowed their hands to do the talking.

Congratulations to Ridge Kainz, Vincent Baker, Nawid Wakily, Rachael Harvey, Luke McCarthy, Joshua Irlam and Marc Thompson for their participation and contribution to a successful day.

Academic

In 2012, five Kindergarten students participated in the Best Start assessment during their first weeks at school. During this assessment, the teacher observed and recorded the knowledge, skills and understandings that the children in Kindergarten brought to school in literacy and numeracy. This assessment supported the development of quality teaching and learning programs. Parents received feedback on what their child can do, and how they can support their child’s learning.

Higher School Certificate

In 2012, six students completed Year 12. Each was awarded the Higher School Certificate (Life Skills).

Minimum standards

The Commonwealth Government sets minimum standards for literacy and numeracy for students in Year 3, 5, 7 and 9.

Parents of students in Years 3, 5, 7, and 9 chose to exempt their children from participating in the National Assessment Program – Literacy and Numeracy in 2012.
**Significant programs and initiatives**

**Aboriginal education**

During Reconciliation Week students participated in numerous activities related to their Aboriginal studies but especially in producing artworks with the theme – Our Place. The Taronga Park Zoomobile to visit enabled students to explore the ‘Animals of the Dreaming’. An Aboriginal Elder shared stories and songs about these creatures as the students encountered them first hand. The students looked at the amazing array of Aboriginal art and used these to inspire their river rock painting and sculpture. These were included around the playground totems. The students were encouraged to look at, feel and reflect upon the beautiful symbols on the rock sculpture and the totem poles.

The theme of My Place is central to the student’s visual artworks. This was reflected in the students learning about the land and the rich culture of the Aboriginal people.

**Multicultural education**

The cultural diversity of the school is acknowledged through integrated activities across the school curriculum. In the creative and performing arts, multicultural perspectives are evident and effectively embedded. Harmony Day was an opportunity to further acknowledge and celebrate the diversity of culture.

**Priority Schools Programs**

Further development of the student communication profiles to include sensory and behaviour aspects of consideration, has enabled a broader assessment and monitoring of student’s communication skills and needs.

In-class support was provided for teachers to implement explicit teaching and learning programs for students’ communication goals.

Quality communication resources for use by individual students and for school wide use were made by an experienced School Learning Support Officer. Quality and relevant resources were made for use by some families to provide consistent expectation of visuals and schedule boards.

Advice from ADHC school therapy team supported the use of these. The speech therapist presented 2 workshops for staff and time was allocated for her to advise staff directly on particular student goals and communication strategies.

This contributed to the school target of 25% of Primary student demonstrating a one phase improvement in their communication goal. This was exceeded with more than 80% of Primary students demonstrating one phase or more improvement in their communication goal.

The introduction of iPads™ to support some student communication has been successful. Staff is learning to personalize the program for students and to trial these across the school with a group of students. Further development of this program will be facilitated by staff through professional learning and student trials.

Students were supported at key transition points with the inclusion of Local Services Expo held at the school for Education Week. This included agencies for student’s current needs and post school programs.
Triple P, Stepping Stones

The Children’s Hospital at Westmead invited Beverley Park School to be part of a pilot initiative in 2012, to introduce the Triple P Parenting Program, known as Triple P, Stepping Stones. The program was a partnership with the school and the hospital with support from an ADHC co-facilitator. Pre and post program assessment data was completed and interpreted by the department of family medicine at Westmead Hospital.

A staff member from Beverley Park School gained accreditation in the presentation of the Triple P, Stepping Stones program, and worked with our home-school partnership officer to facilitate the program over a ten week period.

The Triple P program is a research based parenting program that introduces effective management strategies for dealing with a range of childhood behaviour problems and developmental issues. It incorporates positive parenting strategies to improve relationships within the family and encourage skill development.

Feedback received from the parents who completed the program, would indicate that they now feel they are equipped with the tools and especially the confidence to implement the strategies addressed in the program. They acknowledged that this is the basis for long term positive changes for their whole family.

During Education Week, Mr. Chanthivong, Mayor of Campbelltown, presented the parents with their certificates and acknowledged their commitment to learning together.

Other programs

Environmental Education

Environment Education has been a significant focus at the school in 2012. Students across the school participated in lessons and activities relating to Environmental Education. The vegetable garden and frog pond have provided opportunities for hands on learning. These are located in what was previously an unused area of the school. It now has raised garden beds, a frog pond, rain gauge and bird bath.

On National Tree day, two lemon trees were planted to complement the ever growing range of plant varieties in the garden.

An environment grant from the Teacher’s Mutual Bank funded the building of the raised garden beds.

The school is a member of the Sustainable Schools network and participated in the Expo held at Belgenny Farm. Classes participated in excursions to Mt. Annan Botanic gardens, Wooglemai Environmental Education Centre and the Camden Show.

There was a whole school commitment to maintaining environmental programs such as paper recycling, gardening, the worm farm and composting.
Progress on 2012 targets

The year 2012 marked the first year of the school management plan for 2012-2014. The plan was developed with targets to meet the needs of Beverley Park School. These targets are consistent with the Office of Schools priority areas and the strategic priority areas of South Western Sydney Region.

Target 1

- 25% of Kindergarten – Year 6 students will demonstrate achievement of one increment in their communication goal from individual baseline data.

Our achievements include:

- Best Start assessment and learning continuums were used to inform and improve student outcomes for students in Kindergarten, Year 1 and Year 2.

- 76% of students Kindergarten – Year 6 students demonstrated achievement of one phase or more of their communication goal.
  - 24% demonstrated achievement of one phase.
  - 24% demonstrated achievement in two phases.
  - 7% demonstrated achievement in three phases.
  - 21% demonstrated achievement in four phases.

- Goal Attainment Scales (GAS) are utilized as a tool for measuring student achievement, monitoring and recording progress in communication.

- Professional learning was delivered to staff about personalized student communication strategies.

Target 2

- 20% of students will demonstrate improvement in their behaviour/engagement goals.

Our achievements include:

- Successful delivery of the Triple P, Stepping Stones program and completion by seven parents.

- Teachers were professionally supported to develop and implement effective personalized learning strategies for students.

- School rules and expectations are consistently taught and reinforced across school learning areas. There was continued commitment to the school rules which are based on the Positive Behaviour for Learning principles.

- School rules communicated to parents in student diaries and newsletters so that they are familiar and supportive of the school expectations. Students responded positively to consistency of strategies at school, home and in the community.

- Twenty two students, 39% across the school had a behaviour SMART goal and 29 students, 52% had an engagement SMART goal identified.

- Staff received training in writing effective SMART goals and personalized learning strategies to support student behaviour and engagement.

- Thirteen students, 23% had a Goal Assessment Scale as an assessment tool that related to either their behaviour or engagement goal. These students demonstrated gains of one phase or more on their baseline data.

- A model of Learning Support Team was implemented to support students identified by staff as requiring additional interventions.

Target 3

- Increase to 30% the participation in professional learning in leadership by the school executive.

Our achievements include:

- The professional learning program included opportunities to build capacity and strengthen leadership practices for individual executive and the executive leadership team.

- 30% of the school executive completed online leadership training.

- 80% of executive attended the NSW Special Education Leaders conference.
The Team Leadership for School Improvement K – 12 program was delivered at the school. Eight teachers, including executive completed the program.

Opportunities for internal mentoring, peer observations and collaborative planning to support quality teaching were strengthened through strategic resourcing and planning.

**Target 4**

- Increase by 50%, student access to relevant curriculum through existing and new technologies.

Our achievements include:

- Assistive technology equipment in the school was audited.
- Staff was surveyed to establish levels of support needed for assistive technology application. The staff used a range of software for their classroom programs.
- Professional learning included school user groups to develop and share skills to continue the delivery quality teaching practices.
- The school Information Communication and Technology (ICT) team participated in the regional LeadIT course which facilitated the planning for ICT across the school to meet current and future needs.
- Upgrade of school infrastructure was planned with regional input to meet current and future needs.
- Teaching and learning of all students was enhanced by the use of current and appropriate technologies and software. Daily use of technology in classrooms by staff and students are incorporated into teacher planning.
- The introduction of tablet technology in each classroom, provided engaging and stimulating opportunities for students to access their learning. The range of applications used supported student communication, literacy and numeracy learning.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Learning and Physical Education.

**Learning**

**Background**

As part of the schedule for evaluations, parents and staff were surveyed on ‘Learning’ at Beverley Park School using the SchoolMap survey tool.

**Findings and conclusions**

Responses to the survey were very positive with high levels of consistency between the responses of parents and staff.

The areas of strength identified by parents and staff are:

- The school community has high expectations of students to achieve to the best of their ability.
- The learning opportunities are provided within a stimulating and secure environment.
- Students have access to good equipment that assists with their learning.
- Parents acknowledged that their child is involved in independent and group learning activities.
- Staff indicated that they share ideas and experiences with colleagues to improve their practice.

**Future directions**

Inform the school community of the professional learning which is undertaken by staff to support their professional practice.

Maintain effective home / school communication strategies to inform parents and school staff of important and relevant information.

Parent comments included:

“There is a great sense of support amongst staff and students at the school all the time and a great sense of pride from students in what they have achieved.”

“The whole school contributes to the huge development of my child and continue to make a difference to the learning capacity of my child.”
Physical Education

Background

Students at Beverley Park School engage in various sports and activities to promote physical education. These activities improve and develop skills including balance, hand eye coordination and gross motor skills, all attributed with sports. Students also engage in sport as a means to complement the teaching programs used in the classroom and at home. Physical Education across the school takes many different forms including gymnastics, Riding for the Disabled, ten pin bowling, tabloid sports, obstacle courses and various skill based ball games such as T ball and basketball, Conductive Education, yoga, community access, swimming and hydrotherapy. Students from Leumeah High School and St Gregory's College assisted weekly, providing students at Beverley Park with new and innovative ways to be physically active through dance and role playing activities.

Findings and conclusions

In 2012 the staff at Beverley Park School was trained as facilitators in order to implement the Australian Government’s Active After-school Communities (AASC) program. This national initiative provides primary school children with access to free sport and other structured physical activity programs. During Term 4, staff at the school was asked to provide a list of activities and the time each student is physically active and engaged within the activities. The results indicate that the average time each student spent being physically active was five hours per week across twelve activities.

Future directions

Beverley Park School aims to provide students with new and engaging activities to keep them committed to their physical education. Through the implementation of new programs such as Live, Life Well, healthy lifestyle choices will be reinforced. It is an aim of the school to see student engagement increase while ensuring that the activities and opportunities offered at the school are developed and tailored for the needs of the students.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Parent opinions were sought in relation to the student reports. Feedback was positive, in particular the use of photographs to demonstrate the learning experiences and achievements of the students was appreciated.

Comments from parents in student diaries provide feedback, both positive and negative. Parent concerns were addressed by providing additional information and discussions.

Twenty two students were surveyed with a specially developed tool which gained their feedback about the school, what they like at school and how they feel at school. Visual prompts were provided using photographs and symbols to gauge their responses.

The results include:

81% feel safe and happy at school.
57% indicated that they work best when in a group with friends. 43% work best on their own.
60% of students indicated that they like learning in the community.

Their favourite activities are swimming, community access, gymnastics and the sensory room.

School staff met weekly in teams to discuss matters relating to teaching and learning and to provide input into whole school issues. Staff meetings were held weekly. The format of the meetings provided opportunity for whole staff consultation and contribution. School consultation and organization processes are supported by staff and contribute to staff satisfaction.
Professional learning

Schools are allocated funds annually for teacher professional learning. The policy and funds recognize that ongoing learning by teachers supports effective professional practice.

The school allocated additional funds to provide relevant professional learning of the whole staff, including school learning support officers and administration staff.

Professional learning supports the school targets, mandatory compliance training and identified needs of the staff. This included attending courses and conferences, working collaboratively during school development days, online learning and consultant workshops at the school.

Within the school, the professional learning schedule included weekly meetings, school development days, technology training groups.

A variation to the school development day for term three enabled teachers to attend the NSW Special Education Conference. School Learning Support Officers (SLSOs) from Beverley Park School, Passfield Park School and Mary Brooksbank School attended a conference organized specifically to enhance their roles in schools for specific purpose. This was held at Beverley Park School and coordinated by the schools’ executive staff. Feedback indicated that the program was relevant and engaging. The opportunity for staff to network was highly valued. It is anticipated that this community of schools conference will be presented in 2013.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy

Outcome for 2012–2014

Strengthen Literacy learning through effective use of a range of teaching and learning programs and personalized student learning strategies.

School structures and practices respect and respond to the diverse and special needs of every student.

2013 Target to achieve this outcome include:

40% of Kindergarten–Year 9 students will demonstrate achievement of one phase in their communication goal from individual baseline data.

Strategies to achieve this target include:

- Implement Goal Attainment Scales (GAS) to promote and monitor student achievement in communication.
- Professional learning for staff about personalized student communication strategies.
- Use of school based data that shows individual student progress in communication goals gathered by teachers through GAS.
- Provide professional learning programs to build whole school capacity to improve student literacy.
- Visual supports are developed and used for choice making by students in non-classroom settings.
School priority 2
Student engagement and attainment

Outcome for 2012–2014
Enhanced wellbeing of our students.
The school environment enables the students to access a variety of opportunities for success and their attainment is recognized.

2013 Target to achieve this outcome include:
30% of students will demonstrate improvement in their behaviour / engagement goals.

Strategies to achieve this target include:
- Implement strategies identified in the Live, Life Well program which support students and their families.
- Implement quality programs to support families of students who have a disability. This will include Triple P, Stepping Stones.
- Develop effective partnerships with the school families and community to facilitate increased learning and support opportunities for students at school and in transition from school.
- Professionally support teaching staff in their capacity to develop and implement effective personalized learning strategies including sensory needs.
- Facilitate consistent delivery of school rules and expectations across school settings.
- Develop and implement individual behavior intervention plans for targeted students.
- Annual review and update of health care plans are communicated to staff.
- Utilize the Learning Support Team to identify resources, training and interventions for improved student achievement.

School priority 3
Leadership and management

Outcome for 2012–2014
Strengthen leadership and management capacity of school staff and executive to drive school improvement.
Increase staff capacity to meet the needs of students with moderate and high support needs.

2013 Target to achieve this outcome include:
Increase to 40% teacher participation in registered professional learning programs developed by school, region and state.

Strategies to achieve this target include:
- Teachers and executive develop a professional learning plan with identified goals to improve professional practice.
- Teachers participate in registered professional learning program supporting the implementation of Australian Curriculum in NSW.
- Teaching staff, in particular New Scheme Teachers enroll in registered professional development programs.
- Staff participates in identified compliance training relating to CPR, emergency care, asthma, anaphylaxis and diabetes care.
- Professional learning schedule is reflective of staff needs and align with the school improvement targets.
School priority 4
Curriculum and assessment
Outcome for 2012–2014
A rigorous continuum of learning K -12 which provides a broad and relevant curriculum for every student.
Clear alignment between the implementation of curriculum, professional learning and student learning needs.
2013 Target to achieve this outcome include:
Increase by 65%, student access to relevant curriculum through existing and new technologies.
Strategies to achieve these targets include:
- ICT hardware and software are fully utilized in the classrooms.
- Staff training in the effective use of technology is regular and based on identified need and expertise.
- Training for staff in the consideration of sensory needs of students and the application of multi-sensory technologies.
- Sensory equipment is integrated into student learning.
- Staff contributes to shared resources on the school server.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.
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