School context

Beverley Park School is located in South Western Sydney. The school is for specific purposes, with students who have a moderate or severe intellectual disability. Many students have additional support needs and disabilities. The staff works collaboratively with parents to provide personalised learning and support programs. The school is committed to strengthening partnerships with families and the wider community.

Principal’s message

This report provides our school community with important information on our achievements and programs in 2013.

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.

2013 has been a year of outstanding community support. Volunteers assist in many ways including the library, community access, conductive education, swimming and hydrotherapy. Financial support from the Campbelltown Court Tavern, The Wales Family Foundation, The Children’s Hope Foundation and the P&C has enabled a program of facility and equipment upgrades which include play equipment, innovative technology, playground shade structures and the resurfacing of the hydrotherapy pool. These provide wonderful opportunities for our students to achieve and we are fortunate to have strong community support.

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

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 message

The Beverley Park P & C has enjoyed another year of support from parents, school staff and the wider community. This has enabled the P & C to purchase a range of resources to facilitate teaching and learning programs within the school.

Our fundraising efforts have been very successful. We were able to hold a community barbeque at Bunnings Campbelltown which raised sufficient funds to purchase indigenous resources for the school Literacy Program. Our Movie night is always very well attended by students, parents and staff. It is an enjoyable social activity for all family members. The chocolate fundraiser was also a tasty success.

The P & C purchased jerseys for the Year 12 students and these were presented at the whole school assembly in Term 2. A Christmas gift for each student was purchased and distributed at the end of year party day. Several raffles have been well supported throughout the year.

The annual general meeting of the P & C was held in October. The P & C meet the third Monday of each month during school terms. The committee has been consulted in the decision making process within the school in many issues directly impacting on the students. The P & C would also like to acknowledge the significant support given to the school by our local community.

Elva East
P&C President
**Student information**

It is a requirement that the reporting of information for all students 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 five. Eighteen students are from language backgrounds other than English.

The students are aged between four and eighteen years of age. There are twenty two primary students and thirty three secondary students. All students have an intellectual disability. 85% have an intellectual disability in the severe range and 15% 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 personalised learning needs of students in consultation with parents. The NSW Board of Studies syllabus’ are used across the school.

**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 is generally high. Student attendance 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.

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

**Post-school destinations**

Beverley Park School had six graduating students in 2013 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. Four students exiting Beverley Park School accepted placements at ADHC funded Community Participation programs. Two students accepted a Transition to Work placement. Our students were supported in their transition to their post school destinations.

**Workforce information**

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

Beverley Park School has an enthusiastic and committed staff of teachers, School Learning Support Officers and School Administration Staff. The teaching staff comprises of experienced and early career teachers.
Workforce composition

<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>Release from Face to Face Teachers</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>School Counsellor</td>
<td>0.2</td>
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<tr>
<td>School Learning Support Officers</td>
<td>9</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.622</td>
</tr>
<tr>
<td>Total</td>
<td>21.978</td>
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</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 there were no indigenous Australians employed at the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>60%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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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>
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<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>737719.55</td>
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</table>

Expenses

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>8514.84</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>36534.32</td>
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<tr>
<td>Library</td>
<td>2475.15</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>Total expenditure</td>
<td>525785.10</td>
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<tr>
<td>Balance carried forward</td>
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</tbody>
</table>

A full copy of the school’s 2013 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 2013

Achievements

Higher School Certificate (HSC)

All students in Year 11 and 12 undertake studies in the Life Skills curriculum. In 2013, six students were awarded a Higher School certificate after successfully completing their course requirements.

National Assessment program – Literacy and Numeracy (NAPLAN)

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 2013.

Arts

Our students have demonstrated a continued interest in visual arts and are developing their skills of expression through visual arts. In class lessons they explore aspects of painting, collage, sculpture and drawing using traditional materials and techniques alongside contemporary and digital applications.

The Nagoya Art Exchange is an exhibition of art from students across Australian, Japan, Canada, Mexico and some USA States. This exhibition in Nagoya, Japan occurs annually. Congratulations to Alisha, Connor and Jazmin whose works were selected for this exhibition.

Year 12 students presented an exhibition of their works which supported their achievement of their HSC Life Skills outcomes. These works are currently a feature in the school foyer.
Other achievements

Significant programs and initiatives

Aboriginal education

During Reconciliation Week students participated in various activities which related to the theme ‘Let’s talk recognition’. The school has an expectation that all students learn about aspects of Indigenous culture. New school resources were purchased by the P&C to complement the units of learning. During creative arts lessons students have the opportunity to explore traditional and contemporary Indigenous arts and music.

Uncle Col was our special guest at the Presentation Day Awards assembly. He concluded the event by singing and was presented with a painting by one of our Indigenous students.

Multicultural education

The school community continues to acknowledge and celebrate the cultural diversity of students and staff. This is achieved through integrated activities across the curriculum with opportunities to share cultural diversity through the creative and performing arts.

Triple P Stepping Stones

Beverley Park School delivered the Triple P Stepping Stones over ten weeks to a group of parents who have children enrolled at Beverley Park School and other local schools.

The program was delivered by a trained facilitator from the school and a psychologist from the Department of Family and Community. The Stepping Stones program has been developed to support families of children who have a disability. Positive parenting aims to promote child development and manage children’s behaviour in a positive and constructive way.

The group of parents learnt and developed strategies to assist their child to learn new skills and were supported in developing communication opportunities and systems for home to enhance their child’s development and communication.

The parents were presented with their certificate of achievement by Mr. Bryan Doyle, Member for Campbelltown, at the Education Week assembly.

Sport

Primary students participated in the Special Swimming Scheme in term 1. This provided a foundation for ongoing weekly swimming and hydrotherapy lessons.

A combined sports carnival was held with Mary Brooksbank and Passfield Park Schools. This annual carnival provides an opportunity for races, games and some healthy competition.

Weekly physical education and sports included school and community based gross motor activities, bike riding, gymnastics, basketball, conductive education, bowling and Riding for the Disabled.

Live Life Well @ School (LLWatS) was introduced at the school during 2013. It is a joint initiative between the NSW Department of Education and Communities and NSW Ministry of Health that aims to get more students, more active, more often, as well as improving students’ eating habits. This program will continue into 2014 with further development of fundamental movement activities. Healthy cooking and eating habits are fostered during class cooking lessons using produce from the school vegetable garden.
Student leadership

The leadership skills of students continue to strengthen through a range of activities. Our student ambassador, Vincent Baker 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.

During term 2 a leadership assembly was held to present the Year 12 students with their jerseys. The school captains from Leumeah High School presented the jerseys and spoke of the importance of leadership at school.

The students from Leumeah High School support our school in various ways. This includes weekly participation in Primary sport and sensory programs and support at the student voice day. They are an important part of our school community and are very interested in the students and their learning here at Beverley Park School. We greatly value this partnership.

The Student Voice Day, involved students from Beverley Park School, Passfield Park School, Mary Brooksbank School and Leumeah High School. 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.

Students arrived 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 Rachel, Basanta, Joshua, Nawid, Christopher and Vincent for their successful participation and contribution to the day.

Six students from Beverley Park School were invited to the Participation Showcase held by the Commissioner of Children and Young People to celebrate Children’s Week. A presentation by Carmel Seeto gave an overview of the student voice, student leadership and student survey at Beverley Park School. How our students are involved in these activities was of interest to those who attended the showcase. More than sixty participants from various government departments and agencies attended. The theme of the showcase was Reach Engage Empower. Our students listened to several different groups present how they engage young people in decision making. Our students were wonderful representatives for the school.

Volunteers and Visitors

Beverley Park School welcomed practicum students from tertiary institutions including Sydney University and Australian Catholic University, TAFE students and University of Western Sydney medical students.

Students from St Gregory’s College attend weekly to support various social and class programs. They use Ipads with our students for NRL footy competition and coordinate this weekly. The annual colours day is celebrated at the end of the season.

Volunteers are important in the provision of programs such as conductive education, swimming, hydrotherapy, class activities and in the library.
National partnerships programs 2013
Beverley Park School is collaborating with Passfield Park and Lucas Gardens Schools in the Every Student, Every School National Partnership. Our goal is to develop a toolbox of resources to enable teachers of students with special needs to enhance students’ access to the curriculum.

The toolbox is a collection of resources from the three schools and other schools and personnel. We continue to collect and evaluate resources. The product will be available for schools following its presentation at the 2014 NSW Special Education Principals and Leaders Conference in May.

Therapy
The Therapy Program at Beverley Park School is focused on aiding our students to achieve an educational goal. The focus of the programs is on abilities and inclusion. In 2013 the Therapy Team consisted of a physiotherapist and a therapy aide has continued to support our students’ access to many educational programs including hydrotherapy, Physical Education, Conductive Education sessions and class programs. The role of our Therapy Team is to support our students in their learning through direct therapy in the classroom; collaboration with other agencies to provide wheelchair clinics; transition to post school programs; supporting successful return to school following surgeries; equipment trials and documentation to support applications; providing training and support to school staff.

School planning and evaluation 2012—2014
School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Document Analysis
- Using existing data

School planning 2012—2014: progress in 2013
School priority 1
Literacy
Outcome for 2012–2014
Strengthen Literacy learning through effective use of a range of teaching and learning programs and personalised student learning strategies.

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

Evidence of progress towards outcomes in 2013:

- 98% of all students at Beverley Park School from Kindergarten to Year 9 demonstrated achievement of 1 or more phases of their personalised communication goal.
- 22% of students achieved 1 phase
- 22% of students achieved 2 phases
- 32% of students achieved 3 phases
- 22% of students achieved 4 phases.

- Visual supports were developed and used for supporting student communication across learning areas including the playgrounds.

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

- Staff participated in ongoing professional learning and mentoring with school executive to support their writing of and
assessment of student communication goals.

**Strategies to achieve these outcomes in 2014:**

- Best Start and Planning Literacy and Numeracy (PLAN) assessment and learning continuums utilised to inform and guide student progress.
- Utilise student communication profiles to provide relevant and current information about student needs.
- Access professional learning for staff in current communication strategies relevant for students.
- Utilise visual supports for students across learning areas and community programs.
- Students are given opportunities to have a ‘voice’ about their learning and for the Student Voice program to be further developed.

**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.

**Evidence of progress towards outcomes in 2013:**

- 39% of students across the school had a behaviour goal and 52% had a learning engagement goal, which was targeted in student personalized learning and support plans. All identified students showed improvement in behavior and engagement.
- Personalised learning and support plans are developed collaboratively by the teaching team, support staff and parents.
- Staff received professional learning in writing a SMART goal along with learning strategies.
- All students in Kindergarten to Year 10 had a sensory profile completed with relevant strategies to support their learning and engagement identified.
- Increase in the consistent delivery of school rules and expectations across school settings is evident.

**Strategies to achieve these outcomes in 2014**

- Professionally support teaching staff in their capacity to develop and implement effective personalised learning strategies including sensory needs.
- Develop and implement individual behaviour intervention plans for targeted students.
- Annual review and update of health care plans are communicated to staff.
- Implement quality programs to support families of students who have a disability. This will include workshops from the Triple P Stepping Stones program.
- Develop and implement sensory programs for students.
- Implement a broad range of physical activities which develop student’s skills.
**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.

**Evidence of progress towards outcomes in 2013:**

- 100% teacher participation in registered professional learning programs supporting the implementation of the Australian Curriculum.
- 75% of school executive participated in professional learning, to build capacity to deliver training in the implementation of the Australian Curriculum.
- 100% of New Scheme and beginning teachers enrolled in registered professional development programs.
- 100% of staff participated in identified compliance training relating to CPR, epilepsy, anaphylaxis, diabetes care, e-emergency care, Child Protection and Non-Violent Crisis Intervention.
- the professional learning schedule was reflective of staff needs and aligned with school improvement targets.

**Strategies to achieve these outcomes in 2014**

- Increase access to online professional learning for teachers and support staff.
- Professional learning for staff will reflect the school improvement targets, compliance requirements and staff needs.
- Staff professional development plans will indicate goals relevant to the experience and needs of teachers.

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**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.

**Evidence of progress towards outcomes in 2013:**

- Increase in student access to relevant curriculum through existing and new technologies
- 70% of students have technology embedded in the goals of their Personalised Learning and Support Plans.
- All classrooms have interactive whiteboards, wireless jellybean switches, iPads and some have touch screen monitors which allow student access to a variety of programs including switch skills and cause and effect programs.
- 60% of students access, with varying levels of support, iPads for communication, choice making and learning.
- All staff contributed resources that can be shared via the school network.
- Regular staff training and workshops about using the Interactive Whiteboard and iPads where all staff had the opportunity to contribute to the shared learning.

**Strategies to achieve these outcomes in 2014**

- All staff trained in the use of iPads for classroom programs.
- A resource booklet will be developed to guide staff in the use of various technologies to support student communication and engagement.
- Technology options for communication and learning are included in student’s personalised learning and support plans.
Professional learning

Schools are allocated funds annually for teacher professional learning. The policy and funds recognize that ongoing learning by teachers support effective professional practice. Working collaboratively is an effective way to effect improvements across the school.

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 workshops at the school.

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

A variation to the school development day for term three enabled teachers to attend the National Special Education Conference. School Learning Support Officers (SLSOs) from Beverley Park School, Passfield Park School and Mary Brooksbank School attended a conference organised 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.

In 2013, professional learning included:

- Special education national conference
- School administration and support staff conferences
- Executive leadership courses
- General assistant workshop
- Australian Curriculum implementation workshops
- Healthcare certification and recertification
- Life Life Well@school training
- iPad implementation and apps training
- Nonviolent Crisis Intervention training
- Compliance training in Anaphylaxis, Emergency Care, Cardio-Pulmonary Resuscitation and Child Protection.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Parents of students new to the school were surveyed about school information and communication. They commented that the school is welcoming and helpful towards them and the specialised facilities and programs support their child’s learning. They agreed that the school rules of ‘Being a safe, respectful learner’ and the linked expectations are relevant to their child. The parents showed a strong interest in and support of school activities which strengthen the partnership between home and school. These included training programs, parent meetings, school events and volunteering. The parents indicated that the student diary is an effective means of communication between home and school.

Parents of students leaving the school at the end of 2013 were invited to complete a survey about the school and the learning programs. They strongly agreed that the school is welcoming and that the administration staff is very friendly and helpful. They indicated that the school leadership team of executive staff is approachable and accessible and that the school staff provides engaging programs and activities for their child.
They indicated that the school provided excellent opportunities for their child to succeed.

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

Twenty six 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 happy at school.
- 65% indicated that they work best when in a group with friends.
- 92% of students indicated that learning at school is fun.

Their favourite activities are swimming, community access, talking with friends, ICT and the sensory room.

Secondary students who participated in the Student Voice program had the opportunity to work in groups and to explore aspects of their learning.

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

**Program evaluations**

**Student Reports**

**Background**

Student progress and achievements are reported at the end of term 2 and term 4. The mid-year report included photographs, comments about student progress in each key learning area and a general comment.

Prior to 2013, the end of year report was a written report about the student’s progress and achievements which did not include photographs.

**Findings and conclusions**

During 2013 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.

The student report format was reviewed by staff and parents. Parents and staff preferred the inclusion of photographs in both reports.

The student report format for semester 2 was changed and parents completed surveys about this new format.

Parents responded that the report clearly indicated to them their child’s progress and that the photographs supported their understanding of how and what their child learnt. One parent disagreed or was unsure about the report format and content indicating progress.

Parents agreed that the inclusion of photographs made the report meaningful to their child and that the indicators of learning were relevant and informative.

Parent comments included that they would be better able to continue at home the things indicated in the photographs; a great tool for letting other family members know how their child learns; “I like the photos as we can see how he is learning as he can’t tell us”; “the report is clear and informative”.

**Future directions**

Provide ongoing opportunities for parents to give feedback about the reporting format.

Increase staff training in effective reporting techniques and formatting of photographs.

Increase the use of photographs to report student progress and achievements informally through the year to communicate to parents learning and participation across the Key Learning Areas.
Positive Behaviour for Learning

Background

In 2009 Beverley Park School began participation in the Positive Behaviour for Learning program (PBL). This involved staff training; identification of core rules and associated expectations; development resources and lessons to support student learning and understanding of the rules and expectations. The banner statement of At Beverley Park School we are safe, respectful learners has been adopted to reinforce the core rules of the school. To support student learning and engagement an evaluation was conducted during 2013 of the strategies, resources and practices to promote positive behaviour for learning.

Findings and conclusions

There is continued commitment to the school wide use of the PBL rules by staff. This is demonstrated through use of portable lanyards of visuals; signage around the school; photograph resources to support student learning; social stories were produced and shared about. The lanyard visuals were reviewed and updated as to suitability to our current student needs.

Welcome mats with the PBL motto are used in the main foyer entrance and the entrance for students. Social stories, reinforcing ‘PBL rules in Secondary classes’ are displayed in the foyer for parents, students, visitors and the school community to view and read on arrival to further their understanding of the school PBL rules.

School rules and expectations are communicated to parents via the student diaries and newsletter.

The use of ‘common language’ to reinforce PBL rules on a daily basis is evident.

In the classroom, staff reinforce PBL through the use of school made stories and charts. Teachers can access lesson plans and resources via the school network. These are then adapted for classroom use to reinforce rules and expectations. Students responded positively through consistent strategies at school, home and in the community.

Three PBL days were held during the year. These were linked to the colours which have been adopted to represent the core rules. Be respectful is orange, be safe is yellow and be a learner is green. These days reinforced the expectations and celebrated the student achievements.

IPads are utilised to develop personalised social stories to reinforce school rules and expectations.

Quality programs offered to parents in the form of Triple P-Stepping Stones, designed specifically for parents of children with a disability. Beverley Park has a trained Triple P Stepping Stones facilitator who implemented the ten week program.

Future directions

Use key word signing to further reinforce the rules and expectations.

Provide staff training in the principles of positive behaviour for learning by facilitator.

Review strategies and practices to reinforce school wide use of common language and expectations.

PBL teaching to be evident as an integral part of daily classroom practice, supporting student engagement and management systems.

Develop resources which are relevant to current students.

Broaden the use of photographs to reinforce PBL.

Strengthen the communication to parents of the school rules to encourage the consistent use of the rules and expectations at school, home and community.
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.

Elva East, P&C President
Margaret Johnstone, Assistant Principal
Jacqueline Lockyer, Assistant Principal
Carmel Seeto, Principal

School contact information

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School Code: 5508

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: