## School background 2015 - 2017

### School vision statement

Beverley Park School provides a safe, respectful and inclusive learning environment with commitment to providing each student with the opportunities to acquire skills, values and positive attitudes to achieve their full potential and be successful participants in the community.

Our vision is for each student to be empowered, lifelong learners who are confident and creative individuals supported by staff, parents and community who have high expectations of the students and who are an engaged 21st century learning community.

### School context

Beverley Park School is located in Campbelltown in Sydney’s South West. The school provides quality education for students with moderate and severe intellectual disabilities. There are nine classes for students in Kindergarten to Year 12. We celebrate the unique abilities of all our students and support their lifelong learning through quality education within a supportive and harmonious school environment.

All students have Personalised Learning and Support Plans which are developed collaboratively with parents, staff and support professionals. Within the innovative, engaging and supportive learning environment students participate in a broad range of learning opportunities. The school has a strong emphasis on student wellbeing. High expectations of our students to succeed are shared by the staff, parents and community. Programs are supportive of positive values and behaviour for learning across the school and community.

There are strong partnerships established with parents and community groups which support the educational achievements of our students, staff and community. Beverley Park School is a member of a Community of Schools with Passfield Park and Mary Brooksbank Schools. This professional partnership fosters collaboration to build the capacities of leadership and education innovation.

### School planning process

In 2014, Beverley Park school sought the opinions of parents, students and staff about the school in terms of:

- What programs they considered high value and wanted to continue and develop?
- What were the effective forms of communication between school and home?
- What was their vision for the school?

This consultation included telephone interviews, focus groups, surveys, collaborative professional dialogue and program evaluations.

Careful analysis was conducted by the team of the informal and formal data gathered thorough what was an extensive process of consultation which guided the development of the schools strategic directions.

Three strategic directions have been defined for 2015 – 2017 as a basis for a shared commitment for future developments as we build capacity in our students, staff and our community as lifelong learners.
Delivering excellence, innovation and opportunities for success

**STRATEGIC DIRECTION 1**
Engaging 21st Century learning for all students through a dynamic, integrated & holistic approach

*Student Learning*

**Purpose:**
To provide an engaging, accessible learning environment that supports student’s personalised learning with realistic goals which enables students to participate and communicate to their full potential as successful learners.

**STRATEGIC DIRECTION 2**
Developing a culture of collaboration within the Community of Schools (CoS) to build the capacity of all in leadership and educational innovation

*Staff & Leader Learning*

**Purpose:**
To provide a high standard of education through collaborative learning, opportunities for sharing and exchanging expertise of innovative education and quality leadership which inspires all CoS stakeholders to excel and reach their full potential.

**STRATEGIC DIRECTION 3**
Enhancing Parent & Community Engagement and Participation which supports students being successful individuals.

*School Learning*

**Purpose:**
To develop strategic partnerships to enhance our shared values of equity, high expectations, diversity and the celebration of success. To work together as a learning community to give students the opportunities to achieve their personal goals and lead successful lives.
## Strategic Direction 1: Engaging 21st Century learning for all students through a dynamic, integrated and holistic approach.

### Purpose

To provide an engaging, accessible learning environment that supports student’s personalised learning with realistic goals which enables students to participate and communicate to their full potential as successful learners.

### People

Students are actively engaged and creative learners in a broad range of opportunities for learning and success and through the development of their social and emotional wellbeing. Through 'Student Voice' programs their interests and opinions will be expressed and valued.

Staff develop capabilities through professional development and extend knowledge of the NSW syllabus for the Australian Curriculum and to extend student learning in 21st Century capabilities.

Increase capacity of staff to implement 21st Century pedagogy as exemplified through ICT, Creative and Performing Arts and Professional Learning.

### Processes

Collaborative development of personalised Learning and Support Plans which include short and long term goals determined in conjunction with a multi-disciplinary team, with a focus on SMART goals that include access to relevant technologies, life skills and are embedded across Key Learning Areas.

The School’s Discipline and Well-being Policy reflects awareness of student mental wellbeing, Positive Behaviours for Learning, discipline and recognition of success in the context of our school.

Collaborative and consistent culture / procedures of exchange and wellbeing information to inform and improve teaching and assessment practices.

Implement innovative educational resourcing to engage students in Creative and Performing Arts and ICT.

### Products and Practices

**Products:**

Provision of a high standard of education through curriculum resources, ICT and teaching programs which supports students learning and includes Personalised Learning and Support goals for all students.

Implementation of Creative and Performing Arts programs which are challenging, innovative and inclusive that result in increased engagement and creative opportunities for all students.

Student Voice program implemented twice a year within CoS.

**Practices:**

To effectively implement challenging, innovative and accessible curriculum that enables students to be successful 21st Century learners.

Effective use of assessment and data to direct teaching and for evidence based decisions about student learning, engagement, wellbeing and success.

Students actively engaged in social activities and consistently demonstrate positive behaviours across learning environments and will have a voice in decisions about their learning.

### Improvement Measures

- **Student performance / progress in personalised goals will be measured using Goal Attainment Scales.**
- **Professional Learning includes use of current technologies to support student learning and engagement in 21st Century pedagogy.**
- **School programs support the development of student positive behaviours for learning, social and emotional skills.**

**EVALUATION PLAN:**

Student PSLP goal progress monitored each term.

Feedback gained from parents via surveys and interviews each semester. PDP goals established, reviewed and adjusted twice a year.
Strategic Direction 2: Developing a culture of collaboration within the Community of Schools (CoS) to build the capacity of all in leadership and educational innovation.

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| To provide a high standard of education through collaborative learning, opportunities for sharing and exchanging expertise of innovative education and quality leadership which inspires all CoS stakeholders to excel and reach their full potential. | **Students:** Ensure professional learning targets the needs of students.  
**Staff:** Develop staff capabilities and leadership through targeted PDP.  
**Leaders:** Embed practices for leaders to act as a critical friend and to attain their Performance and Development Plan goals.  
**Parents:** Embrace the CoS model as a C21 learning community through ongoing school communication, newsletters and website.  
**Community Partners:** Will contribute to the CoS model for equity and excellence in learning through shared practice and exchange of expertise. | Through leader collaboration, explore and develop frameworks of assessment and strategies for pedagogy in unique special education settings for student learning.  
Developing leaders through sharing of best practice and identified PDP goals.  
Developing all staff through sharing of best practice in educational innovation. | **Products:**  
Schedule of Professional Learning based on strategic directions and Professional Development Plans.  
Annual CoS conference for all staff for professional sharing and networking.  
Shared Leadership Programs across CoS which provide a variety of approaches and support accreditation.  
Shared ways of working and learning by staff to create effective teaching practices.  
A framework of assessment & strategies for pre ES1 student learning.  
**Practices:**  
PDP goals will drive professional learning opportunities across the CoS.  
Teams collaborating to deliver targeted professional learning.  
Shared leadership programs across the CoS which provide a variety of approaches and support teacher accreditation.  
Shared ways of working and learning by staff to create effective assessment and teaching practices. |

**Improvement Measures**

- 100% of all professional learning opportunities across the CoS that reflect Performance and Development Plan goals.
- 100% of all staff attend the CoS conferences.
- 100% of all staff is involved in trialling or using assessments and teaching strategies for students at pre ES1 level.

**EVALUATION PLAN**

Evidence across the CoS to demonstrate professional learning opportunities that reflect PDPs. The CoS conferences are relevant to all staff, and teachers are using Framework Assessment and teaching strategies for pre ES1 learners.
### Strategic Direction 3: Enhancing Parent & Community Engagement & Participation which supports students being successful individuals.

**Purpose**

To develop strategic partnerships to enhance our shared values of equity, high expectations, diversity and the celebration of success. To work together as a learning community to give students the opportunities to achieve their personal goals and lead successful lives.

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<td><strong>Staff</strong>: will work in a professional partnership with specialist personnel to strengthen their capabilities in the delivery of holistic programs for students.</td>
<td><strong>Products</strong>: Increase positive parental participation within the school community to support student learning and wellbeing programs at the school through parent learning sessions present four times year. Strategic community partnerships are evident by increased support for specialised learning programs and facilities, and community awareness of school achievements.</td>
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<td><strong>Parents</strong>: will be more engaged in the school through increased understanding and involvement in educational programs and relevant learning sessions.</td>
<td><strong>Practices</strong>: A positive culture of learning across students, staff, parents and community partners through increased and regular opportunities for parent participation in student learning activities and parent learning sessions. Communication and consultation processes are respectful, active and timely between the school and community.</td>
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<td><strong>Community partners</strong>: To build on strategic partnerships to foster key programs and to provide educational expertise and resourcing.</td>
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<td><strong>Leaders</strong>: will measure the improvement of student outcomes as a result of specialist interventions by data analysis and community feedback.</td>
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**Improvement Measures**

Schedule / calendar of Parent Participation is developed based on feedback from parents which includes four workshops, student learning sessions and school events. Increased levels of parent and community participation across school activities are evident.

School charity provides funding and resources for specialised learning programs and staff which meets the current needs of the students and is sustained.

**Processes**

To provide parent learning and involvement opportunities that are regular and varied to increase the number of parents engaging in the school community for learning and to foster shared expectations of student learning.

To create communication and consultation processes between the school and community that are timely, respectful and inclusive.

School Community partnerships support students and parent learning through specialised personnel and resources.

**Evaluation plan:**

Seek feedback from parents about learning sessions and communication procedures.

Report to school charity about effectiveness of resources.